

# Scheme of work

Cambridge IGCSE®

English as a Second Language

0510 and 0511

For examination from 2015



## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

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### Overview

This scheme of work provides ideas about how to construct and deliver a course with suggested teaching activities and learning resources to use in the classroom.

#### Recommended prior knowledge

It is assumed that learners will have achieved a certain proficiency in English which equates to intermediate level or above.

#### Outline

This scheme of work is divided into eight topic-based units, each providing practice in the syllabus's interrelated skills of speaking, listening, reading and writing. Each unit contains a series of activities linked to a common topic area. Each activity incorporates suggestions for a lesson plan, designed to engage with a particular syllabus assessment objective or objectives. Each activity can act as a stand-alone lesson (but may take more than one lesson to complete); a unit can also be taught as a progressive scheme of work. The activities may be followed in order, or you may prefer to select your own activity-based path through the unit. Some activities feature examination practice exercises to print out for (or email to) your learners. These follow the format of the examination papers, and may help teachers who are using the units for revision purposes. There is no prescribed order to the units; teachers may prefer to start with a topic area that they feel is the most accessible for their particular learners. Some teachers may prefer to navigate across the units with a view to focusing on a particular skill (e.g. working through all the activities relating to Listening).

The units within this scheme of work are:

**Unit 1: Travel and tourism**

**Unit 2: Shopping and the consumer society**

**Unit 3: Science and nature**

**Unit 4: Health, fitness and sport**

**Unit 5: Family and lifestyles**

**Unit 6: Media and films**

**Unit 7: Festivals and celebrations**

**Unit 8: Environmental issues**

## Content and structure

Assessment objectives (**AOs**): R1–R4 (Reading); W1–W6 (Writing); L1–L4 (Listening); S1–S6 (Speaking)

Activities are directed at Core level (**Basic**) with suggestions for extension work suitable for learners aiming at Extended level (**Challenging**). Opportunities for differentiation are offered, but there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

It is expected that most of the activities for the classroom (rather than for homework), will be interactively completed in pairs or small groups, provoking discussion. Learners will benefit from a variety of approaches and resource-types.

## Teacher support

The up-to-date resource list for Cambridge IGCSE English as a Second Language (0510 and 0511) can be found on the Cambridge International Examinations website [www.cie.org.uk](http://www.cie.org.uk). In addition, the password-protected Teacher Support website at <http://teachers.cie.org.uk> provides access to specimen and past question papers, mark schemes and other support materials. We offer online and face-to-face training; details of forthcoming training opportunities are posted on the website.

## Resources

An up-to-date resource list for the Cambridge IGCSE Second Language English (syllabus 0510 and 0511) can be found at [www.cie.org.uk](http://www.cie.org.uk)

The activities and learning exercises in this scheme of work are suggestions and there are many other useful activities to be found in the materials referred to in the learning resource list. We also encourage you to be creative in finding and developing the use of local resources. We encourage teachers to develop and provide materials and activities to blend with the Cambridge resources and support in this scheme of work. You will have your own local resources to hand and can develop new resources as necessary. Encourage learners to talk about things which are relevant to themselves. Learners could bring in their own pictures and photos (these could be real or fictional families, for example), local newspaper and magazine pictures, stories, advertisements, recipes, restaurant menus and interviews they have found on the internet which interest them. Short excerpts from films or TV programmes, such as police series, court dramas may also be used or adapted for use in the classroom.

## Textbooks:

Textbooks endorsed by Cambridge International Examinations for use with the Cambridge IGCSE Second Language English (syllabus 0510 and 0511) are listed on the Cambridge website [www.cie.org.uk](http://www.cie.org.uk)

*Cambridge IGCSE English as a Second Language – Student Book (with CD)* Collins Education, 2013 ISBN 9780007438860

*Cambridge IGCSE English as a Second Language – Student Workbook* Collins Education, 2013 ISBN 9780007456895

*Cambridge IGCSE English as a Second Language – Teacher Guide* Collins ISBN 9780007438877

*Practice Tests for Cambridge IGCSE Book 2* Georgian Press ISBN 9781873630549

*Success International English Skills for IGCSE* Georgian Press ISBN 9781873630440

*Summary and Note-taking* Georgian Press Revised edition ISBN 9781873630518

*Summary and Note-taking* Georgian Press Revised edition ISBN 9781873630525

*Practice Tests for Cambridge IGCSE English as a Second Language (0510)* Georgian Press Revised edition ISBN 9781873630488

**Websites:**

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

[www.eslpartyland.com/teachers/conversation/cqtravel.htm](http://www.eslpartyland.com/teachers/conversation/cqtravel.htm)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/08/050810\\_climber.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/08/050810_climber.shtml)  
<http://learnenglish.britishcouncil.org/en/word-games/beat-keeper>  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070711\\_wonders.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070711_wonders.shtml)  
[www.englishclub.com](http://www.englishclub.com)  
[www.bbc.co.uk/worldservice/learningenglish/radio/specials/1128\\_london\\_life/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1128_london_life/)  
[www.eslpartyland.com/esl-flashcards-worksheets](http://www.eslpartyland.com/esl-flashcards-worksheets)  
[www.eslpartyland.com/interactive/lp.htm](http://www.eslpartyland.com/interactive/lp.htm)  
[www.eslpartyland.com/teachers/conversation/cqshopping.htm](http://www.eslpartyland.com/teachers/conversation/cqshopping.htm)  
[www.englishclub.com/esl-lesson-plans/TP\\_Shopping\\_TS.pdf](http://www.englishclub.com/esl-lesson-plans/TP_Shopping_TS.pdf)  
[www.teachingenglish.org.uk/try/lesson-plans/consumer-society](http://www.teachingenglish.org.uk/try/lesson-plans/consumer-society)  
<http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-magazine-consumer-society-support-pack.pdf>  
[www.englishclub.com/esl-lesson-plans/TP\\_Globalisation\\_TS.pdf](http://www.englishclub.com/esl-lesson-plans/TP_Globalisation_TS.pdf)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070713\\_bekham.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070713_bekham.shtml)  
[http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-uk-culture-ethical-shopping-support-pack\\_0.pdf](http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-uk-culture-ethical-shopping-support-pack_0.pdf)  
<http://learnenglish.britishcouncil.org/en/uk-culture/ethical-shopping>  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061220\\_giraffes.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061220_giraffes.shtml)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2004/04/040426\\_bigcatdanger.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2004/04/040426_bigcatdanger.shtml)  
[www.teachingenglish.org.uk/try/lesson-plans/science-cloning](http://www.teachingenglish.org.uk/try/lesson-plans/science-cloning)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/03/070307\\_crops.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/03/070307_crops.shtml)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061213\\_whaling.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061213_whaling.shtml)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/031110\\_witn.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/031110_witn.shtml)  
[www.tefl.net/esl-lesson-plans/esl-worksheets-tp.htm](http://www.tefl.net/esl-lesson-plans/esl-worksheets-tp.htm)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/02/060227\\_women\\_sumo.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/02/060227_women_sumo.shtml)  
[www.tefl.net/esl-lesson-plans/TP\\_Stress.pdf](http://www.tefl.net/esl-lesson-plans/TP_Stress.pdf)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051226\\_valuev.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051226_valuev.shtml)  
[www.englishclub.com/esl-lesson-plans/worksheets\\_tp.htm](http://www.englishclub.com/esl-lesson-plans/worksheets_tp.htm)  
[www.englishclub.com/esl-forums/viewtopic.php?t=41728](http://www.englishclub.com/esl-forums/viewtopic.php?t=41728)  
[www.englishclub.com/esl-worksheets/conversation/TP\\_FamilyMatters.pdf](http://www.englishclub.com/esl-worksheets/conversation/TP_FamilyMatters.pdf)  
[www.teachingenglish.org.uk/try/lesson-plans/image-conscious](http://www.teachingenglish.org.uk/try/lesson-plans/image-conscious)  
[www.eslcafe.com/idea/index.cgi?Vocabulary](http://www.eslcafe.com/idea/index.cgi?Vocabulary)  
[www.eslpartyland.com/teachers/conversation/cqmedia.htm](http://www.eslpartyland.com/teachers/conversation/cqmedia.htm)  
[www.teachingenglish.org.uk/lesson-plans/young-people-television](http://www.teachingenglish.org.uk/lesson-plans/young-people-television)  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)  
[www.teachingenglish.org.uk/lesson-plans/film-festival-season](http://www.teachingenglish.org.uk/lesson-plans/film-festival-season)

[www.eslcafe.com/idea/index.cgi?display:1168138441-30877.txt](http://www.eslcafe.com/idea/index.cgi?display:1168138441-30877.txt)  
[www.headsupenglish.com/index.php/upper-intermediate-students/upper-intermediate-skill-builders/upper-intermediate-listening/476-history-of-mothers-day](http://www.headsupenglish.com/index.php/upper-intermediate-students/upper-intermediate-skill-builders/upper-intermediate-listening/476-history-of-mothers-day)  
[www.headsupenglish.com/index.php?option=com\\_content&task=view&id=112&Itemid=50](http://www.headsupenglish.com/index.php?option=com_content&task=view&id=112&Itemid=50)  
[www.Wikipedia.com](http://www.Wikipedia.com)  
[www.oxfordreference.com](http://www.oxfordreference.com)  
[www.teachingenglish.org.uk/try/lesson-plans/saint-patricks-day](http://www.teachingenglish.org.uk/try/lesson-plans/saint-patricks-day)  
[www.teachingenglish.org.uk/language-assistant/essential-uk/april-fool%E2%80%99s-day](http://www.teachingenglish.org.uk/language-assistant/essential-uk/april-fool%E2%80%99s-day)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/08/070829\\_mandela.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/08/070829_mandela.shtml)  
[www.englishclub.com/esl-lesson-plans/worksheets\\_tp.htm](http://www.englishclub.com/esl-lesson-plans/worksheets_tp.htm)  
[www.englishclub.com/esl-worksheets/conversation/TP\\_Energy.pdf](http://www.englishclub.com/esl-worksheets/conversation/TP_Energy.pdf)  
[www.ciafactbook.com](http://www.ciafactbook.com)  
[www.teachingenglish.org.uk/try/lesson-plans/climate-change](http://www.teachingenglish.org.uk/try/lesson-plans/climate-change)  
[www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606\\_oman\\_cyclone.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606_oman_cyclone.shtml)  
[www.eslpartyland.com/interactive/earthalert.htm](http://www.eslpartyland.com/interactive/earthalert.htm)

#### **General internet resources:**

Used by many UK learners for general GCSE purposes, this is an extensive site which helps learners prepare for examinations, complete coursework, practise key skills, and it offers useful links to other sites:

[www.gcse.com/recep.htm](http://www.gcse.com/recep.htm)

Cambridge University Press online International dictionaries, including a useful dictionary of idioms:

<http://dictionary.cambridge.org/>

The BBC's 'Bitesize' GCSE site is a good resource for literary notes and also includes a very useful search engine which can be used to look for more GCSE English sites:

[www.bbc.co.uk/education/gcsebitesize/english/index.shtml](http://www.bbc.co.uk/education/gcsebitesize/english/index.shtml)

A very useful resource for teachers in particular, which has a large number of links to specific language and literature pages:

[www.english1.org.uk/language.htm](http://www.english1.org.uk/language.htm)

A specialist grammar and writing site - particularly good for English as a Second Language (ESL) professionals and advanced level learners:

[webster.comnet.edu/grammar/index.htm](http://webster.comnet.edu/grammar/index.htm)

Learn English through the British Council web pages. There is a useful summary of the various ESL ability levels, and links to good interactive learning sites also:

[www.learnenglish-uk.co.uk/index.htm](http://www.learnenglish-uk.co.uk/index.htm)

Learning English homepage of the BBC's World Service department. This website is updated with new activities regularly and is particularly useful for extending vocabulary:

[www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

The National Association of Teaching English (NATE) homepage – will keep you up-to-date with UK curricular developments. It contains some useful resources too:

[www.nate.org.uk/](http://www.nate.org.uk/)

A list of synonyms or antonyms. Thesaurus.com may be able to help you and your learners out:

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

The ESL webring is a good place to start a search for specific ESL sites. There's a regularly updated ring of over 100 ESL sites which are generally useful and reliable:

<http://nav.webring.org/cgi-bin/navcgi?ring=esloop;list>

An ESL website for learners and teachers containing useful resources and relevant links. Online Writing Lab at:

<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>

A site with some useful free downloads, though you have to pay for greater access. Although aimed at first language learners, the worksheets can be adapted:

[www.learninga-z.com](http://www.learninga-z.com)

An English as a Second Language (ESL) website with links to useful materials and ideas:

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

The Times Educational Supplement website is aimed primarily at First language learners and teachers, but there are some ESL materials, and many of the ideas and resources can be adapted for Second language learners:

[www.tes.co.uk/english-secondary-teaching-resources/](http://www.tes.co.uk/english-secondary-teaching-resources/)

A site offering ideas and materials and support for English teachers. There is a section for English for Speakers of Other Languages (ESOL) learners:

<http://onestopenglish.com>

Part of the British Council website, this site offers materials, resources and ideas for learners of different ages:

<http://learnenglishteens.britishcouncil.org/>

This site is produced by the BBC and British Council. It offers support and forums as well as links to the Learn English, Learn English Teens and Learn English Kids sections:

[www.teachingenglish.org.uk/](http://www.teachingenglish.org.uk/)

A site with downloadable materials aimed at English as a Second/Foreign (ESL and EFL) Language learners:

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

A website with some free downloadable materials, though you have to pay for greater access:

<http://headsupenglish.com/>

A website for teachers of English as a Second Language (ESL) around the world. Some good ideas and support:

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

## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 1: Travel and tourism

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended tier learners. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes which have both core candidates and extended candidates, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of the issues around travel and tourism, including relating holiday experiences, discussing risk and adventure, exploring the pros and cons of tourism, reading a text about the new seven wonders of the world and a text about a journey through India and carrying out an internet project.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.



Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p><b>Listening</b></p> <p>L3 Recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 Understand what is implied but not actually stated</p>	<p><b>Speaking and listening strategies:</b> Describing places</p> <p>Learners are able to ask about and describe places and past events.</p> <p>Learners are able to use a range of 'wh'- question forms and other question forms. They are able to use narrative tenses such as past simple, past continuous, past perfect e.g. When we arrived at the airport the plane had already left and so we decided...</p> <p>Learners are able to choose appropriate vocabulary e.g. dramatic vocabulary ('spectacular', 'dreadful', 'breathtaking') to describe a dramatic experience.</p>	<p>Talking about holidays: 'Travel' worksheet.</p> <p>Learners use the conversation questions from the worksheet 'Travel'. The worksheet provides the stimulus for discussing aspects of holidays, such as the kind of holidays they enjoy, places they have visited, family holiday memories, holiday plans, good and bad holiday experiences and so on.</p> <p><b>(Basic)</b></p> <p>Learners will need to explore suitable vocabulary and phrases before they start the activity, do some revision of past tenses, and revise ways of asking questions. The conversation questions can be used flexibly e.g. cut up for pair work. Not all of them need to be used.</p> <p><b>(Basic)</b></p> <p>A feedback activity can round off the conversation. Groups can report views and experiences to other groups and follow-up questions can be asked across the groups. This provides opportunities to correct language errors tactfully and clarify concepts and vocabulary issues.</p> <p><b>(Basic)</b></p> <p>The conversation can be consolidated with some written work based on the individual questions. Narrating a good or bad holiday experience would be very appropriate and could be targeted at writing a letter or magazine article.</p> <p><b>(Basic)</b></p> <p>Attention should be paid to an appropriate format and style and register for the recipient. For example, learners in pairs could discuss the differences between writing a letter about the holiday to a friend and a letter of complaint to the manager of a hotel. This activity could be followed up by feedback to the class, before the learners are invited to write as the teacher directs.</p>	<p>Conversation questions worksheet: Travel:  <a href="http://www.eslpartyland.com/teachers/conversation/cqtravel.htm">www.eslpartyland.com/teachers/conversation/cqtravel.htm</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<b>(Challenging)</b>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details.</p> <p>R2 Understand and select relevant information.</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b> Recognising specialist vocabulary</p> <p>Learners are able to understand and discuss the fact that specialist fields have an associated technical vocabulary which is necessary to convey exactness of meaning and that these words are often based on existing words or word patterns, e.g. keyhole surgery.</p> <p>Recognising topic-based vocabulary.</p> <p>Learners are able to recognise topic-based vocabulary and develop strategies for working out the meaning of words by studying contextual clues or word formation.</p>	<p>Risk and travel abroad: Reading a newspaper report, dictionary work and writing.</p> <p>Learners read the intriguing newspaper report <i>Climber rescued from dangerous peak</i> about a climber who was rescued a mountain ledge in Pakistan where he had been trapped for a week. Learners can use the text to explore the attraction of dangerous adventures and speculate as to why people are attracted to these activities - personal sense of fulfilment, search for meaning in life, curiosity about one's personal limits etc. This discussion could take place in pairs or as a class.</p> <p><b>(Basic)</b></p> <p>From the text, learners can decide whether it is possible to infer the writer's attitude to the climber. (It is arguable that from the tone of the article the author admires the climber for his bravery and persistence e.g. famous for his assaults/it is the second time...).</p> <p><b>(Challenging)</b></p> <p>Vocabulary: The text provides some good topic-based vocabulary e.g. 'avalanche', 'mountain peak' and some technical vocabulary to explore e.g. 'ropes', 'ice screws'.</p> <p><b>(Basic)</b></p> <p>Learners could try to work out the meaning of unfamiliar words (e.g. the compound 'sleeping bag') by looking at context or the way the words are formed.</p> <p><b>(Challenging)</b></p> <p>Sentence structure: The text enables the study of narrative tenses and dramatic words like <i>huddled</i>. Learners can use highlighter</p>	<p>Learning English –Words in the News 10 August 2005 Climber rescued from dangerous peak: <a href="http://www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2005/08/050810_climber.shtml">www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2005/08/050810_climber.shtml</a></p> <p>Learners can use vocabulary games such as this to learn and appreciate the need for specialist vocabulary, here in football: <a href="http://learnenglish.britishcouncil.org/en/word-games/beat-keeper">http://learnenglish.britishcouncil.org/en/word-games/beat-keeper</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>pens to pick out examples e.g. Tomaz Humar had spent nearly a week huddled on a ledge. <b>(Basic)</b></p> <p>It would be useful for learners to identify the Republic of Slovenia, where the climber comes from, and Pakistan, on the map. <b>(Basic)</b></p> <p>Vocabulary follow-up: A good follow-up activity would be for learners to use reference material to build vocabulary e.g. collocations with ice or snow. Synonyms or opposites for 'cold', 'hunger' or danger in various degrees of intensity; the connotations of <i>huddled</i>. <b>(Challenging)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p> <p>W4 Demonstrate knowledge and understanding of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation and spelling.</p>	<p><b>Writing strategies:</b> Letter, email, journal entry</p> <p>Learners are able to judge the tone and register for different purposes, make appropriate vocabulary choices, structure work in coherent paragraphs and use a variety of grammatical structures and tenses.</p>	<p>0510/0511 past papers could provide two activities to prepare for this section.</p> <p>The form-filling exercise (on an accident report form) about a mountain climbing accident could introduce learners to some useful vocabulary and ideas. The note-making exercise on climbing Mount Everest, similarly could offer an engaging way in. Learners could attempt the question for homework, then discuss the answers in pairs before feeding back to the class. In pairs the notes could be joined into a report, where learners work together to ensure only their own words are used.</p> <p>Learners could also use the materials for producing some relevant Wordlists for the next few activities.</p> <p>Writing activities: letter, email, journal entry.</p> <p>Learners brainstorm ideas for writing a letter or email from the climber to his family describing his adventures or what he might say in a journal entry.</p>	<p>0510/0511 Jun 2011, Paper 2, Exercise 3 – form completion exercise (a mountain climbing accident and rescue)</p> <p>0510/0511 Nov 2008, Paper 1, Exercise 4 – note making exercise (climbing Mount Everest).</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
W6 Employ appropriate register/style.		<p>When planning and drafting writing, sentence structure (including structure for narrative tenses) can be further explored. Suitable vocabulary and expressions for telling a story can be elicited, repeated, practised in example sentences and written on the board.</p> <p><b>(Basic)</b></p> <p>Suitable words and phrases for writing in an informal register can be elicited and discussed. More able learners can write at greater length. They can be challenged to experiment with different styles/tones/viewpoints, e.g. write a report of the rescue of a mountain climber from the point of view of a rescuer.</p> <p><b>(Challenging)</b></p>	
<p><b>Reading</b></p> <p>R1 Identify and retrieve facts and details</p> <p>R2 Understand and select relevant information</p>	<p><b>Reading strategies:</b></p> <p>Past tenses: Learners are able to use their knowledge of tenses to predict text and replace verb endings.</p> <p>Learners are able to recognise regular and irregular past tense verb forms.</p> <p>Learners know that some consonants are doubled when the verb is used to express the past.</p> <p>Learners are able to use dictionaries to check meaning.</p>	<p>Reading text: ‘The New Seven Wonders of the World’ (The text is about the seven modern wonders of the world as opposed to the ancient seven wonders.)</p> <p>The endings of verbs in the past tense in the text can be blanked out and learners can work in pairs to replace them. The replacements can be checked and discussed and attention drawn to spelling issues e.g. <i>shunned</i>. Irregular forms such as <i>unknown</i> can be identified and several other examples elicited from learners’ prior knowledge.</p> <p><b>(Basic)</b></p> <p>The article itself can be read as a whole and discussed. Dictionaries can be used to check the meaning of unfamiliar words and to write example sentences as a follow-up.</p> <p><b>(Basic)</b></p> <p>The text on the website can be played as an audio text. After familiarising themselves with the written text, as above, learners in pairs can write simple questions on the text for their partner to answer. The full text is then</p>	<p>The New Seven Wonders of the World: <a href="http://www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2007/07/070711_wonders.shtml">www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2007/07/070711_wonders.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>removed and the learners answer each other's questions from listening to the spoken text only.  <b>(Challenging)</b></p> <p>0510/0511 Paper 2 for June 2010, Exercise 1, offers a reading text with comprehension questions on the attractions of Singapore for a visitor. This could be used to lead into the next section on tourism. The questions could be discussed in pairs first, then answered as a class activity. Alternatively, the questions could be answered as a homework activity then discussed as a class as a lead-in to tourism.</p>	<p>0510/0511 Jun 2010, Paper 2, Exercise 1, <i>The Variety of Singapore</i>,</p>
<p><b>Speaking</b></p> <p>S2 Convey information and express opinions effectively.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p>	<p><b>Speaking strategies:</b></p> <p>Learners are able to express opinion (as I see it etc.) giving reasons (too many tourists lead to cause/ overcrowding/ changes in our way of life) (I'm in favour of tourism because it creates employment and helps develop our economy). Learners are able to make contributions and influence a discussion e.g. If I may interrupt/I take your point but we also need to consider...</p>	<p>The pros and cons of tourism: discussion and writing.</p> <p><b>Brainstorming:</b>  The stimulating questions relating to tourism from the worksheet can be selected and used to explore the benefits, disadvantages and future of tourism. This could be carried out as a brainstorming activity in groups, with groups asked to find a minimum of ten points which are then fed into the main groups and discussed.</p> <p><b>Language exploration:</b>  Learners explore, revise, practise and repeat suitable expressions for giving views and opinions, giving reasons to justify views, and suitable phrases for contributing to and influencing a discussion.</p> <p><b>Debate:</b>  The topic could be developed by using a structured debate in which, for example, the class discuss the proposition: 'Tourism does more harm than good.'</p>	<p>Tourism and holidays:  <a href="http://www.englishclub.com/esl-worksheets/conversation/TP_Tourism-and-Holidays.pdf">www.englishclub.com/esl-worksheets/conversation/TP_Tourism-and-Holidays.pdf</a></p>
<p><b>Writing</b></p> <p>Learners will be assessed on their ability to:</p>	<p><b>Writing strategies:</b></p> <p>This writing activity will enable learners to show that they can construct an effective argument,</p>	<p><b>Writing activity:</b> letter to a newspaper  Learners imagine there is a proposal to make a part of the beach private for tourists only. Learners could write a letter to the newspaper giving their opinions of this idea. In small groups, learners can brainstorm ideas for their</p>	

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W2 Convey information and express opinions effectively.</p> <p>W4 Demonstrate knowledge and understanding of a range of appropriate vocabulary</p> <p>W6 Employ appropriate register/style.</p>	<p>giving clear reason and examples, and adopt a tone that sounds fairly formal.</p> <p><b>Writing strategies:</b> Advertising</p> <p>The leaflet will enable learners to show they can use persuasive language for a specified reader. Learners will be able to use positive adjectives for describing places ('delightful', 'charming', 'historic', 'bustling', 'rare') and persuasive expressions (e.g. an unforgettable sight).</p> <p>Layout: Learners will be able to use a suitable layout, including bullet points, diagrams etc. for a leaflet.</p>	<p>letters, plan and draft an outline, review suitable expressions for expressing views and giving reasons. Less able learners could be offered more help such as more time for the activity and more checking with regard to the word lists they will work from.</p> <p><b>(Basic)</b></p> <p>More able learners can write at greater length and revise suitable language for a formal tone and register.</p> <p>Writing activity: Advertising leaflet Learners could write a leaflet for a tourist agency promoting the attractions of their town for visitors. At the planning and drafting stage, suitable vocabulary for places and expressions of enthusiasm can be explored.</p> <p><b>(Basic)</b></p> <p>More advanced learners need to consider the target readership and what would be an appropriate tone or level of formality.</p> <p><b>(Challenging)</b></p>	
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 Understand and select relevant information</p> <p>L3 Recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 Understand what is implied but not actually</p>	<p><b>Listening skills:</b> Recognising implicit and explicit attitudes</p> <p>The listening exercises will enable learners to recognise the speaker's feelings and attitudes, which are expressed both overtly (e.g. 'There's not a Mexican way of being') and through pitch and intonation. Learners are able to identify common structures and vocabulary used in expressing feeling and emotions. Learners are able to select and organise material for specific</p>	<p>Listening, discussion and writing: experiencing life in another country.</p> <p>There are two interesting listening texts which could be compared. In 'A Mexican Living in London' Miguel focuses on the excitement of living in a foreign country and the cultural opportunities. In 'A South African in London', Lindsay speaks of the problems of homesickness.</p> <p>The learners will need to be sure about the meaning and context of the first text before moving on to identify similarities and differences in the second text. Similarities and differences can be identified individually or in pairs with class feedback.</p> <p><b>(Basic)</b></p>	<p>Listening activity: 'A Mexican in London' BBC Learning English London Life: <a href="http://www.bbc.co.uk/worldservice/learninenglish/radio/specials/1128_london_life/">www.bbc.co.uk/worldservice/learninenglish/radio/specials/1128_london_life/</a></p> <p>Listening activity: 'A South African in London' BBC Learning English London Life: <a href="http://www.bbc.co.uk/worldservice/learninenglish/radio/specials/1128_london_life/">www.bbc.co.uk/worldservice/learninenglish/radio/specials/1128_london_life/</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
stated	purposes.	<p>The recording can be paused when feelings and attitudes are expressed and replayed so that learners can focus on implicit and explicit ways of expressing feelings. <b>(Basic)</b></p> <p>Inferences such as whether Lindsay regrets moving to London can be explored in some detail. <b>(Challenging)</b></p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b> Order of paragraphs</p> <p>Learners can recognise and use the correct order of paragraphs so that the whole text flows and makes complete sense. Learners develop reading skills and competence in an exam-type text.</p> <p><b>Reading strategies:</b> Lonely Planet online. Learners will be able to skim, scan and read for meaning to locate and retrieve information online.</p> <p>Learners are able to use the internet to research information and can recognise and follow computer instructions such as 'click on homepage', 'icon'.</p>	<p>Reading text: <i>On the rails in India</i>. A traveller explains why he will never forget his first train journey in India. The paragraphs of the text can be cut up for reordering in groups. Learners talk afterwards in pairs and consider how they were able to rebuild the passage – they will identify the discourse features, e.g. 'after seeing the pyramids' links back to the previous paragraph.</p> <p>The text as a whole can be read and discussed and the questions answered.</p> <p>Internet project: Lonely Planet online</p> <p>Learners visit the Lonely Planet website using Karin's ESL Partyland worksheet.</p> <p>Lonely Planet publishes guidebooks for travellers. The learners can explore the site and its links and answer the questions on the worksheet about places to visit and advice for travellers.</p> <p>Writing an email: The learners could write an email to a teacher. On page 2 of the worksheet they answer the questions which provide a basis for an email to the teacher about what they have found out from their exploration of the Lonely Planet website.</p> <p>For extension work, the theme of travel and tourism could</p>	<p>Appendix 1: Exercise 3</p> <p>Lonely Planet website: <a href="http://www.eslpartyland.com/">www.eslpartyland.com/</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>be developed into Exploration. <i>Cambridge IGCSE English as a Second Language Learner Book</i> Chp 2.1 has reading exercises on this theme, designed to stimulate interest and develop reading skills.</p>	<p><i>Cambridge IGCSE English as a Second Language Student Book</i> (Collins) Chp 2</p>



## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 2: Shopping and the consumer society

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended tier Learners. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to elicit what Learners already know about a theme or topic and check vocabulary and comprehension before and after any activity, correct errors as appropriate, monitor and support the acquisition of skills. Teachers should carry out any other preparatory and consolidation exercises as they deem appropriate. The websites listed under 'learning resources' usually have additional help and guidance to develop topics and skills. The teacher is free to extend the unit with further ideas and materials of their own or from the resource guides listed to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Pacing and timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of the commercial world of which shopping is an important aspect. This includes a detailed discussion about shopping with two different worksheets available; exploration of the impact of the consumer society; globalisation; the 'Beckham Brand' and the decline in India of the attraction of the traditional snake charmer because of competition from TV and other kinds of technology.

The language aim of the unit is for Learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The 'Suggested teaching activities' suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that Learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the Learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core Learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p>	<p><b>Speaking and listening strategies:</b></p> <p>Learners are able to use language to describe and compare, e.g. The best thing I have bought was....My favourite place to shop is....</p> <p>Shopping in a small local shop is more enjoyable than shopping in a chain store because... Learners are able to give detailed descriptions e.g. Shopping online is really good fun...</p> <p>Learners know and can apply vocabulary for shopping e.g. 'label', 'bargain', 'receipt', 'boutique' etc.</p>	<p>Shopping: Discussion and vocabulary.</p> <p>The worksheet: Shopping can be used in a flexible way (cut up for a game for example) to discuss practical issues around shopping, including the kind of shoppers Learners are, the places they shop, whether they read the label, how price conscious they are and what was the last thing they bought for themselves.</p> <p><b>(Basic)</b></p> <p>The shopping worksheet from englishclub.com enables Learners to make comparisons e.g. say whether they prefer shopping in big shops or little boutiques and whether it is safer to shop in stores or online.</p> <p><b>(Challenging)</b></p> <p>For more able groups, a selection of questions from both worksheets would be ideal to cover a greater range of ability. The Shopping worksheet from www.englishclub.com has a stretching range of vocabulary e.g. chain store, 'boutique', 'bargain-hunter', 'shopaholic'. It can be cut up for flexible use.</p> <p><b>(Challenging)</b></p>	<p>Conversation Questions: shopping: <a href="http://www.eslpartyland.com/teachers/conversation/cqshopping.htm">www.eslpartyland.com/teachers/conversation/cqshopping.htm</a></p> <p><a href="http://www.englishclub.com/esl-worksheets/conversation/TP_Shopping.pdf">www.englishclub.com/esl-worksheets/conversation/TP_Shopping.pdf</a></p>
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W 6 Employ appropriate register/style</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to plan and draft writing and choose what is appropriate to include for the purpose and recipient.</p> <p>Proof-reading skills: Learners are able to proof read their work and correct errors of punctuation, spelling, word</p>	<p>Written work: Shopping</p> <p>The previous exercises will have generated many ideas, themes, vocabulary and structures for writing.</p> <p>Written work to consolidate the activity could include writing a letter of complaint or email about an unsatisfactory product or poor service in a shop; writing a description of a favourite place to shop or a shopping website and recommending it to a friend; writing a letter to a friend about a recent shopping trip where something</p>	<p>Shopping online evaluation form <i>Practice Tests for Cambridge IGCSE Book 2</i> (Georgian Press) Pages 26–27</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively</p>	<p>order, sentence structure and vocabulary.</p> <p><b>Form-filling activities:</b> Learners are able to complete a complex feedback questionnaire.</p> <p>Learners recognise the conventions and language of forms and can respond to instructions on forms e.g. use block capitals, circle, delete. Write two sentences about...</p> <p>Learners are also able to interpret and extract the relevant information from a scenario to complete the form.</p>	<p>totally unexpected happened or something was bought on impulse and later regretted.</p> <p>After brainstorming for ideas, planning and drafting is completed, Learners compose their own work. Final drafts can be shared with each other for help with proof-reading and peer evaluation. Learners can read some good examples aloud to the class for discussion and peer feedback. Less able learners will need more preparation time for the activity and more support to develop a language resource to work from, e.g. word and useful phrases lists.</p> <p><b>(Basic)</b></p> <p>More able learners can write at greater length. Also with support, learners can be directed to acquire a formal tone and register, if they are writing in a formal context.</p> <p><b>(Challenging)</b></p> <p>The worksheet from <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a> on the Consumer Society is a useful resource for introducing useful vocabulary and ideas, including a reading/comprehension exercise.</p> <p><b>(Basic)</b></p> <p>Form-filling activities: Use a form taken from a 0510/0511 past paper and complete it first in pairs, then as a class, to ensure the learners understand the conventions of form-filling.</p> <p>To improve form-filling skills in general, Learners can be asked to bring in a range of forms to discuss and complete. These can be used to generate practice, e.g. some forms could be filled in incorrectly beforehand (wrong information given etc.) and photocopied. Learners could correct and complete these forms.</p> <p><b>(Basic)</b></p>	<p>The Consumer Society: <a href="http://www.teachingenglish.org.uk/try/less-on-plans/consumer-society">www.teachingenglish.org.uk/try/less-on-plans/consumer-society</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>With help, learners could invent scenarios for the forms, in pairs or small groups which are then used by other groups in form filing.</p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b></p> <p>Learners are able to read for detailed meaning.</p> <p>Learners are able to identify the main points of the argument and the supporting details and examples.</p> <p>Learners are able to draw inferences from the text.</p> <p>Learners are able to analyse the use of features of an argument. Learners are able to evaluate bias in an argument.</p>	<p>The pros and cons of the Consumer Society</p> <p>The British Council lessons' package 'The Consumer Society' enables learners to explore the issues around modern consumer society and whether there is pressure to buy the things that are produced. The package provides vocabulary building work, discussion questions.</p> <p><b>(Basic)</b></p> <p>There is interactive material for classroom or individual use.</p> <p><b>(Basic)</b></p> <p>The detailed reading comprehension text introduces the ideas of being a consumer rather than simply a customer.</p> <p>The learners can explore the effect of the choices we consciously or unconsciously make and whether we are influenced by advertising and promotions. From the text, it is possible to draw the inference that being rich or poor is as much about the way we think and feel, as about the money we have.</p> <p>Learners have the opportunity to explore bias in the argument, especially what has not been mentioned or avoided by the author, such as the long term effects on the economy if people stop buying things so much. It should produce some heated discussion, and will make even the most committed shopaholics in the group pause for thought.</p> <p>Highlighter pens are useful to help learners pick out evidence and examples in the text from the main points in the argument. Attention can be drawn to the repeated use of the word 'if' to draw attention to choices. The text is</p>	<p>Consumer society:  <a href="http://learnenglish.britishcouncil.org/en/magazine-articles/consumer-society">http://learnenglish.britishcouncil.org/en/magazine-articles/consumer-society</a></p> <p><a href="http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-magazine-consumer-society-support-pack.pdf">http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-magazine-consumer-society-support-pack.pdf</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>accompanied by comprehension questions requiring short answers.</p> <p><b>(Basic)</b></p>	
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions appropriately</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable pronunciation and stress patterns</p>	<p><b>Speaking strategies:</b></p> <p>Discussion: Globalisation:</p> <p>Analysing and speculating: Learners are able to use skills of analysing and speculating (E.g. I believe that if we all buy McDonald’s burgers rather than have traditional food from our culture at home.... ) as well as giving views and expressing likes and dislikes and feelings.</p> <p>Speaking clearly and appropriately:</p> <p>Learners are able to speak clearly, in a manner which is appropriate to the situation, using suitable pitch and intonation. They are able to interrupt politely and disagree (Can I just stop you there...etc.).</p> <p>Learners know and can use vocabulary for the topic e.g. ‘identity’, ‘culture’, ‘multi-national corporations’, ‘global market’ and ‘brand name’.</p>	<p>Discussion: Globalisation</p> <p>Learners explore the Globalisation worksheet from <a href="http://www.tefl.net">www.tefl.net</a> to discuss what globalisation means to them and how it has affected them The worksheet helps focus their thoughts on the advantages and disadvantages of a global economy in every aspect of life. Activity 4 could be carried out in a flexible way with small groups exploring one main question each and a couple of key words such as ‘food’, ‘clothes’.</p> <p>Vocabulary for the topic can be elicited, repeated, used in example sentences and written on the board. Learners will have a chance to discuss how and why globalisation comes about. They could speculate on the future of a world where life has become much more homogenous and big brands dominate more and more of our lives and they could discuss alternatives.</p> <p><b>(Basic)</b></p> <p>The discussion can lead on to how globalisation or alternative economic systems might affect higher values, such as care for the elderly, help for, and attitudes to, poor people etc.</p> <p>In the discussion, the use of stress and intonation patterns and suitable phrases to express views, disagree and interrupt politely can be highlighted, tactfully corrected if necessary, and practised by the whole class. New and more challenging vocabulary can be elicited, repeated, practised (in example sentences) and written on the board/whiteboard.</p> <p><b>(Challenging)</b></p>	<p>Globalisation:</p> <p><a href="http://www.tefl.net/esl-lesson-plans/TP_Globalisation.pdf">www.tefl.net/esl-lesson-plans/TP_Globalisation.pdf</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W6 Employ appropriate register/style</p>	<p><b>Writing activities:</b> Complex structures</p> <p>The writing exercises enable Learners to focus on writing complex sentences using a main clause and one or more subordinate clauses.</p> <p>Learners are able to use connectives to express reason, purpose, condition, contrast etc.</p>	<p>Writing: Pros and cons of globalisation</p> <p>Writing activities to consolidate the activities could include writing paragraphs based on questions in the worksheet. <b>(Basic)</b></p> <p>More demanding writing tasks could include writing a letter to a newspaper in favour of, or against, a proposal to build a foreign-owned factory in a local area. <b>(Challenging)</b></p> <p>Learners could plan an article for a teenage magazine persuading teenagers to either keep to 'traditional' lifestyles and traditions or to encourage new 'modern' ideas and behaviours. The best examples could be printed and letters written in response to the teenage magazine article disagreeing/agreeing with the views presented. <b>(Basic)</b></p> <p>For preparation, learners can brainstorm ideas, plan and draft writing in small groups. Examples of complex sentence structure can be written on the board for learners to analyse.</p> <p>Simple sentences, such as, 'We eat traditional food' can be given for contrast and learners discuss how to make them more interesting and complex by adding clauses, further phrases and adjectives, or examples. <b>(Basic)</b></p> <p>Paragraphs of learners' own writing can be extracted and discussed, and suggestions elicited of how to make the examples more varied and sophisticated. <b>(Challenging)</b></p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select</p>	<p><b>Reading strategies:</b></p> <p>Learners understand and discuss abstract concepts.</p> <p>Learners will be able to</p>	<p>Reading a newspaper report: The Beckham Brand</p> <p>This text focuses on the English footballer David Beckham as a commercial brand, his business activities and earnings. There are opportunities for topic vocabulary development (commercial brand, sponsorship deals,</p>	<p>The Beckham Brand:  <a href="http://www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2007/07/070713_bekham.shtml">www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2007/07/070713_bekham.shtml</a></p> <p>Although the theme of branding is</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p>recognise and understand key specialist terms for business activity e.g. contracts.</p> <p>Learners are able to recognise the features which show the purpose of the text and the target audiences for the text (sports lovers and business people) and judge the level of formality in the style.</p>	<p>advertising contracts). Further examples can be elicited, practised in example sentences and written on the board. <b>(Basic)</b></p> <p>Learners can discuss the commercial spin-offs from sport and decide whether this is a good thing. <b>(Basic)</b></p> <p>The text is available on audio, so the learners can read and listen at the same time. <b>(Basic)</b></p> <p>To add to the demand, learners can listen rather than read this text, then discuss it. <b>(Challenging)</b></p> <p>Learners could improve their vocabularies through various games e.g. brainstorming as many words associated with <i>business</i> as possible and put them into sentences to show their meaning.</p> <p>The text also has many examples of compounds e.g. ‘commercial brand’, ‘profit sharing’, and learners could work on building up examples of compounds from single words. <b>(Challenging)</b></p> <p>Further <b>extension</b> work could include consideration of the world of business. <i>Cambridge IGCSE English as a Second Language</i> Chpt 5.1 focuses on some aspects of the world of consumerism, and includes some Listening practice.</p>	<p>timeless, articles about ‘celebrities’ can date quickly, in which case the same website can be searched for other more recent or topical examples.</p> <p><i>Cambridge IGCSE English as a Second Language</i> (Collins) Chp 5.1</p>
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to plan work using a suitable note-taking method for their learning style.</p>	<p>Writing a letter about the commercialisation of sport</p> <p>Learners brainstorm ideas, plan and draft a letter to the newspaper saying whether they agree with the proposal that the local sports team carry advertising for a soft drink</p>	

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p>Learners are able to produce, select and order ideas.</p> <p>Learners are able to choose a suitable register.</p>	<p>on their shirts.</p> <p>Learners could explore different ways of planning such as a mind map, listing or making notes. They could extract relevant ideas from their notes and order them into paragraphs.</p> <p>They could discuss what they prefer for their own learning style. <b>(Basic)</b></p> <p>The same ideas can be expressed in different registers and they can choose the register they think is right for a formal letter from a few options. <b>(Challenging)</b></p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b></p> <p>Learners are able to relate an image to print.</p> <p>Learners are able to understand and extract information presented visually such as in bar charts, graphs, diagrams or maps.</p>	<p>Reading comprehension: India's snake charmers</p> <p>This reading comprehension is about the decline in the snake charmers of India. The paragraphs of the text can be cut up for reordering, by the learners in groups. Learners talk afterwards in pairs and consider how they were able to rebuild the passage – they will identify the discourse features, e.g. any link back to the previous paragraph.</p> <p>Learners answer the questions in Exercise 2. Their responses can be discussed and agreed in pairs before the class meets together for a final feedback. (basic)</p> <p>The issues of the impact of modernisation and new technology on traditions can be explored. An important and particular feature of the text is the bar chart. Learners can discuss how the bar chart helps them to understand the information given in the text. <b>(Basic)</b></p>	<p>Appendix 2: Exercise 2</p> <p>Examples and practice can be found in <i>Cambridge IGCSE English as a Second Language</i> by Gould, Gould and Pepper (Collins) Pages 4–7</p>



Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>Learners can be encouraged to bring in examples of factual texts and the class can discuss what kind of visual images are used to illustrate the text (graph, diagram, map) and why.</p>	
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p><b>Listening strategies:</b></p> <p>Learners are able to identify key words and phrases and extract information in order to complete a set of notes.</p>	<p>Listening activity: Ethical shopping</p> <p>Learners listen to the talk about ethical shopping. The topic can be introduced by asking the learners if they shop for fashion; or fashion that's made with values. Learners can discuss what they think the talk might be about. You can ask learners to list ten key words they think might be associated with ethical shopping.</p> <p>When listening, learners can be encouraged to try to guess the meaning of unknown words, and be aware that it is important to try to guess from the context, and that it is not necessary to understand every word to understand the gist.</p> <p>Learners can listen first to see if any of their key words were mentioned.</p> <p>The British Council materials include an interactive reading or listening exercise. There is also the option to download the transcript and questions, so this can also be a reading exercise, either on its own or as an extra support for less confident learners.</p> <p>Learners can engage in a follow-up discussion where they discuss the topic overall. They may like to share their views on of the pros and cons of ethical shopping. <b>(Challenging)</b></p> <p>0510/0511 Nov 2011. Paper 5, Oral Assessment Card J on shopping habits could be used as a conversation stimulus for learners in matched pairs.</p>	<p>British Council:  <a href="http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-uk-culture-ethical-shopping-support-pack_0.pdf">http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-uk-culture-ethical-shopping-support-pack_0.pdf</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/uk-culture/ethical-shopping">http://learnenglish.britishcouncil.org/en/uk-culture/ethical-shopping</a></p> <p>0510/0511 Nov 2011, Paper 5, Oral Assessment Card J: <i>Shopping Habits</i></p>

## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 3: Science and nature

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended tier learners. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to elicit what learners already know about a theme or topic and check vocabulary and comprehension before and after any activity, correct errors as appropriate, monitor and support the acquisition of skills. Teachers should carry out any other preparatory and consolidation exercises as they deem appropriate. The websites listed under 'Learning Resources' usually have additional help and guidance to develop topics and skills. The teacher is free to extend the unit with further ideas and materials of their own or from the resource guides listed to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Pacing and timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of zoos, animal extinction, the ethics of the use of science on animals, future scientific inventions and the whaling industry.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The 'Suggested teaching activities' suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable pronunciation and stress patterns</p> <p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p>	<p><b>Speaking strategies:</b></p> <p>Learners will be able to use stress and intonation so that meaning is clear.</p> <p>Learners are able to give opinions and select appropriate words to carry the stress in sentences e.g. People say that...</p> <p>Learners are able to pronounce new vocabulary and put the stress correctly on multi-syllable words such as 'endangered'.</p> <p>Learners are able to speak at an appropriate pace and speed and respond to the speaker. Some learners will be able to influence the direction of the conversation.</p>	<p>Speaking activity: Zoos – the pros and cons</p> <p>Discussion and vocabulary-building: Learners carry out a brainstorming exercise to identify the advantages and disadvantages of zoos. The class can be split into two groups to do this with a group taking each side. The results can then be feedback into the main group.</p> <p>Useful language for the topic can be identified e.g. 'cage', 'enclosures', 'zoo keeper', 'endangered', 'breeding', 'in captivity', 'natural', 'in the wild', 'happy'/'unhappy', 'habitat', 'predators', 'extinct'. New words are repeated, practised in sentences and written on the board. Stress in words, especially longer words, is highlighted and practised.</p> <p>Language expressions for expressing contrasting views and opinions are elicited, explored and practised. A list could be written on the board. E.g. People say that...but, a common misconception is that, contrary to popular belief, it is unfair of people to say that.</p> <p>Sentence stress can be highlighted, repeated and practised in example sentences. Hurried or mumbled speech can be tactfully corrected.</p> <p>0510/0511 Nov 2010, Paper 5, Oral Assessment Card J, 'Treatment of Animals', could be used as a conversation prompt for learners working in pairs or small groups. The activity could be used for the class to focus on the language required for discussion of animals and animal welfare. As such this could be used at the start or at the end of this section of work, as a lead-in to the consideration of the following news report.</p>	<p><i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 9 pages 165–167</p> <p>0510/0511 Nov 2010, Paper 5, Oral Assessment Card J, <i>Treatment of Animals</i></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b> Building vocabulary: phrasal verbs</p> <p>Learners are able to identify literal and non-literal uses of the phrasal verb 'look up' and develop further work on phrasal verbs, contrasting literal and non-literal uses</p> <p>Reading strategies: Drawing inferences Awareness of bias</p> <p>Learners are able to understand that bias creates a one-sided view.</p> <p>Learners can infer information from the tone of a text.</p>	<p>Reading activity: Zoos: Newspaper report 'Zoo visitors look up to new baby'</p> <p>Learners can use this engaging text about the birth of a rare breed of giraffe, to explore further the role of zoos in protecting endangered species by developing breeding programmes.</p> <p>Language features to draw attention to are the use of the French word 'debut' which could lead to a discussion of foreign words in English.</p> <p><b>(Basic)</b></p> <p>More practice on placing the stress correctly in longer words e.g. 'curator' is possible. Also, the use of phrasal verbs e.g. 'look up' can be explored, including literal and non-literal aspects, other examples elicited, such as 'stand by me'; practised in sentences and written on the board.</p> <p><b>(Challenging)</b></p> <p>Bias in the article can be explored by considering what aspects of the zoo's activities were not mentioned e.g. how many animals might be unhappy, whether the giraffe might be better off born in a natural habitat. Inferences (very positive) about the overall standards and quality of care at the zoo can be drawn from the warm tone and positive, caring language of the article e.g. the newborn giraffe is a 'baby'/'delighted to welcome'/'coming along well'.</p> <p>Learners can use highlighter pens to highlight and discuss examples of positive connotations in vocabulary and warm tone.</p> <p><b>(Challenging)</b></p>	<p>'Zoo visitors look up to new baby' report: <a href="http://www.bbc.co.uk/worldservice/learninenglish/newsenglish/witn/2006/12/061220_giraffes.shtml">www.bbc.co.uk/worldservice/learninenglish/newsenglish/witn/2006/12/061220_giraffes.shtml</a></p>
<p><b>Listening</b></p> <p>L1 identify and retrieve facts</p>	<p><b>Listening strategies:</b></p> <p>Learners are able to orientate</p>	<p>Listening activity: The electronic zoo</p> <p>Learners can listen to a talk about the concept of an</p>	<p>The Electronic Zoo: <i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 9</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p>themselves to the text and mentally prepare for what they might hear, in terms of language and content.</p> <p>Learners are able to identify exact detail.</p>	<p>electronic zoo. Modern technology is used to portray the animals in natural settings.</p> <p>Before listening, learners can discuss the idea of an electronic zoo where most of the exhibits are seen on large screens, rather than in real life. They can predict what they might expect to hear on the recording. Important vocabulary to check before listening includes: 'audio-visual', 'on location', 'live exhibits', 'natural history', 'pre-recorded'.</p> <p>Learners should listen about three times to the talk. First they can listen for the general idea and one or two specific pieces of information, such as whether any live animals are in the zoo. Secondly they can listen and answer the true/false questions and thirdly listen and check their answers. The recording can be paused at specific points so learners can listen carefully for detail when checking answers.</p> <p><b>(Basic)</b></p> <p>Learners can discuss whether it is possible to infer the speaker's attitude from his intonation and from the information given.</p> <p><b>(Challenging)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to use appropriate sentence structure and grammar to achieve purpose.</p> <p>Learners are able to recognise and use past simple, continuous and perfect forms.</p> <p>Learners are able to recognise and use countable and</p>	<p>Writing activity: The zoo visit</p> <p>Learners imagine they have visited a zoo and write about their visit for the school magazine. This can be based on real or imagined experience. If learners have never been to a zoo, use of zoo leaflets or computer printouts would provide a good stimulus. The writing can be targeted as an article for a teenage magazine.</p> <p>After learners have brainstormed ideas, planned and drafted writing, an error-correction activity in pairs or groups can be carried out.</p>	<p>Textbook for rectifying weak areas: <i>Success International Workbook</i> Unit 9</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p>	<p>uncountable nouns when checking subject-verb agreement.</p> <p>Learners are able to identify and use the correct prepositions after verbs, adjectives etc.</p>	<p>The focus could be on correct tense formation, subject-verb agreement and correct preposition.</p> <p>Common errors can be extracted from learners' work and written on the board for group checking and correction. Pairs of sentences can be demonstrated to contrast the use and purpose of various structures. . When focusing on error correction with less able learners, prioritise those errors that are most likely to impede basic understanding. Weak language areas can be identified and rectified by the use of language study exercises. This is especially useful for learners achieving in the lower range.</p> <p><b>(Basic)</b></p> <p>More able learners can write at greater length. They should be encouraged to develop a range of sentence structures, and exercises such as those in <i>Cambridge IGCSE English as a Second Language Student Book</i>, pages 34–42 could be useful.</p> <p><b>(Challenging)</b></p>	<p><i>Cambridge IGCSE English as a Second Language, Student Workbook</i> (Collins) pages 34–42</p>
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b></p> <p>Linking devices: Learners are able to recognise and use pronoun references and subordinate clauses. They understand their role in text cohesion.</p> <p>Spelling and vocabulary for topic areas – Science and English: Learners to recognise and use vocabulary from science. They are able to apply knowledge of word structure and root.</p> <p>Learners are aware of word</p>	<p>Reading activity: Big cat in danger</p> <p>The reading text focuses on the Iberian lynx, which is in danger of becoming extinct. It lives in Spain and Portugal. The text can be cut up into separate sentences. Learners can work in pairs to reorder the text.</p> <p><b>(Basic)</b></p> <p>Learners can discuss the role of pronoun references e.g. 'it' and other textual linking devices such as subordinate clauses e.g. If more isn't done... Examples from the text can be written on the board and explored. Further examples from learners' own work can be elicited and discussed.</p> <p><b>(Challenging)</b></p> <p>The whole text can be read and discussed, further</p>	<p>Big cat in danger: <a href="http://www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2004/04/040426_bigcatdanger.shtml">www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2004/04/040426_bigcatdanger.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
	<p>borrowings to describe science inventions (e.g. mouse) and recognise and use them correctly.</p> <p>Homophones and homonyms: Learners are able to recognise and apply homonyms and homophones.</p> <p>Learners are able to use spelling strategies such as syllabification to spell words correctly.</p>	<p>exploring the problems of endangered species and identifying new vocabulary.</p> <p>Learners can use new vocabulary in example sentences. <b>(Basic)</b></p> <p>As a follow-up, learners can consider the topic of animal conservation further in <i>Cambridge IGCSE English as a Second Language, Student Book</i> Chp 7.4. This chapter includes vocabulary work at both basic and challenging levels, and a listening task involving an Indian conservation worker. <b>(Basic and Challenging)</b></p>	<p><i>Cambridge IGCSE English as a Second Language, Student Book</i>, (Collins) Chp 7.4</p>
	<p><b>Reading strategies:</b></p> <p>Learners are able to use contextual clues and knowledge of vocabulary and grammar to predict meaning of unfamiliar words and expressions e.g. bio tech, regulatory hurdles; has won initial permission.</p> <p>Learners are able to analyse words using knowledge of sentence structure and word type and word derivation to work out meaning.</p> <p>Bias and conflict: Learners are able to read the arguments and identify conflicting points of view.</p> <p>Learners can recognise and apply the difference between fact and point of view.</p>	<p>Reading activity: Science and ethics</p> <p>The two oral assessment cards on science and medical science could be a useful introduction to this section of work, considering the impact of science on our lives, before narrowing the focus onto the impact of science on animals and the consequences.</p> <p>Dolly the Sheep – lesson plans The lessons in ‘Dolly the Sheep’ enable learners to consider the impact of science on our lives, and in particular, explore the controversial issue of cloning, starting with Dolly, a sheep who was the first clone.</p> <p>The package is a way of exploring the ethics of cloning. It starts with a quiz to find out how much general scientific knowledge learners have and leads into a discussion about the most important scientific discoveries. Learners then read about and discuss the pros and cons of cloning. The package makes good curriculum links with aspects of science learners may be studying in their school syllabus. <b>(Basic)</b></p> <p>The debating issues should produce some thoughtful</p>	<p>0510/0511 Jun 2013, Paper 5, Oral Assessment Card G, <i>The Medical World</i></p> <p>0510/0511 Jun 2012, Paper 5, Oral Assessment Card J, <i>Science</i></p> <p>Lesson Plans and worksheets: Dolly the Sheep: <a href="http://www.teachingenglish.org.uk/try/lesson-plans/science-cloning">www.teachingenglish.org.uk/try/lesson-plans/science-cloning</a></p> <p>US to grow plants containing human genes: <a href="http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/03/070307_crops.shtml">www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/03/070307_crops.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
	<p>Learners are able to use inference to draw conclusions.</p> <p><b>Reading strategies:</b></p> <p>Learners will be able to use the text to extract the main points and ideas.</p> <p>Learners will be able to identify how the first sentence of a paragraph introduces a main point.</p> <p>Learners can practise skimming and scanning to locate the information required.</p>	<p>debates, for the more confident learners. <b>(Challenging)</b></p> <p>The package provides a basis for spelling and vocabulary development on word structure and parts of speech (to divide/division); word borrowings between science and everyday life, (mouse/hard drive); and homophones (genes/jeans). Learners can write sentences to show words in context, using dictionaries. Spelling: words can be broken into syllables, repeated and memorised. <b>(Basic)</b></p> <p>Learners can explore these further, suggest more examples, analyse similarities and differences, build more sophisticated word lists at their own level. <b>(Challenging)</b></p> <p>Reading activity: Science and Genetic Modification. US to grow plants containing human genes.</p> <p>The report explains the controversial proposal to grow a plant containing genes from human breast milk and saliva. The plant will be used to make medicine for diarrhea.</p> <p>This article forms the basis for exploring the dilemma of genetically modified crops. Learners can focus on the issues of risk assessment and the conflicting claims made by interest groups. They can consider the issues of bias in arguments, and how to identify it.</p> <p>Further examples of how presentation of information can be influenced by the needs of interest groups can be explored.</p> <p>With support, learners can explore the difference between inference and explicit information e.g. it is clear that the environmental groups are against the proposal – they make this clear by the language they use and the way</p>	



Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>they are described e.g. furious, outraged. <b>(Basic)</b></p> <p>Learners can use highlighter pens to identify different viewpoints and opinions. They can underline fact and compare that to opinion in the text of unfamiliar words. They can discuss when it is necessary to use a dictionary to check meaning. Learners can use contextual clues or knowledge of word formation (e.g. bio tech) to work out the meaning. <b>(Challenging)</b></p> <p>Further examples from the text or learners' own experience can be elicited, discussed and written on the board. <i>Cambridge IGCSE Learner Book</i> Chp 7.3 referred to above, includes vocabulary work at both basic and challenging levels, and explores the ideas of pollution affecting the environment.,<b>(Basic)</b></p> <p>To develop the topic further, learners can be invited to research contentious areas of science and present the ideas and their opinions of them to the rest of the class. This can be done orally or in writing. <b>(Challenging)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of</p>	<p><b>Writing strategies:</b></p> <p>Summarising: Learners are able to plan and draft writing and judge how much detail to include.</p> <p>Learners are able to identify suitable links and connectors to make a summary paragraph flow smoothly.</p> <p>Learners are able to use paraphrasing or words of similar</p>	<p>Reading text: A Doctor in the House</p> <p>The text from a newspaper describes possible future scientific inventions to diagnose potential illnesses which will enable us to have more control over our lives in the future. Learners can explore the possibilities of the inventions and the likelihood of their ever being used.</p> <p>The text is an ideal one for summarising and learners can use highlighter pens to highlight main points from examples and supporting material.</p> <p>Learners can underline topic sentences and analyse how the topic sentence introduces a main point or establishes</p>	<p><i>Summary and Note taking</i> (Georgian Press) pages 8–9</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>paragraphing, punctuation, spelling</p>	<p>meaning rather than copying from the text.</p> <p>Learners are able to correct spelling errors.</p>	<p>a new idea e.g. The devices seem fanciful but the basic principles are simple. Learners practise skimming and scanning for detailed information in the text.</p> <p><b>(Basic)</b></p> <p>Writing activity: Summarising: A Doctor in the House Learners make brief notes and write a summary of A Doctor in the House. Initial drafts can be exchanged and shared with the group to highlight areas which are a good example or need improvement.</p> <p>Learners' ideas can be elicited and explored and contrasting examples written on the board.</p> <p><b>(Basic)</b></p> <p>The focus when considering extracts from initial drafts can be on ways to write more concisely, join ideas smoothly, use words of their own, or to consider spelling problems, or the inclusion of irrelevant ideas such as the learners' personal opinions.</p> <p>Weaker learners can be given one or two points to focus on, e.g. Can they see where fewer words could have been used, or where one word can replace a phrase? Learners can rewrite their drafts, taking account of improvements suggested.</p> <p><i>Cambridge IGCSE Learner Workbook</i> Chp 3 (page 28) offers practice at note making.</p> <p><b>(Basic)</b></p> <p>More able learners can work more extensively on more language points.</p> <p><b>(Challenging)</b></p> <p><i>Cambridge IGCSE Student Book</i> Chp 16 offers practice at different ways to improve summary writing.</p>	<p><i>Cambridge IGCSE Learner Workbook</i> (Collins) Chp 3, page 28</p> <p><i>Cambridge IGCSE Student Book</i> (Collins) Chp 16</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p><b>(Basic)</b></p> <p>The techniques here could be applied when the learners work in pairs to consider their initial drafts of any summary.</p> <p><b>(Challenging)</b></p> <p>Consider giving model examples to help learners write summaries. Lower achieving learners benefit particularly from worked examples of good or weak summaries. Good examples provide a clear model but they enjoy analysing and correcting the errors in a weak example.</p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>R2 Select and organise material relevant to specific purposes</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to recognise and use a range of linking words and expressions, relative clauses and pronouns to produce a concise summary with some words and expressions of their own.</p> <p>Learners are able to write correctly punctuated dialogue.</p>	<p>Writing activity: Note-making and summarising. 'Japanese begin annual whale hunt'</p> <p>Learners read the text about the Japanese whaling industry which has been condemned by environmentalists. There are two arguments to consider. The Japanese claim the whaling is to benefit scientific studies, the environmentalists reject this claim.</p> <p>Learners underline the key details for each argument in the text and make a few notes.</p> <p><b>(Basic)</b></p> <p>Learners rewrite their notes into a complete paragraph, outlining the conflicting arguments and giving reasons for the different points of view. They use their own words where possible. Their complete paragraphs are exchanged in pairs, compared and corrected for errors in sentence structure, vocabulary, spelling and text cohesion.</p> <p><b>(Challenging)</b></p> <p>Writing activity: Making notes 'Gorillas have a word for it.'</p> <p>Learners read and discuss the text about a gorilla's</p>	<p>Learning English Words in the News Japanese Begin annual whale hunt: <a href="http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061213_whaling.shtml">www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061213_whaling.shtml</a></p> <p>Appendix 3: Exercise 4</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>intelligence and write a set of notes under the headings provided.</p> <p>Language activities: The text provides useful exam note-taking practice, but can also be treated as a learning exercise on a range of structural issues such as linking words and phrases (according to, for example, however) defining relative clauses (who) and pronoun use.. Less able learners could focus on one of these language areas.</p> <p><b>(Basic)</b></p> <p>Key words can be blanked out for learners to discuss and replace Inverted commas around the doctor's direct speech can be blanked out for learners to discuss and replace.</p> <p><b>(Basic)</b></p> <p>Learners can discuss and write sentences of their own using linking words and expressions, relative clauses etc.</p> <p>Learners can write a paragraph of their own incorporating dialogue to show the use of inverted commas.</p> <p><b>(Challenging)</b></p>	

## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 4: Health, fitness and sport

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended levels of learners. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities and making use of local resources. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of food for good health, smoking, the role of sport in keeping fit, dangerous sports and descriptions of people.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The 'Suggested teaching activities' suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p>	<p><b>Reading strategies:</b></p> <p>Word building strategies: Learners are able to identify and use prefixes and suffixes to make new words in various grammatical categories.</p> <p>Inferences: Learners are able to draw an appropriate inference from the text.</p>	<p>Reading activity: Eating for good health Reading text: Fresh fruit and vegetables for good health</p> <p>Pre-reading task – brainstorm the kind of food we eat with the kind of food we should eat.. Then learners read and discuss the text which is about why we should eat five portions of fruit and vegetables each day. The teacher can draw up a short list of discussion points for learners to consider in pairs before discussing with rest of class. The text can be used to explore how learners make sure they eat well. (Basic)</p> <p>More confident learners may go on to discuss in pairs or small groups how far they agree with the idea that organisations have the right to advise us on our most personal decisions such as what to eat. <b>(Challenging)</b></p> <p>Inferences can be drawn from the text about the possible injustice involved in poor areas being the main producers of fruit and vegetables without being a major consumer of them. Teachers can set their own questions for comprehension. <b>(Challenging)</b></p> <p>Attention can be drawn to the word building patterns in use, including prefix, suffix, root word and grammatical category-adjective, noun etc. Learners can identify the root word from the word given in the article (consumption-consume). <b>(Basic)</b></p> <p>They can go on to suggest other words which have the same suffix e.g. attend/attention. They can identify whether the new word is a verb, adjective, noun etc. and provide example sentences.</p>	<p>Fresh fruit and vegetables for good health: <a href="http://www.bbc.co.uk/worldservice/learninenglish/newsenglish/witn/031110_witn.shtml">www.bbc.co.uk/worldservice/learninenglish/newsenglish/witn/031110_witn.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>They can identify the suffixes used in a range of other adjectives in the text e.g. 'obesity', 'fatty', 'salty', 'global', 'unhealthy', 'preventable', 'convenience' and write sentences to show their meaning. <b>(Basic)</b></p> <p>Learners can also be invited to search for other words that use suffixes in this way. They can then go on to use them in sentences (individually) or short monologues (in pairs) <b>(Challenging)</b></p> <p>0510/0511 Jun 2011 Oral Assessment Card F, <i>An active and healthy lifestyle</i>, could be used as a conversation prompt for pairs or small groups, or even for individuals, to help them form useful vocabulary lists for the topic. As such, this activity could be used a starter activity. Alternatively it could provide a useful link between this and the next, on smoking.</p>	0510/0511 Jun 2011, Paper 5, Oral Assessment Card F, <i>An active and healthy lifestyle</i>
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p><b>Listening</b></p> <p>L1 identify and retrieve facts</p>	<p><b>Speaking strategies:</b> resending an effective spoken argument</p> <p>Learners will be able to use a suitable register to present their argument to their target audience, using more formal features, such as speaking in complete sentences, using precise vocabulary.</p> <p>Learners are able to use conjunctions and markers such as 'therefore', 'on the contrary', which show logical and sequential links between ideas.</p> <p>Learners are able to relate to the target audience explicitly e.g. As</p>	<p>Speaking activity: Cigarette smoking – the right to choose</p> <p>Discussion based on worksheet: 'No smoke without fire'</p> <p>The questions on the worksheet are wide-ranging and detailed and can be used to explore the rights and wrongs of smoking, the motivation to smoke and the health risks. <b>(Basic)</b></p> <p>More confident learners can be challenged with the more abstract ramifications - government involvement in promoting smoking and so on. The teacher may want to add areas for discussion considered most relevant for the learners, e.g. sponsorship by tobacco companies. <b>(Challenging)</b></p> <p>Follow-up written work might include writing a Comment for the website – as invited, or writing a 'Stop Smoking' poster/letter to the local Council/restaurant chain. Before</p>	No smoke without fire: <a href="http://www.tefl.net/esl-lesson-plans/esl-worksheets-tp.htm">www.tefl.net/esl-lesson-plans/esl-worksheets-tp.htm</a>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>and details L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p>parents you will be concerned about...</p> <p>Learners will be able to listen closely to the speaker and ask relevant questions to check theories etc.</p>	<p>writing there should be discussion of the need to support argument with evidence. <b>(Basic)</b></p> <p>The preparation should also go on to consider the need to adjust tone/level of formality to the reader. <b>(Challenging)</b></p> <p>Instruction and practice on adjusting tone can be found in various textbooks including <i>Cambridge IGCSE English as a Second Language</i>.</p>	<p><i>Cambridge IGCSE English as a Second Language</i> (Collins) Chp 12.2</p>
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b> Making notes:</p> <p>Learners are able to be selective and identify the key points in a text.</p>	<p>Reading activity: Reading and taking notes</p> <p>Before starting, the teacher could ask the learners to discuss the text in pairs, checking with each other about any unfamiliar vocabulary. Any remaining questions may be dealt with by the class as a whole. <b>(Basic)</b></p> <p>Other preparatory work may be to remind them of the ethical issues raised by modern science, and engage the learners in a short discussion to arouse interest. <b>(Challenging)</b></p> <p>Learners can then read the text about scientists who are currently working on a vaccine for young children which will inoculate them from becoming addicted to smoking. This works by blocking the pleasure receptors in the brain which are stimulated by nicotine, so smoking is unlikely to give the pleasure which leads to craving. The learners start to explore the moral and ethical concerns, pros and cons of the vaccine. <b>(Basic)</b></p> <p>Learners can discuss the style of the text which is rather</p>	<p><i>Summary and Note-taking</i> (Georgian Press) page 14</p>



Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>neutral and non-dramatic, even though it is a controversial issue.  <b>(Challenging)</b></p> <p>When learners complete the note-taking exercise, they can discuss the importance of clear, concise notes. This discussion can take place either before or after the individuals have made a first draft of their notes. Remind them how notes do not need to be complete sentences and learners can discuss the importance of not copying long pieces from the text. Another activity is that learners could also compare two sets of notes (provided by the teacher): one good, one poor and analyse why one set is better than the other. The teacher could then invite the learners to perfect their own set of notes before going on to the next task of actually writing the summary.</p>	
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable</p>	<p><b>Speaking strategies:</b> Role play: organising a campaign</p> <p>Learners are able use expressions for agreeing and disagreeing, expressing views, persuading, advising, contributing to a discussion and moving it forward.</p> <p>Organising a campaign: Learners are able to assume roles in a role play, make constructive contributions, produce ideas and develop the ideas of others, and speak clearly with a suitable intonation and stress. They know that directly expressed disagreement is unusual and are able to apply this knowledge to work co-</p>	<p>Speaking activity: Presenting an effective argument</p> <p>Learners can extend the smoking vaccine topic by presenting a reasoned argument to a target audience, such as a group of parents, as to whether the vaccine should be compulsory for children or not. Learners can explore the type of register to be used, aspects of audience awareness, ways of giving reasoned examples and the use of discourse markers. Learners present their talks to the group. The group respond as though they were parents. (Basic or Challenging)</p> <p><i>Cambridge IGCSE English as a Second Language</i> Chp 20 offers practice and strategies for developing ideas and using evidence when expressing opinions in spoken contexts.</p> <p>Speaking activity: Role play – Organising a campaign</p> <p>As part of health awareness, learners imagine that their school wants to start an effective anti-smoking campaign.</p>	<p><i>Cambridge IGCSE English as a Second Language (Collins) Chp 20, page 306</i></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
pronunciation and stress patterns	operatively in groups.	<p>Learners work in groups to brainstorm ideas about campaigning strategies e.g. videos, talks, posters etc. They have to list in order of priority the activities they will undertake.</p> <p>Expressions for agreement (That's a good point...) or disagreement, (That's not how I see it) expressing opinions, giving advice (We should, we could), persuading (I really think we need to...) and taking part in a discussion (We need to think about how we can...) are first elicited, repeated and practised in example sentences. They may be written on the board for reference during the role play. (Basic)</p> <p>Learners can discuss how disagreement is rarely expressly directly e.g. (You're wrong/I don't agree with you at all).</p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b></p> <p>Learners are able to use the title and picture to predict meaning.</p> <p>Learners are able to skim and scan to locate details and information.</p> <p>Learners are able to distinguish fact from opinion.</p>	<p>Reading activity: The role of sport in keeping fit – 'Women fight to be Sumos'</p> <p>The text is about two women who are training to compete against the top female sumo wrestlers in Japan. Apart from being an interesting text in itself, it provides scope for learners to discuss whether boys and girls have different attitudes to sport and why. Opinions and views presented in the text, such as whether women are mentally tougher than men and as capable of generating aggression, can be explored in terms of the facts and evidence that exists in the world in general, to back up or refute these ideas.</p> <p>Learners can use the photograph and title to decide whether the material is of interest and predict meaning. They can find four things that Jackie Bates likes about the sport and asked to skim read the text quickly to find answers. They can also practise scanning for precise, specific information such as how old Jackie is or what her job is.</p>	<p>Women fight to be Sumos:  <a href="http://www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2006/02/060227_women_sumo.shtml">www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2006/02/060227_women_sumo.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p><b>(Basic)</b></p> <p>The teacher may need to prepare a short set of questions for learners to discuss in pairs or as a class. Also the work could be completed by a written task, e.g. a letter to the headteacher asking for the introduction of a new sport into the school.</p> <p><b>(Basic)</b></p> <p>More confident learners could present their point of view about women in sport in a presentation or informal debate</p> <p><b>(Challenging)</b></p> <p>An alternative text on Stress – developing the idea of health to include mental health – might be preferred. It includes written and spoken activities. The teacher may wish to find leaflets dealing with stress management as a resource to develop this aspect of health and fitness.</p> <p>Two listening activities which might be considered helpful: 0510/0511 Jun 2012 Paper 4 Listening questions with CD.– <i>Homeless World Cup</i> and 0510/0511 Nov 2012, Paper 4, Question 7.</p> <p>These can be used to complete this unit, or as a useful preparation for the following unit. Learners will consider the role of sport in our lives, and encounter some useful ideas and vocabulary. They can listen to and discuss the gap-fill questions first as individuals, then in pairs, and finally share their ideas as a class.</p>	<p>Stress:  <a href="http://www.tefl.net/esl-lesson-plans/TP_Stress.pdf">www.tefl.net/esl-lesson-plans/TP_Stress.pdf</a></p> <p>0510/0511 Jun 2012, Paper 4, Listening questions with CD.  – Question 7, <i>Homeless World Cup</i></p> <p>0510/0511 Nov 2012, Paper 4 – Question 7, <i>Table tennis coach</i>.</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p><b>Listening strategies:</b></p> <p>Learners are able to listen for specific detail in an announcement, recognise and follow recorded instructions, including times and places.</p> <p>Learners understand and follow the use of compound nouns.</p>	<p>Listening activity: Listening to a recorded announcement</p> <p>E.g. Learners listen to a recorded announcement and complete a diary in note form.</p> <p>Pre-listening work may include consideration of the words associated with the topic of the recorded announcement to predict what they might hear – brainstorming possibly, with a bank of useful vocabulary being created on the board or transferred into the learners’ individual books. Learners can also talk about and predict what they think they will hear on the announcement.</p> <p><b>(Basic)</b></p> <p>Discussion on the use of compound nouns can be developed beforehand e.g. ‘changing room’, ‘application form’, ‘open-air pool’, and other examples elicited, repeated and used in example sentences.</p> <p><b>(Challenging)</b></p> <p>Learners may need to listen up to three times to complete the diary; the recording may be paused for checking where necessary.</p> <p><b>(Basic)</b></p> <p>More confident learners can be challenged further by restricting their listening to just twice.</p> <p><b>(Challenging)</b></p>	<p><i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 3 page 43</p>
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and</p>	<p><b>Reading strategies:</b></p> <p>Figurative meanings: Learners are able to identify and use words in a figurative and literal context.</p> <p>Comparatives and superlatives:</p>	<p>Reading activity: Dangerous sports – Boxing ‘Record Breaking Russian Boxer Returns’</p> <p>The text is about the return of a Russian boxer - the tallest and heaviest world boxing champion in the history of the sport.</p> <p>The text provides good examples of figurative language such as ‘towers over his opponents,’ ‘punch his way to</p>	<p>Record Breaking Russian Boxer Returns: <a href="http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051226_valuev.shtml">www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/12/051226_valuev.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p>Learners are able to identify and use the comparative and superlative structures.</p>	<p>victory' which learners can explore. Learners can highlight figurative language with a highlighter pen. They can suggest other words with literal/non-literal meanings; example sentences can be explored and written on the board.</p> <p>Learners can use highlighter pens to identify comparatives and superlatives in the text and discuss the formation of comparatives and superlatives. Example sentences can be elicited, repeated and practised. <b>(Basic)</b></p> <p>Learners can explore whether violent sports encourage aggressive behaviour or discourage it, because they provide a safe outlet for pent-up emotion. They can also explore the value of team sports. <b>(Basic)</b></p> <p>Teachers can write their own comprehension questions, e.g. In what city does the boxer live? <b>(Basic)</b></p> <p>More inferential questions can be included for the most able learners, e.g. Find two phrases that show us that the boxer really is very large indeed? <b>(Challenging)</b></p> <p>The text is also available as an audio file so listening questions could also be devised at the appropriate level for the class. Learners could do these after their work on the written text. <b>(Basic)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to choose a range of varied vocabulary for describing a person. They are</p>	<p>Writing activity: Description of a person</p> <p>Learners brainstorm ideas, plan and draft an outline description of someone they like or admire. The description can be targeted at describing a friend for a</p>	<p><i>Success International English Skills for IGCSE Writing Activities: a description of a person.</i> (Georgian Press) Unit 1 pages 20–23</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p>able to use intensifiers, clauses etc.</p> <p>Learners are able to identify the positive and negative connotations of adjectives and judge what is most appropriate to use.</p> <p>Learners are able to use a range of structures and an appropriate register for the target audience.</p>	<p>school newsletter or describing someone they know for a friendship agency or recommending someone for an award.</p> <p>Vocabulary for describing appearance and character can be elicited. Sample basic sentences can be elicited and then improved by learners' suggestions e.g. 'she has brown hair' can be made more engaging by further adjectives e.g. long/wavy or adding clauses such as 'which is often tied back'.</p> <p><b>(Basic)</b></p> <p>Learners could consider examples of tone and style elicited from learners – writing should sound enthusiastic and positive and negative points of the person should be avoided, balanced or justified.</p> <p><b>(Challenging)</b></p> <p>Less able learners would find analysing a worked example of a description of a person particularly helpful for guidance before starting to put their own description together. To this end a description written by another learner (anonymous) which is sound and capable without being demoralisingly excellent, could be copied and distributed, or produced on a whiteboard. Learners highlight 'star features' and annotate, e.g. 'wrinkled' is a good word to describe the skin of an old person. Or they can suggest improvements, e.g. 'pretty and kind' would be a better than 'nice' in this sentence.</p> <p><b>(Basic)</b></p> <p>More able learners can do the same process but with a more sophisticated piece of writing, so they will be looking for more subtle improvements, e.g. varying the lengths of the sentences by joining shorter ones with a conjunction.</p> <p><b>(Challenging)</b></p>	

## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 5: Family and lifestyles

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended levels of learners. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of family and lifestyle issues such as the amount of freedom young people should be allowed, whether appearance matters, and more personal matters such as dealing with stress.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The 'Suggested teaching activities' suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable pronunciation and stress patterns</p>	<p><b>Speaking strategies:</b></p> <p>Learners will be able to apply a wide range of communicative functions. This will include: giving factual information e.g. The club is open at weekends from ...until.... using prepositional phrases.</p> <p>Learners will be able to explain arrangements, e.g. We are going to get the bus into town and then meet at the ...</p> <p>Learners will be able to ask for permission e.g. Would you mind if/ would it be all right if...</p> <p>Learners will be able to give permission/conditional permission e.g. We may let you go, if you ...</p> <p>Learners will be able to give reasons to support views e.g. The club has a bad reputation. In the newspaper we read that ...</p> <p>Learners will be able to ask for clarification: Can you tell us exactly what kind of ...</p> <p>Give warnings: You should be very careful about ...</p>	<p>Speaking activity: Conversation questions</p> <p>The worksheet, Family Matters, will enable learners to explore a wide ranging of thoughts and feelings about being part of a family. The questions range from simple, such as describing one's own family or favourite relatives (<b>Basic</b>), to thought-provoking, such as family pressures, difficulties parents face. (<b>Challenging</b>) The questions can be cut up and used flexibly for pair and small group work. It can be followed by a feedback session in which learners provide information and their views and relevant vocabulary is explored and highlighted.</p> <p>Role play – Can I go to the party! This is a role play which practises many skills and is a suggestion. You may decide that another topic would be more suitable or relevant for your learners. Roleplays often require significant preparation if they are to be productive for learners.</p> <p>In this role play, a learner plays the part of a teenage son or daughter and the other learner plays the part of a parent. The child has been invited to a party. The parents are concerned about giving permission. The learners are given role cards to study separately.</p> <p>On the role card the learner has details s/he will need to adopt the role and with details of the topic or issue to be discussed, e.g. Whose party it is, where the party is, why s/he has been invited, why s/he wants to go, etc.</p> <p>The parents will get the parental role card which contains details they will need to develop their side of the conversation. This can include questions they want to ask about the party.</p> <p>There is no right or wrong resolution to the role play. Parents ultimately decide to on whether permission is</p>	<p>Conversation worksheet: Family Matters:</p> <p><a href="http://www.englishclub.com/esl-forums/viewtopic.php?t=41728">www.englishclub.com/esl-forums/viewtopic.php?t=41728</a></p> <p><a href="http://www.englishclub.com/esl-worksheets/conversation/TP_FamilyMatters.pdf">www.englishclub.com/esl-worksheets/conversation/TP_FamilyMatters.pdf</a></p>



Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
	<p>Respond to warnings: I understand why you are worried. I'll make sure...</p> <p>Persuade: Do let me go! I'll promise I'll be....</p> <p>Learners will be able to use 'Tell us about...'</p> <p>Intonation and stress: Learners will practise using intonation and stress to speak clearly and confidently.</p> <p>Learners will adapt tone and rhythm to convey attitudes and feelings e.g. sounding concerned, sounding persuasive, sounding disappointed, etc.</p> <p>Learners are able to use an appropriate register for speaking to family members.</p>	<p>given to go to the party or not.</p> <p>The parents and the child roles should be put into two groups. The teacher will need to check and discuss the information on the role card. Learners will explore the language required for asking permission, persuading, explaining, expressing worries, etc.</p> <p>Suitable phrases will need to be identified and practised. Open question forms are useful e.g. Tell me about/tell me more about... Your parents are still unconvinced. What can you say to persuade them? How can you say it so you sound persuasive? What vocabulary is useful?</p> <p><b>(Basic)</b></p> <p>More confident learners will need less prior support, and the phrases that are elicited and practiced will be more sophisticated.</p> <p><b>(Challenging)</b></p> <p>Recording or videoing a couple of good role plays when they are being carried out is most rewarding as afterwards these can be discussed for the strengths and weaknesses, error correction etc. If a video is shown, body language can be explored. As learners only see the card for their role and will not be able to know exactly how the other person will respond, learners can show how they deal with the unexpected in a discussion - are they lost for words or are they able to use strategies to give them thinking time? E.g. 'Let me think about that for a minute.' This strategy could be discussed in advance.</p> <p><b>(Challenging)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to use correct basic grammar, use punctuation, use correct spelling for common</p>	<p>Writing activity: A letter of invitation</p> <p>Learners write an informal letter of invitation to a friend inviting them to an evening at a club. This task can be adjusted according to local amenities and cultures, eg the</p>	

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p>words and some problematic words, use modal verbs for giving instructions (you should/could etc.).</p> <p>Learners are able to use an informal tone and register for giving advice to a friend.</p>	<p>invitation could be to a friend's birthday celebration; a concert etc. They should include instructions and directions for getting to the club, information about the atmosphere and club rules, style of dress, music, arrangements for getting home etc. Useful words and phrases can be offered or brainstormed by the whole class. The letter should sound warm and inviting.</p> <p>Learners can brainstorm ideas, plan and draft paragraphs for the letter in pairs or small groups.</p> <p>Error correction: Punctuation and spelling errors or language and vocabulary issues can be extracted from drafts of their work. There may be issues around language – the letter should sound friendly and persuasive whilst giving clear information. Learners can explore the type of error and why it may have been made and suggest a correction. Improved drafts can be circulated for analysis and comment. This can be done in pairs to be less intimidating and ensure all learners participate.</p> <p>Learners benefit from focus on tone and register, as this is often a difficult area. They could be given some examples of good and inappropriate tones within a given context and ask to grade the examples from most to least appropriate, and discuss why.</p> <p><b>(Basic)</b></p> <p>More advanced learners could be presented with less obviously inappropriate tones, and be asked to re-write the pieces in a better style.</p> <p><b>(Challenging)</b></p> <p>Practice at this writing skill can also be found in textbooks, including <i>Cambridge IGCSE English as a Second Language, Learner Workbook</i> pages 114–117.</p>	<p><i>Cambridge IGCSE English as a Second Language, Student Book (Collins) Chp 6.2 pages 114–117</i></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b> Instructional texts.</p> <p>Tattoos – Worksheet B Learners are able to recognise and predict the features of an instructional text.</p> <p>Learners are able to recognise and analyse layout features – numbered points or bullets, headings, subheadings.</p> <p>Learners are able to recognise and analyse grammatical features: use of the imperative e.g. keep the bandage on; use of the second person e.g. after you've had your tattoo; sequencing; advice language (you could, warnings (it might seem like a good idea at the time ...but), linking words (however, but).</p> <p>Pictorial features: Learners will be able to predict the author's intention and to infer meaning.</p> <p>Spelling: hard and soft 'g' sounds</p> <p>Learners are able to identify, pronounce and spell hard and soft g sounds. Examples in the worksheet include 'surgery', 'guarantee', 'regret', and</p>	<p>Reading activity: Does appearance really matter?</p> <p>The lesson plans and work sheets <i>Image conscious</i> explore the importance of appearance to young people, issues around tattoos, and makeovers and the rights of young people to alter their appearance without getting parental permission first.</p> <p>The worksheets include discussion about appearance – altering activities such as hair dyeing, facts about tattoos, two role plays, and a discussion about the right age for making decisions over one's personal life. The lessons raise interesting issues about rights and responsibilities as we grow up, whether appearance affect one's confidence and status due to social pressure to look a certain way and family disagreements about the rights of children to change their appearance.</p> <p>Worksheet B provides scope to explore reading strategies for examining an instructional text. Learners can discuss the writer's intentions (to give information, to warn, to advice, to instruct). They can infer the writer's attitude to tattooing (cautious attitude, not especially positive). They can highlight or underline the layout features, underline and explain the use of the second person, and use a highlighter pen to pick out the advice language. Learners could discuss whether they think an image/chart or diagram would be useful for the text and suggest an image of some sort for the text.</p> <p><b>(Basic)</b></p> <p>Spelling patterns and spelling strategies: Learners can use highlighter pens to mark the letter 'g' in the text 'Tattoos' and identify patterns. The fact that soft 'g' is followed by 'i', 'e', or 'y' can be explored. However, learners can explore that some hard 'g' words can also be followed by 'e' or 'i' such as 'get' or 'girl'. Learners can place their fingers on their vocal cords to</p>	<p>Image conscious lesson plans: <a href="http://www.teachingenglish.org.uk/try/lesson-plans/image-conscious">www.teachingenglish.org.uk/try/lesson-plans/image-conscious</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
	<p>'bandage'.</p> <p><b>Spelling strategies:</b> Learners are able to identify and apply spelling strategies such as memorising the look of a word, tracing the word in the air, noticing the silent letters in the word, breaking the word into the component syllables e.g. un-com-fort-a-ble, recognising suffixes and prefixes etc.</p>	<p>hear the sound vibrate as both hard and soft 'g' are voiced sounds. They can practise saying the words clearly and writing them in sentences of their own. <b>(Basic)</b></p> <p>Learners can explore and share spelling strategies for learning to spell problematic words found in the text such as 'guarantee' and multi-syllable words such as uncomfortable. A useful strategy for memorising spelling is: read the word, cover it, write it, check it, and write the word again. Learners can be given a list of problematic words, some taken from the reading text, to memorise and spell. <b>(Basic)</b></p> <p>The tasks can be made more challenging by focusing on more complex and sophisticated vocabulary. <b>(Challenging)</b></p>	
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p>	<p><b>Vocabulary usage:</b></p> <p>Learners are able to use a range of vocabulary, including clauses, for describing clothes. Learners are able to recognise and apply the order of adjectives and judge how many adjective are acceptable before a noun.</p>	<p>Speaking activity: Vocabulary for clothes</p> <p>Dressed to Impress: Dave's ESL Café This game involves the class describing a friend, who can be dressed up in strange, fun clothes. It is a light-hearted activity which can be used to explore and develop knowledge of more complex vocabulary for clothes and to explore the order of adjectives, how many should be put before the noun and the use of clauses e.g. unusual blue patterned top, odd socks, an old leather belt with a large, silver buckle. <b>(Basic)</b></p> <p>More confident learners will be expected to offer more precise and sophisticated descriptions, even perhaps speaking a commentary to the fashion parade. <b>(Challenging)</b></p> <p>A past Oral Assessment Card on <i>Clothes</i>, from Nov 2011,</p>	<p>Dressed to Impress: <a href="http://www.eslcafe.com/idea/index.cgi?Vocabulary">www.eslcafe.com/idea/index.cgi?Vocabulary</a>:</p> <p>Newspaper and magazine pictures</p> <p>0510/0511 Nov 2011, Paper 5, Oral</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>might be a useful final activity here, to consolidate the vocabulary and ideas covered over the past few lessons. Learners can be organised into pairs, and then they use the card as a prompt for conversation. Finally, they could present useful vocabulary and phrase lists for fellow learners. Alternatively the ideas could be used to stimulate the writing of blogs or letters to friends where they give their opinion on 'Teenage clothes today'.</p>	<p>Assessment Card A, <i>Clothes</i></p>
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p>	<p><b>Writing strategies:</b> summarising</p> <p>Learners are able to plan and draft writing and judge how much detail to include to answer the summary question. They are able to identify suitable links and connectors to make the paragraph flow smoothly.</p> <p>Learners are able to use paraphrasing or words of similar meaning rather than copying from the text.</p> <p>Learners are able to correct spelling errors and identify why they may have made that error e.g. silent letter, addition of suffix etc.</p>	<p>Writing activity: 'The Sound of Silence' article</p> <p>This is an interesting text about how to reduce the stress in our lives and provides good note-making practice. Learners can discuss the overall topic of stress prior to reading and share ideas about what makes them stressed and how they manage stress. Specific language point such as new vocabulary or expression can be highlighted, repeated and practised in sentences.</p> <p>Group work can involve reading and underlining key details in the text, exploring main points and distinguishing them from supporting material, eliciting synonyms or phrases of similar meaning and exploring linking expressions. <b>(Basic)</b></p> <p>Learners make brief notes, plan and draft their summaries which can be exchanged around the class. Improvements can be suggested, discussed and incorporated. <b>(Basic)</b></p> <p>More competent learners will be expected to offer sophisticated responses, with a wide range of specialist or precise vocabulary. <b>(Challenging)</b></p> <p>When learners complete the notes, any spelling issues can be explored and discussed and reasons for making errors elicited. Learners can consider why they may have</p>	<p>Appendix 4: Exercise 5</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		made that error e.g. silent letter, addition of suffix etc. Learners can be given a list of problematic words to learn to spell or those which follow a spelling pattern, such as use of silent letter of suffix, and be checked on them.	
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns</p>	<p><b>Speaking and listening strategies:</b></p> <p>Learners are able to use a range of questions and respond appropriately to questions.</p> <p>Learners are able to use suitable vocabulary for expressing views and feelings.</p> <p>Some learners will be able to influence the direction of the conversation.</p>	<p>Speaking activity: Oral interview – A Noise</p> <p>The 0510/0511 past paper for oral assessment, ‘Noise’, is a good follow-on from the topic of noise and stress, which learners have been working on.</p> <p>One way to approach the task is for learners to work in two separate groups. One group brainstorm all their feelings, images and associations with the word noise so they can orientate to the topic.</p> <p>Vocabulary issues can be identified and suitable expressions for expressing feelings and needs e.g. It makes me feel irritated. I want to get away from it.</p> <p><b>(Basic)</b></p> <p>The other members of the class work on ways of asking questions and follow up questions based on the prompts on the oral assessment card. For example, tell me about/tell me more about/why do you say... Learners from each group form pairs and carry out the interview. Interviews can be recorded and analysed for error correction, intonation and stress, vocabulary issues and so on.</p> <p>More advanced learners should be encouraged to suggest ways in which responses could have been developed even further, with a greater range of constructions.</p> <p><b>(Challenging)</b></p>	Appendix 6: Oral Assessment Card
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p>	<p><b>Writing strategies:</b> Writing to persuade</p> <p>Learners are able to plan and</p>	<p>Writing activity: Writing an article for the school magazine: The Social Club needs you!</p> <p>Learners write an article to encourage more learners to</p>	Appendix 5: Exercise 6

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p>draft writing and choose what is appropriate to include for the purpose and recipient.</p>	<p>join the school social club. Learners can brainstorm ideas, plan and draft the article in groups.</p> <p>Lower attaining learners could be given a worked example of the social club article to analyse and correct for mistakes, and inappropriate register.</p> <p>Alternatively, they could be given a good example of the social club article for guidance and then asked to write a similar article for a local newsletter about a new neighbourhood facility.</p> <p>Further practice at these writing skills can be found in <i>Cambridge IGCSE English as a Second Language, Student Book</i> Chp 18 where teachers can also find examples of learner work with annotation. This style of annotation could be reproduced in the classroom using the teacher's own learners' work.</p>	<p><i>Cambridge IGCSE English as a Second Language, Student Workbook</i> (Collins) Chp 18</p>
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p><b>Listening skills:</b></p> <p>Learners are able to listen for and identify relevant information from explanations.</p> <p>Learners are aware of the type of vocabulary and structures likely to occur in talks, interviews etc. and are able to use their knowledge to access the text.</p>	<p>Listening activity: Profile of Luigi Rigoletti.(the transcript of the original listening audio can be recorded or read out loud in class).</p> <p>Learners can listen to interview about a former salesman who has changed his job from salesman to famous singer, with certain effects on his lifestyle, and then learners fill in the details on a template.</p> <p>It is expected learners will need to listen to the recording three times in order to get a good understanding. Before listening, learners can discuss what they expect to hear, what the interviewer might ask about, what Luigi's feelings and experiences might be, and be given a few basic details to listen for. Difficult vocabulary can be explored prior to listening and explained e.g. sports fixtures. <b>(Basic)</b></p> <p>The recording can be played once to get the general idea</p>	<p>Appendix 7: Exercise 2 (with transcript)</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>of contents and the basic details checked. The recording can be played again so learners complete the notes. To check answers the recording should be played a third time and stopped at specific points to note the answers.</p>	



## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 6: Media and films

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended levels of learners and can be used on teenagers in secondary schools. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of the media including media reporting, the pros and cons of television and the power of films. They have a chance to discuss the world of films, attraction of films, film seasons, write a film review and design a poster.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The suggested teaching activities suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities which may include reference to local media and films.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable pronunciation and stress patterns</p> <p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p>	<p><b>Speaking strategies:</b> Listen and respond</p> <p>Learners are able to listen closely to the speakers. They are able to use clues such as body language, facial expressions and intonation to understand what is being said and follow the speakers' attitudes.</p> <p>Learners are able to use different registers: e.g. I object to. I can't stand, I don't mind.</p> <p>Learners are able to listen for accuracy in the speakers' use of grammar e.g. use of tenses, pronouns, prepositions, word order, phrasal verbs. They can peer- correct and can improve their own usage from identifying the mistakes of others. Learners are able to use clarification strategies:</p> <p>Do you mean that...? Can you go over that point again? I don't see what you mean. Why do you say that...?</p>	<p>Speaking activity: Conversation questions: The media</p> <p>A past Oral Assessment Card on <i>Journalism</i>, could be a useful stimulus to engage learners in the topic of the media. The card could be used as a conversation starter for pairs or small groups. After about 5 minutes, the groups feedback their views and findings to the class. A vocabulary/word list could be built up on the board, or in individual notebooks.</p> <p>Learners use the stimulating questions from the media worksheet to explore various themes connected to news reporting in the newspapers and on TV e.g. how often they read newspapers, their opinion of the quality of news reporting, control over news, censorship, current stories in the news, as well as more personal experiences such as whether they have ever been in the news themselves. Vocabulary preparation prior to the activity to elicit includes: 'censorship', 'journalist', 'headlines', 'article/report', 'reporter/reporting', 'celebrity', 'objective', 'fair', 'biased/one-sided', 'control/ influence', 'target audience', 'politician', 'private life', 'intrusive', 'sensational'/'dramatic'. The conversation questions can be used flexibly e.g. cut up for pair work or group work. Groups give feedback on their views and experiences of the media.</p> <p><b>(Basic)</b></p> <p>More able learners can be given more sophisticated, abstract or global areas to consider.</p> <p><b>(Challenging)</b></p> <p>During feedback, learners can be encouraged to ask other groups questions and listen carefully and actively. Follow up questions can be explored. Grammatical details, vocabulary and concepts can be highlighted and explored, using examples from learners' own speech.</p> <p><b>(Basic)</b></p>	<p>0510/0511 Nov 2011, Paper 5, Oral assessment Card D, <i>Journalism</i>.</p> <p>Conversation Questions worksheet: The media <a href="http://www.eslpartyland.com/teachers/conversation/cqmedia.htm">www.eslpartyland.com/teachers/conversation/cqmedia.htm</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>L4 understand what is implied but not actually stated</p> <p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to analyse text and comment on the style and language used. Some learners are able to draw comparisons between different writing styles and their effects.</p>	<p>Learners can be asked to make formal presentations to the group. Some of these can be recorded and positive, supportive analysis carried out e.g. good examples of usage observed and error correction can be carried out. Body language and intonation can be highlighted.</p> <p><b>(Challenging)</b></p> <p>Writing activity: Learners could choose a newspaper article they have liked and explain what they find interesting about it.</p> <p><b>(Basic)</b></p> <p>Making a comparison between two ways of presenting the same news story. Learners identify a major news story that has really grabbed their attention and is reported in two different newspapers or magazines. They compare the way the story is presented in each newspaper. They comment on the use of headlines and by-lines, the use of photos or diagrams, the language used, the attitude of the reporter, the target audience, and say whether they think the report is fair, intrusive, biased etc. and why.</p> <p><b>(Challenging)</b></p> <p>This activity could be modified for less confident learners, by the teacher selecting two short articles with clear points of difference.</p> <p><b>(Basic)</b></p>	
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions</p>	<p><b>Listening strategies:</b></p> <p>Learners are able to write down exactly what is being read to them.</p> <p>Learners know that unstressed syllables can be difficult to hear, they are able to listen for discourse markers and</p>	<p>Listening activity: Television – the pros and cons</p> <p>‘Young People and Television’. The lesson plans and worksheets, enable learners to discuss TV preferences among boys and girls and people of different ages.</p> <p>They carry out a pair work dictation, an information-finding activity, a role play. The activities enable learners to practise listening skills, spelling and punctuation as well as discussion skills.</p>	<p>Young People and Television: <a href="http://www.teachingenglish.org.uk/lesson-plans/young-people-television">www.teachingenglish.org.uk/lesson-plans/young-people-television</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>and attitudes and the connections between related ideas</p> <p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p>	<p>grammatical structures.</p> <p>Checking back and confirming understanding: Learners are able to use strategies for checking back and confirming understanding during the dictation e.g. Can you say that again, did you say...?</p> <p>Punctuation: Learners are able to understand and apply the rules for sentence boundaries, commas for subordinate clauses and separating words in a list.</p> <p>Spelling: Learners are able to spell correctly common words as well as the more problematic or multi-syllable words such as documentaries, statistics, specifically. They are able to recognise and apply the 'qu' pattern in spelling.</p> <p>Learners are able to recognise and apply the suffix 'ally'.</p>	<p>The dictation provides learning opportunities for a variety of skills: active listening strategies, spelling, punctuation, and handwriting. <b>(Basic)</b></p> <p>Before learners start, they can revise and practise strategies for checking back and clarification. Spelling: The example of the word quiz in the text can elicit the rule that q is always followed by u (elicit, for example, 'queue', 'quiz', 'queen', 'quaint'). Learners can practise breaking long into component syllables e.g. 'doc-u-men-ta-ries'. <b>(Basic)</b></p> <p>Learners can highlight the suffix 'ally' in 'specifically' and other examples can be elicited e.g. 'politically', 'socially'. <b>(Challenging)</b></p> <p>Punctuation can be discussed and checked. Learners can use highlighter pens to explore sentence boundaries in the text and the use of the comma to mark subordinate clauses and separate words in a list. They can talk about other ways of ending a sentence such as the question and exclamation mark. <b>(Basic)</b></p> <p>The use of the colon and semi-colon can be discussed with more sophisticated learners. <b>(Challenging)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p>	<p><b>Writing strategies:</b></p> <p>Learners integrate their skills and apply their knowledge to produce a piece of well-</p>	<p>Writing activity: No TV for a week</p> <p>Learners imagine that the head teacher is thinking of asking families to ban children watching television for a week or more (you may think of a topic which is more</p>	<p>For preparation, the teacher could consider using <i>Cambridge IGCSE English as a Second Language – Student Book</i>. (Collins) Chp 11.3 'Television'</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p>connected prose.</p> <p>Handwriting: Learners are able to identify their own handwriting issues and develop strategies for making improvements.</p>	<p>relevant to your learners). The head teacher wants to know what the learners think. Learners write a letter to their head teacher saying what they think of this idea.</p> <p>After brainstorming ideas, planning and drafting, learners can pass their drafts around the group. Their friends can make suggestions for improvements and the authors can decide whether or not they will incorporate these ideas into their final drafts. If learners are matched for this activity with a partner at a similar stage of learning, then this activity can be made appropriate at both a <b>Basic</b> and <b>Challenging</b> level.</p> <p>Legible handwriting can be focused upon. Showing learners' examples of good and bad handwriting and eliciting discussion of why the writing is good or how it could be improved will reinforce knowledge and understanding of legibility. This activity is especially beneficial for less able learners who are more likely to be affected by letter and word direction and formation, word spacing, size of letters, writing on the line. <b>(Basic)</b></p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b></p> <p>Learners are able to identify the use of the topic sentence to introduce an idea which is then developed in the paragraph. They gain more understanding of the concept of target audience and can identify the prior knowledge the target audience might be expected to have. They are able to infer the author's attitude and intention from the text.</p>	<p>Reading activity: The World of Films</p> <p>Film Festival Season – BBC British Council 2002 The Film Festival lesson plans and worksheets enable learners to talk about their favourite films, enjoy an article about an international film festival, write a film review and select films for a film festival.</p> <p>The reading text 'Film Festival Season' can be used to elicit learners' ideas about the target audience for this topic, assumed prior knowledge the target audience possesses, the intention of the author (to give information and to promote/persuade). <b>(Basic)</b></p>	<p>BBC British Council 2002 Film Festival Season. Lesson plans and worksheets for Film Festival season: writing a film review, planning a film festival and making a poster: <a href="http://www.teachingenglish.org.uk">www.teachingenglish.org.uk</a></p> <p><a href="http://www.teachingenglish.org.uk/lesson-plans/film-festival-season">www.teachingenglish.org.uk/lesson-plans/film-festival-season</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>More advanced learners can discuss and infer the author's attitude (very positive, even proud). Highlighter pens can be used to pick out key details.</p> <p><b>(Challenging)</b></p>	
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p><b>Writing strategies:</b></p> <p>Learners apply their knowledge of film review genre, register, organisation of text, choice of vocabulary, sentence length and structure to write a lively and persuasive film review.</p>	<p>Writing activity: Writing a film review</p> <p>Learners can work individually to write their film reviews. It is best to choose a film learners remember well and have really enjoyed. A teenage magazine could be selected as a target audience. A range of vocabulary and suitable expressions for describing films and persuading young people to see them could be elicited beforehand. Learners can be asked to bring in cuttings of film reviews taken from the newspaper to explore in groups. This would support their understanding of genre, vocabulary, persuasive techniques etc. before planning their own reviews.</p> <p><b>(Basic)</b></p> <p>More able learners can be challenged to write reviews with less support, possibly extending their reviewing to books and live performances.</p> <p><b>(Challenging)</b></p>	
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively</p> <p>S3 Employ and control a variety of grammatical</p>	<p><b>Speaking strategies:</b></p> <p>Learners are able to apply logical thinking skills to produce a sensible plan for their film festival.</p> <p>Learners are able to produce creative ideas and to explore them in a logical sequence and to</p>	<p>Speaking activity: Planning a film festival</p> <p>Learners use the worksheet: Writing a film review and planning a film festival.</p> <p>Planning a film festival. This is a good exercise to do in pairs. Questions on the worksheet help the planning and structure of the Film Festival. Learners could be encouraged to take notes of their ideas so they are not forgotten. The class can revise the vocabulary and verb</p>	

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable pronunciation and stress patterns</p>	<p>provide the detail and development which is necessary.</p> <p>Learners are able to explore possibilities, causes and consequences with each other e.g. The reason we need a.....</p> <p>Learners are able to provide examples, For instance... A good example of that would be...</p>	<p>forms helpful to making suggestions, e.g. People coming to the festival might expect....so we should.... What I think is most important is.... Learners could present their ideas to one another within small groups. <b>(Basic)</b></p> <p>More confident learners could present their ideas to the whole class and be encouraged to make use of visual or audio materials as illustrations. <b>(Challenging)</b></p> <p>A final activity on the theme of film, could be consideration of 0510/0511 Nov 2011 Paper 2, Exercise 4, about a Japanese film museum. The exercise is a note-making exercise, but could be used as a paired activity, where the learners try to produce the most precise notes possible. After class feedback, they could go on to work in pairs to produce a concise summary, using their own words.</p>	<p>0510/0511 Nov 2011, Paper 2, Exercise 4, <i>A World of Wonders</i></p>
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to apply knowledge of the most appropriate format and structure for the poster.</p> <p>Learners are able to organise layout, and show they understand concepts such as eye-catching detail, judge the tone and register for the target audience (informal, enthusiastic).</p> <p>Learners are able to decide on appropriate pictures or diagrams for communicating the message.</p>	<p>Writing activity: Making a film festival poster</p> <p>Making a festival poster could be carried out in pairs or individually. Learners' ideas of what to include, (persuasive information as well as times, dates, place) suitable vocabulary and expressions, tone and register for the target audience layout, pictures etc.) can be explored before they begin to draft the poster.</p> <p>If there is access to a word processing package on a computer there will be more scope for learners to explore layout features e.g. font size, type of script, colours, clipart. <b>(Basic)</b></p> <p>More confident learners should be expected to make use of sophisticated and emotive language to persuade and convince the reader. <b>(Challenging)</b></p>	<p><i>Cambridge IGCSE English as a Second Language – Student Book.</i> (Collins) Chp 11.4, pages 222–225, offers some listening practice on the topic, introducing some useful relevant vocabulary. It also focuses on how an emotive slant can be given to text through subtle use of language.</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
W6 Employ appropriate register/style			



## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 7: Festivals and celebrations

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended levels of learners. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to elicit what learners already know about a theme or topic and check vocabulary and comprehension before and after any activity, correct errors as appropriate, monitor and support the acquisition of skills. Teachers should carry out any other preparatory and consolidation exercises as they deem appropriate. The websites listed under resources usually have additional help and guidance to develop topics and skills. The teacher is free to extend the unit with further ideas and materials of their own or from the resources guides listed to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Pacing and timing the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

#### Outline

The aim of the unit is that learners will have extended their vocabularies and developed the skills to read, write and discuss the themes of special days, festivals and celebrations. Some of the resources are European or American in focus and it would be nice to encourage learners to explore festivals in their own countries and to make comparisons and draw contrasts.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The 'Suggested teaching activities' suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p>	<p><b>Speaking and listening strategies:</b></p> <p>Learners are able to use speculative language ‘it looks like...’ ‘It could be.....’</p> <p>Learners are able to recognise and/or use expressions for confirmation, ‘You’re right...’ ‘You’re close but not close enough.’</p>	<p>Speaking and listening activity: High Days and Special Days</p> <p>Chapter 8.2 on Celebrations and Culture could be used for supplementary material, or as an introduction to this topic. There are activities for reading and writing as well as speaking. The Big Picture on pages 148–149 also offers a colourful stimulus for discussion.</p> <p>Learners use the Holidays and Actions game to explore the theme of national holidays and festivals such as Independence Day. Brainstorming national and local festivals and the language for speculating or giving confirmation will need to be practised beforehand.</p> <p><b>(Basic)</b></p>	<p><i>Cambridge IGCSE English as a Second language Student Book</i> (Collins) Chp 8.2 Celebrations and Culture pages 148–149 and pages 154–157</p> <p>Holidays and Actions Game:  <a href="http://www.eslcafe.com/idea/index.cgi?display:1168138441-30877.txt">www.eslcafe.com/idea/index.cgi?display:1168138441-30877.txt</a></p>
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p><b>Listening strategies:</b> Identifying factual information</p> <p>Learners are able to identify factual information and supporting detail. e.g. ‘Mother’s Day is a holiday to give thanks and honour our mothers’, in France, a flower-shaped cake is part of the meal.’</p> <p>Learners are able to recognise and apply sequencing markers e.g. ‘then’ ‘so’ ‘after’.</p> <p>Dictation: Mother’s Day</p> <p>Learners are able to recognise individual sounds and know that</p>	<p>Listening activity: Mother’s Day</p> <p>The package includes an interesting, detailed listening text about Mother’s Day, detailed listening comprehension and dictation. Before listening, learners will need to explore the concept of ‘Mother’s Day’ which is a special day once per year in the UK, America and various other countries, to honour mothers. The text outlines the history of Mother’s Day in the USA. There is a good range of vocabulary to check and explore e.g. ‘increasingly’, ‘originated’, ‘commercialised’, ‘influence’.</p> <p>Clarify the fact that ‘holiday’ in American English is used loosely to cover the concept of a festival day rather than necessarily being a day off work for everyone.</p>	<p>Listening activity Mother’s Day Heads Up English:  <a href="http://www.headsupenglish.com/index.php/upper-intermediate-students/upper-intermediate-skill-builders/upper-intermediate-listening/476-history-of-mothers-day">www.headsupenglish.com/index.php/upper-intermediate-students/upper-intermediate-skill-builders/upper-intermediate-listening/476-history-of-mothers-day</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
	they can change when spoken, due to assimilation and elision.		
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to give information of the appropriate type, length, complexity and register for inclusion in an article or leaflet. They are able to judge target audience, how much to write and what level of complexity to use.</p> <p>Layout: Learners are able to choose a format for the type of task e.g. use of headings and numbered points or bullets.</p>	<p>Writing activity: Writing an article for a magazine or leaflet</p> <p>The listening text provides a good basis for a writing activity where learners write a factual account of a special day in their cultures. They can provide a definition of the day and trace the history, and explain how it is celebrated. They could write this as an article or leaflet information. Learners will need to study examples and make notes from similar articles in magazines or online reference material.</p> <p>Learners could provide photos or illustrations from magazines or the internet.</p> <p><b>(Basic)</b></p> <p>More confident learners will need less support but a greater expectation for rephrasing any researched material and a higher level of sophistication. They could be asked to write for a factual website such as Wikipedia.</p> <p><b>(Challenging)</b></p> <p>0510/0511 Jun 2011, Paper 2, Exercise 1. Text and questions on Rio carnival. Could be used as an extra resource to stimulate discussion about national celebrations. Learners discuss answers to questions in pairs, then feedback to class. Or learners answer questions individually in writing for comprehension practice.</p>	<p><a href="http://www.Wikipedia.com">www.Wikipedia.com</a></p> <p><a href="http://www.oxfordreference.com">www.oxfordreference.com</a></p> <p>0510/0511 Jun 2011, Paper 2, Exercise 1. Text and questions on Rio carnival</p>
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p>	<p><b>Reading strategies:</b></p> <p>Learners are able to identify and apply several linguistic features such as the use of the relative</p>	<p>Reading and discussion: St Patrick's Day</p> <p>St Patrick is the patron saint of Ireland and the holiday is celebrated on 17 March. The interesting text contains information about Irish culture and legends which learners</p>	<p>St Patrick's Day:</p> <p><a href="http://www.teachingenglish.org.uk/try/less-on-plans/saint-patricks-day">www.teachingenglish.org.uk/try/less-on-plans/saint-patricks-day</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p>pronoun ‘it’ for backward and forward referencing, and recognise and follow complex sentence structure.</p> <p>Learners are able to use context clues or a dictionary to check defining specialist words such as ‘leprechaun’.</p>	<p>should enjoy reading and discussing. There are a large number of detailed reading comprehension questions of the ‘wh’-type. Vocabulary can be explored, using a dictionary, as the text includes high level vocabulary such as ‘marauders’, ‘kidnapped’, ‘pagan’, ‘eloquence’ as well as specialised words such as ‘shamrock’.</p> <p><b>(Basic)</b></p> <p>Learners can use highlighter pens to highlight key linguistic features such as pronoun references and discuss how they help guide the reader through the text. Learners can underline and discuss the structure of complex sentences. Simple sentences can be written on the board and learners can suggest ways to make these complex through the addition of clauses.</p> <p><b>(Challenging)</b></p> <p>Learners can answer the questions set on the texts.</p> <p><b>(Basic/Challenging)</b></p> <p>Optional activity: April Fools’ Day. This is celebrated on 1 April in England. On this day, people play tricks on each other. If you fall for the trick, you are called ‘April Fool.’</p> <p>Worksheets from the British Council website provide a complete lesson package around the theme of April Fool’s Day with a detailed reading/listening text.</p>	<p>April Fool’s Day:  <a href="http://www.teachingenglish.org.uk/language-assistant/essential-uk/april-fool%E2%80%99s-day">www.teachingenglish.org.uk/language-assistant/essential-uk/april-fool%E2%80%99s-day</a></p>
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p>	<p><b>Reading strategies:</b></p> <p>Learners are able to recognise and use full stops and capital letters for sentence boundaries and proper names.</p> <p>Passive structures:</p>	<p>Reading activity: ‘London unveils Mandela statue’ newspaper report</p> <p>Learners read a newspaper report about the unveiling of a statue to Nelson Mandela, the former South African president and campaigner against apartheid. Teachers can use their own comprehension questions for the text. There are some good examples of passive structures (‘is</p>	<p>London unveils Mandel statue:  <a href="http://www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2007/08/070829_mandela.shtml">www.bbc.co.uk/worldservice/learnenglish/newsenglish/witn/2007/08/070829_mandela.shtml</a></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p>Learners can recognise and use the passive form in different tenses.</p>	<p>being unveiled' etc.) in different tenses, which learners can discuss and explore including the passive structure in different tense forms.</p> <p>There are clear examples of place names, titles and people's names e.g. The Mayor of London, Ken Livingstone. Learners can highlight and discuss the use capital letters and full stops with a highlighter pen. Attention can be drawn to the way other expressions do not use capital letters and why e.g. anti-apartheid campaigners (they refer to a general group and not a specific title). Extension work can be carried out on punctuation issues. Lower attaining learners can work on becoming clearly confident with full stops and capital letters. Removing specific elements of punctuation from a text for learners to replace is a good way to do this.</p> <p><b>(Basic)</b></p> <p>More able learners can work on more challenging issues such as the apostrophe, colon and semi-colon.</p> <p><b>(Challenging)</b></p> <p>The report provides a glossary of vocabulary and is a good lead-in to discussing people who, throughout history, have been famous for their bravery and humanitarian work. Learners could prepare and give short presentations on someone they admire from their own culture.</p> <p><b>(Basic)</b></p> <p>More sophisticated learners would be expected to develop slightly longer presentations, making full use of expression and body language to make their talks interesting and to hold the audience's attention.</p> <p><b>(Challenging)</b></p>	

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p><b>Writing strategies:</b></p> <p>Learners are able to develop paragraphs starting from a topic sentence.</p> <p>Learners are able to use linking expressions to link paragraphs so that text flows.</p> <p>Learners can use a suitable register for a formal letter and can choose suitable vocabulary and phrases for writing in a formal context.</p>	<p>Writing activities:</p> <p>An introduction activity to this section could be a consideration of a past Listening Paper, Question 9 on the Nobel Peace Prize. Learners could listen to the recording, then answer the questions individually before discussing their responses with a partner. They listen again to the recording then share their final answers with the class. Afterwards, they could draw up a list of useful vocabulary.</p> <p>Activity: A letter to a newspaper Learners can be asked to imagine that their town plans to erect a monument to honour an important person. Lower attaining learners, in particular, may have difficulty thinking up ideas, so it could be helpful for the group to agree on a specific person and to identify the information needed <i>step by step</i> such as who/why this person/what monument/where/why and build this up on the board. <b>(Basic)</b></p> <p>More able learners will require less support and will enjoy working on their own ideas. <b>(Challenging)</b></p> <p>After discussion and preparation, learners write a letter to the newspaper saying who they think this person should be and why and where in the town it should be placed and why. When planning and drafting writing, the use of the topic sentence at the start of a paragraph can be explored. Learners can discuss how the topic sentence is developed by supporting detail, reasons and examples. Learners take a topic sentences such as, 'There are many reasons why I would like a monument to X to be erected in our town.' They then discuss and give examples of how the topic sentence can be expanded. Lower attaining learners may require a good deal of straightforward practice on this, possibly including reordering jumbled paragraphs. <b>(Basic)</b></p>	<p>0510/0511 Jun 2012, Paper 4, Question 9 with CD recording, on <i>The Nobel Peace Prize</i></p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>Higher attaining learners can work on more complex examples. They can explore how linking words are used to join paragraphs together e.g. Although some people may want the monument to be erected in the park, I think... They can discuss a suitable register for the letter by comparing sentences which express the same idea: one in an formal register-one in an informal register e.g. 'Hi again, just had to drop a line to you about....' compared with, 'I am writing in reference to...'.  <b>(Challenging)</b></p> <p>For extension practice, lower attaining learners may require a good deal of straightforward practice on paragraph development in general, possibly including reordering jumbled paragraphs or writing paragraphs from a given topic sentence. Higher attaining learners can work on more complex examples of paragraph reordering or writing paragraphs from a given topic sentence. To support this work, there are practice exercises on structuring paragraphs at both <b>Basic</b> and <b>Challenging</b> levels in <i>Cambridge IGCSE English as a Second language Student Workbook</i>.</p>	<p><i>Cambridge IGCSE English as a Second language Student Workbook</i> (Collins) 2013 Chp 2, pages 43–48</p>
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p>	<p><b>Listening strategies:</b></p> <p>Learners are able to listen for and identify the type of vocabulary and structures they might expect to hear in a complex radio interviews.</p> <p>Learners recognise attitudes, identify opinions and facts, and can infer meaning from text.</p>	<p>Listening activity: The Price of Greatness</p> <p>Learners listen to a radio interview about the qualities which exceptional people often have; people who have gone down in history for their achievements.</p> <p>Before learners listen, they can discuss and make notes about what they think a truly exceptional person would be like. This preparation can be done individually or in pairs, using a prompt list from the teacher, or as a class brainstorming activity. They may find this easier if they think of a specific person, such as a scientist, artist or politician, in history. They can speculate on their home background, speculate on their education, what might</p>	<p><i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 1 pages 14–15</p>

Syllabus reference (AOs)	Learning objectives	Suggested teaching activities	Learning resources
L4 understand what is implied but not actually stated		<p>have been easy or difficult for them in their friendships, work, etc.</p> <p>Learners can speculate on what might have got this person interested in the thing they devoted their life to. Before they listen, learners could discuss difficult vocabulary they will hear, such as 'genetic', 'inner drive', 'excel', 'mediocre' etc. to make sure they understand meanings. <b>(Basic)</b></p> <p>Learners will need to listen several times, as the content of the interview is quite dense with some inferential material. It helps if, for each listening, learners are given specific details to listen for and these are checked after listening at each stage. Difficult parts of the recording can be paused and re-played.</p> <p>After listening, learners can express their views on the information on the recording, including the fact that famous people often have unhappy lives. <b>(Basic)</b></p> <p>More advanced learners will need less support. They can go on to consider more abstract ideas, e.g. According to the speaker, 95% of achievement is due to hard work. Learners can discuss their opinions on this 'fact.' <b>(Challenging)</b></p>	



## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Unit 8: Environmental issues

#### Recommended prior knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively.

#### Context

The unit is suitable for both core and extended tiers of learners and can be adapted to suit the amount of time available for the unit. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

#### Outline

The content aim of the unit is for learners to develop a greater understanding of environmental issues, including nuclear and alternative sources of power, natural disaster, climate change and global warming.

The language aim of the unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the Learning objectives column highlights a selection of them. The 'Suggested teaching activities' suggest a variety of methods for achieving the learning objectives. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that learners can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The processes are as important as the final products. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. Learners will gain confidence in working in pairs and small groups as well as individually. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that learners need more help to achieve the learning objectives, they can extend the unit at any stage with reinforcement activities.

It is suggested that 10–15 hours could be spent on this unit.

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Speaking</b></p> <p>S1 Communicate clearly, accurately and appropriately</p> <p>S2 Convey information and express opinions effectively</p> <p>S3 Employ and control a variety of grammatical structures</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>S5 Engage in and influence the direction of the conversation</p> <p>S6 Employ suitable pronunciation and stress patterns</p> <p><b>Listening:</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p><b>Speaking and listening strategies:</b></p> <p>Learners are able to initiate and sustain a conversation at some length. Learners are able to listen to detailed answers closely and are aware that is not always necessary to understand every word to recognise and follow content.</p> <p>Learners are able to infer attitude from what is said and adapt a follow-up question e.g. You seem worried at the thought of a nuclear disaster. Can you tell me why?</p>	<p>Speaking and listening activity: Energy: nuclear power</p> <p>The learners can use the worksheet to develop their vocabulary for discussing nuclear energy. The conversation questions in Activity 3 on the worksheet focus on the pros and cons of nuclear power, issues of radioactive waste disposal and alternatives to nuclear power.</p> <p>Although there are open and closed questions on the worksheet, learners can prepare for the worksheet activity by repeating and practising key ways to develop follow-up questions to achieve a conversation of more depth. E.g. Tell me what you think about having nuclear power in our own country? Do you think there are any other advantages/disadvantages of nuclear power?</p> <p>Learners can revise and explore ways of checking back to confirm information and practise interrupting politely. Learners can revise expressing feelings and opinions with reasons e.g. 'I'm worried about....because...'</p> <p><b>(Basic)</b></p> <p>More confident learners could research other forms of energy and give reports (oral or written) to one another or the class.</p>	<p>Energy: Nuclear Power:  <a href="http://www.englishclub.com/esl-lesson-plans/worksheets_tp.htm">www.englishclub.com/esl-lesson-plans/worksheets_tp.htm</a></p> <p><a href="http://www.englishclub.com/esl-worksheets/conversation/TP_Energy.pdf">www.englishclub.com/esl-worksheets/conversation/TP_Energy.pdf</a></p>

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p><b>Planning and drafting strategies:</b></p> <p>Learners are able to apply appropriate planning strategies, taking account the context and aim of the letter.</p> <p>Learners are able to make notes from reading and when planning writing, which can include lists or diagrams.</p> <p>Learners are able to redraft work after proof-reading, and are aware of when their letters are ready for presentation.</p>	<p>Writing activity: Alternative energy sources. Letter to a newspaper about a wind farm</p> <p>Learners imagine there is a proposal to build a wind farm in their area to provide a non-polluting form of alternative energy. Learners are asked to write a letter to their newspaper saying what they think of this idea.</p> <p>Firstly, the pros and cons of alternative energy can be explored in groups. Wind farms can be explored as a specific example along with solar power etc. Learners can make notes of the advantages and disadvantages of alternative energy, including wind farms, from their conversations which can be fed back and shared with the whole class. Learners can do further research by making notes from information to be found on the internet. Prepared worksheets with questions can be prepared to support learners. <b>(Basic)</b></p> <p>More advanced learners need less support and can be expected to report back to the class at length, using pictures or diagrams to help them. <b>(Challenging)</b></p> <p>Learners brainstorm ideas to include in the letter. They could discuss the purpose and audience and make notes. They could explore appropriate vocabulary, discuss sentence structure and share ideas about a suitable register. <b>(Basic)</b></p> <p>Further work – or preparation work – could be done on adapting style according to the reader and purpose of the writing. Examples of practice exercises can be found in <i>Cambridge IGCSE English as a Second Language Student Workbook</i> pages 65–68.</p>	<p>Alternative energy sources internet research: <a href="http://www.wikipedia.com">www.wikipedia.com</a> <a href="http://www.ciafactbook.com">www.ciafactbook.com</a></p> <p>Climate change lesson plans and worksheets: <a href="http://www.teachingenglish.org.uk/try/lesson-plans/climate-change">www.teachingenglish.org.uk/try/lesson-plans/climate-change</a></p> <p><i>Cambridge IGCSE English as a Second Language Student Workbook</i> (Collins) Chp 1, pages 65–68</p>

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading and discussion strategies:</b></p> <p>Learners are able to read critically and match information to scientific definitions. How green are you? Learners are able to compare ideas and opinions on the topic and make an informed choice. Global warming message board-</p> <p>Learners are able to discuss and evaluate ideas and opinions from different sources and be able to recognise the difference between subjective experience and objective facts.</p> <p>Learners are able to draw inferences from the information given or the tone of a text.</p>	<p>Drafts can be proof-read and corrected (this can be a shared activity, with examples exchanged between pairs or read aloud to groups). Letters could be redrafted, incorporating any changes. <b>(Basic)</b></p> <p>More advanced learners could draw up a list of pointers, i.e. areas to check such as variety of sentence structures; attempts to adapt style to reader etc. Then they use these as a checklist when they comment on each other's work.</p> <p>Future trends: Climate change</p> <p>The lesson plans and worksheets A–E provide an interesting way to explore the issues surrounding climate change such as the greenhouse effect, recycling, energy conservation and consequences of global warming. The worksheets include a reading comprehension text, a quiz, vocabulary building and discussion statements.</p> <p>Learners have a chance to develop their understanding of the issues, broaden their vocabulary for the topic, express their own views and to compare the scientific evidence for climate change with popular belief. Learners' ideas of possible bias about the way information is selected and presented can be elicited. In worksheet D, message board, learners can draw inferences about the controlling influences of the media and whether this is good or bad e.g. You only have to switch on the news to see the crazy things the weather is doing... <b>(Basic)</b></p> <p>More advance learners can discuss the differences between objective fact and subjective experience. A mixture of small group work, pair work, whole class work and individual work can be used to carry out the</p>	

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>activities. Groups and individuals can feedback ideas to the whole class for exploration and analysis.</p> <p>Specimen 2015 Paper 1, Exercise 1 offers a passage about the organisation <i>Water Aid</i>, which deals with world shortages of clean water. Learners could consider whether the shortage of clean water will improve or deteriorate over time. They could also answer the questions individually, compare answers with a partner and draw up some vocabulary lists for future use on the topic of climate change.</p>	<p>0510/0511 Specimen paper (2015), Paper 1 Exercise 1, <i>WaterAid</i></p>
<p><b>Writing</b></p> <p>W1 Communicate clearly, accurately and appropriately</p> <p>W2 Convey information and express opinions effectively</p> <p>W3 Employ and control a variety of grammatical structures</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling</p> <p>W6 Employ appropriate register/style</p>	<p><b>Writing strategies:</b></p> <p>Using persuasive techniques: Learners are able to judge the impact of a range of dramatic vocabulary and expressions, using intensifiers e.g. 'Disastrous', 'deeply worrying'.</p> <p>Learners are able to use evidence to support opinions.</p> <p>Learners are able to recognise and use rhetorical questions for emphasising a point.</p> <p>Learners are able to use time-related expressions.</p> <p>Learners are able to use a variety of tenses to express what is happening now, what has happened, and what may happen in the future.</p>	<p>As an introduction to the topic of global warming, learners could listen to a past Paper 4 Question 9 on the impact of climate change on a culture in Timbuktu. After listening to the recording and answering the questions, learners could be given a copy of the transcript. They can use this to check their answers, and also to provide some extra vocabulary to help with later work in this unit.</p> <p>Writing activity: Writing an article based in the future</p> <p>Global warming has been a problem for many years. Learners write an article for a newspaper. Less able learners could write a letter expressing their concerns about global warming and suggesting ways to control it.</p> <p><b>(Basic)</b></p> <p>Higher attaining learners could imagine that the year is 2050. And could write a newspaper article to explain how the world has been affected by global warming, what is being done to control it and what further measures could be taken.</p> <p><b>(Challenging)</b></p> <p>The topic will require knowledge, imagination and speculation so preparatory work to brainstorm ideas,</p>	<p>0510/0511 Jun 2011, Paper 4, Question 9. Transcript Track 5 and the CD audio recording</p> <p><i>Cambridge IGCSE English as a Second Language Student Book</i> (Collins) Chp 7</p> <p><i>Cambridge IGCSE English as a Second Language Student Workbook</i> (Collins) Section 3.5</p>

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>will be needed. Learners may want to research the topic on the internet. It is likely that learners will have learnt about the science of global warming in other lessons, and they can draw on this knowledge to help them.</p> <p>Textbooks can provide background material, offering opportunities to build up vocabulary and ideas. An example can be found in <i>Cambridge IGCSE English as a Second Language Student Book</i> Chp 7.</p> <p>Learners can discuss persuasive techniques to engage the reader such as the use of dramatic vocabulary and expressions to bring home the effects of global warming.</p> <p>Before writing, learners can explore the importance of having evidence to support opinions e.g. Research shows that... There is reason to believe that...</p> <p>Exercises to help learners organise ideas and collate evidence can be found in textbooks such as <i>Cambridge IGCSE English as a Second Language Student Workbook</i> Section 3.5.</p> <p><b>(Basic)</b></p> <p>The use of persuasive devices such as rhetorical questions can be explored.</p> <p><b>(Challenging)</b></p> <p>As learners review each other's work, there is an opportunity for them to consider verb forms and ensuring consistency of tense, since the writing may well include an overview of a period of time. Issues around the perfect tenses, which often present problems, could be checked so student know how their form changes according to time expressions. They can explore time-related expressions to show</p>	

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>how things have changed over time and the appropriate tense to use with them e.g. 'Up until now', 'so far', 'at this point in time', 'now'.  <b>(Challenging)</b></p> <p>Less able learners may appreciate these reminders before they start writing as well as afterwards.  <b>(Basic)</b></p>	
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>R4 understand what is implied but not actually written</p>	<p><b>Reading strategies:</b> Predicting</p> <p>Learners are able to apply knowledge of sentence formation to predict the use of prepositions after verbs, nouns.</p> <p>Learners are able to recognise and use suffixes, correctly spelled.</p> <p>Learners are able to recognise the connotations of a word and give example sentences.</p> <p>Learners know how dictionaries are organised and are able to use dictionaries to check meaning.</p>	<p>Reading and predicting: 'High Winds Hit Oman'</p> <p>The prepositions in the text could be blanked out and learners could work in pairs to replace them. The exercise can be followed by checking and then the whole article can be read and discussed. The use of adverbs as intensifiers e.g. widely predicted, sparsely populated can be highlighted and further examples elicited. Spelling issues around the suffix '-ly' can be discussed.</p> <p>Learners can consider the more demanding vocabulary e.g. '<i>disrupts</i>', '<i>batter</i>' and discuss their negative connotations. Learners can then write other example sentences individually, in pairs or as a class on the board / whiteboard. As always, learners should be encouraged to keep a note of new words they encounter in their Word book (or other system as the teacher decides). They can go on to use new words in example sentences, using dictionaries to help.</p> <p>This work can be aimed at any level, <b>Basic</b> or <b>Challenging</b>, depending on the nature of the words and the degree of support the teacher offers.</p>	<p>High Winds Hit Oman:  <a href="http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606_oman_cyclone.shtml">www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606_oman_cyclone.shtml</a></p>

Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
<p><b>Listening</b></p> <p>L1 identify and retrieve facts and details</p> <p>L2 understand and select relevant information</p> <p>L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p>L4 understand what is implied but not actually stated</p>	<p><b>Listening skills:</b></p> <p>Learners are able to extract information and identify key words and phrases in a given context.</p> <p>Learners are aware of elision and assimilation in speech and are able to use this knowledge to take notes correctly.</p>	<p>Listening skills: The Weather Last Week</p> <p>Learners can listen to the radio news report and complete the notes. Before listening learners can predict what the report might tell them, identify key vocabulary and talk about why this will help them to access the text. <b>(Basic)</b></p> <p>Learners can be expected to listen up to three times to the text. Basic details and the general idea can be identified in the first listening. The second listening can be used to complete the notes. The third listening can be used to stop and replay the tape at specific points to check answers are correct. <b>(Basic)</b></p> <p>More advanced learners may have less support and perhaps listen to the recording only twice. <b>(Challenging)</b></p>	<p>The Weather Last Week</p> <p><i>Practice Tests for Cambridge IGCSE English as a Second Language (0510) Listening and Speaking</i> (Georgian Press) page 63</p>
<p><b>Reading</b></p> <p>R1 identify and retrieve facts and details</p> <p>R2 understand and select relevant information</p> <p>R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas</p> <p><b>Writing:</b></p> <p>W1 Communicate clearly, accurately and appropriately</p>	<p><b>Research skills:</b></p> <p>Learners are able to use the internet to research a project and understand and follow terms such as 'scroll down', 'homepage', 'links', 'com'.</p> <p>Learners are able to use an approach which is suitable for the topic and the recipient.</p>	<p>Internet project – Earth Alert worksheet:</p> <p>The worksheet focuses on exploring information on the internet about natural disasters in various parts of the world. There is an opportunity to choose a natural disaster and find out more about it. Learners may use local events if appropriate.</p> <p>Learners write an email to the teacher giving information about what they have done and what they have found out.</p>	<p>Earth Alert worksheet: <a href="http://www.eslpartyland.com/interactive/earth_alert.htm">www.eslpartyland.com/interactive/earth_alert.htm</a></p>



Syllabus references (AOs)	Learning objectives	Suggested teaching activities	Learning resources
		<p>They can follow this up by making a presentation to the group about their research findings.</p> <p>This activity can be adapted if the learners are not able to have internet access easily, e.g. instead of an email they write a letter/report. Research can be done on the internet as homework, or the teacher can provide some printed information, possibly taken from a Science or Social Studies textbook.</p>	

## Scheme of work – Cambridge IGCSE® English as a Second Language (0510 and 0511)

### Appendix 1

#### Exercise 3

Read the article below, and then answer the questions.

#### On the Rails in India

Jim Shekhdar, the celebrated adventurer and traveller, explains why he will never forget his first train journey...

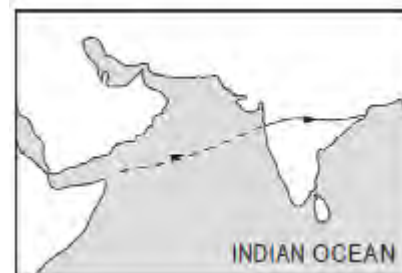
At the age of seven, in 1954, I travelled by train from Mumbai to Kolkata, and I remember it vividly. My family and I had set off for a five-year stay in Jamshedpur. My father, an electrical engineer, was already out there. We first had to travel by boat from England to Egypt. Then travelling through Egypt by jeep, I saw the famous pyramids, which was very exciting for me and my sister and brother. I suppose it was the start of my travelling life.

After seeing the pyramids and leaving the Suez Canal, we then sailed on to Mumbai. From there, we took the train across India, which took three days and two nights. On the journey from Mumbai to Kolkata, the thing I remember best about the journey was the lions running alongside the train as I looked out of my window. We were in our own compartment in a first-class carriage, but the rest of the train was full and people were everywhere.

Every carriage had a balcony at each end so you could jump from one to another. The train resembled one of those American steam trains I was used to seeing in comics and cowboy films. We had a compartment to ourselves and a comfortable sleeping berth for each member of the family. There were stations along the way that we stopped at for as long as an hour, where you could get off and buy things to eat, such as rice and chapattis.

My brother was ten and my sister was thirteen, and we played games for much of the time, but even so we often got bored.

I also felt upset because I lost my favourite pen, which I had been given by my best friend when I left school in England to travel to India.



My first impression of India was that it was teeming with people and the sheer numbers of them overwhelmed me: they seemed to be everywhere, and I was bewildered by the noise, the delicious smells and the bustle.

Mumbai, I remember, was quite lush. There were trees and bush for the first few hours and then it became brownish-grey desert leading across a vast, flat plain. There were no mountains, just one huge, flat landscape. I was disappointed because I had imagined that India would be all jungle.

I suppose the sheer excitement of that journey is why I have spent so much of my life travelling.

(a) Where exactly in India did Jim Shekhdar and his family go to live? And for how long?

..... [1]

(b) What is Jim's best memory of the train journey?

..... [1]

(c) What did the train make Jim Shekhdar think of?

..... [1]

(d) What made the train journey comfortable?

..... [1]

(e) How did Jim's first impressions of India affect him?

..... [1]

(f) Why did the writer feel disappointed by the Indian landscape?

..... [1]

(g) Say why the journey wasn't always exciting.

..... [1]

[Total: 7]

## Mark scheme

### On the Rails in India

- (a) Jamshedpur AND 5 years (both needed) [1]
- (b) seeing lions running alongside the train [1]
- (c) ONE from: (an) American steam train/one (a train) he was used to seeing in comics/one (a train) he was used to seeing in cowboy films [1]
- (d) Separate compartment/sleeping berths/stations where you could stop to eat/drink/first class carriage [1]
- (e) overwhelmed/bewildered [1]
- (f) he imagined it would be all jungle [1]
- (g) they got bored/he lost his favourite pen/flatness of landscape [1]

[Total: 7 marks]

## Scheme of work – Cambridge IGCSE® English as a Second Language (0510 and 0511)

### Appendix 2

#### Exercise 2

Read this article carefully, and then answer the questions on the opposite page.

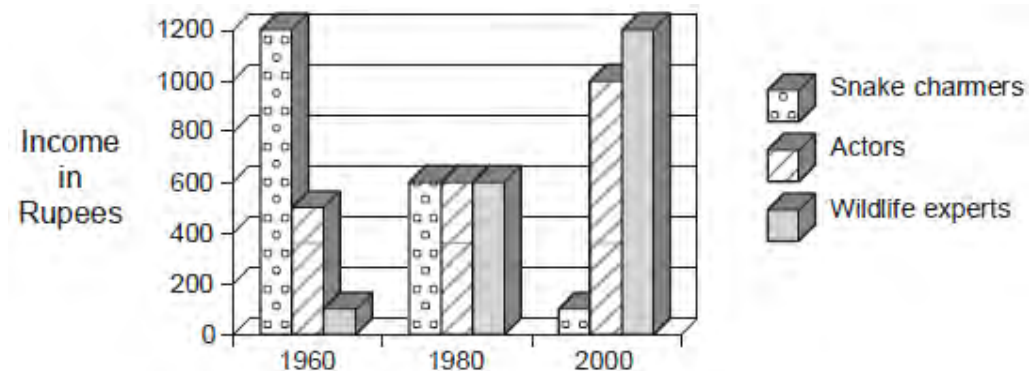
#### India's Snake Charmers

One of the world's most fascinating and individual traditions is under threat. India's snake charmers, who once captivated generations of small children by playing music to cobras to make them rise out of baskets, have admitted that they have fallen on hard times.

The Sapera people, India's traditional snake charmers, no longer manage to attract big crowds and are finding it difficult to earn enough money to live. They fear that their community might disappear forever if their income from snake charming continues to go down or if they cannot find an alternative means of making a living.

Most of India's snake charmers come from one small northern village, Salenagar, about an hour from the ancient city of Lucknow. The villagers have been in the snake charming business ever since their ancestors migrated there from Bengal. Snake charming is one of the main things which characterise the Sapera and they have been working with snakes for hundreds of years.

But now the Sapera's livelihood is being threatened. As the chart indicates, the income earned by snake charmers has decreased significantly over the last forty years. In 1960, a snake charmer earned 1200 rupees a day; actors were earning only 500 rupees and wildlife experts barely made 100 rupees for working for one day. Twenty years later, India's snake charmers were earning only 600 rupees daily.



Snake charmers are blaming the decline of their profession on the increasing popularity of wildlife television programmes and films, a particular attraction for younger people. The traditional snake charming act involves playing a traditional wailing tune on a bean, an instrument that sounds a bit like a pipe. “The new generation is not listening to the old songs and melodies, they only want modern songs or pop music, with its high tech’ instruments. They are no longer interested in traditional bean music,” says a representative of the village.

The world has changed and now younger people are more interested in the latest technology; their mobile phones, computers and DVD players. Many older people just do not understand these developments and regrettably the new generation takes no interest in many traditional ways of life.

While snake charmers may seem exotic to much of the rest of the world, the reality is many are suffering financially. Many snake charmers have admitted that they don’t even like snakes. However, they are very proud of their ancestral profession, to the extent that they are trying hard to make sure that snake charming maintains a role in modern India. The villagers’ main demand is that they are properly recognised by the government. Under the law this might entitle them to government aid and certain privileges. Any such help may even revive their interest in working with snakes.

(a) What did the Sapera do to captivate hundreds of small children?

..... [1]

(b) Give the two factors that the Sapera believe may lead to the loss of their community.

(i) .....

(ii) ..... [2]

(c) Where did India’s snake charmers originally come from?

..... [1]

(d) Which profession doubled its income in the last twenty years of the twentieth century?

..... [1]

(e) Compare the earnings of a snake charmer in 1960 to those of a snake charmer in 1980.

..... [1]

(f) Give two reasons why the Sapera think that young people are responsible for the declining interest in snake charming.

(i) .....

(ii) ..... [2]

(g) How would proper government recognition help the Sapera people?

..... [1]

(h) What do you think is the attitude of the snake charmers to the younger generation?

..... [1]

(i) Give four details of the Sapera snake charmers.

.....  
.....  
.....  
..... [4]

Total: [14]

## Mark scheme

### Exercise 2

- (a) They coaxed cobras out of baskets/They charmed snakes [1]
- (b) (i) The income from snake charming (continues to) go(es) down [1]
- (ii) An alternative source of making a living/income is not found [1]
- (c) Bengal [1]
- (d) The wildlife experts [1]
- (e) It had halved/50% less/from 1200 to 600 rupees [1]
- (f)
- (i) Not listening to the old songs and melodies/traditional bean music
- (ii) More interested in DVDs/pop music/technology
- (iii) Increasing popularity of wildlife programmes and films [2]  
[any two for one mark each]
- (g) They would get government help/aid/certain privileges OR  
revive interest in working with snakes [1]
- (h) Bitter, resentful, non-understanding, blaming, bad, negative ideas [1]
- (i) TICK AND NUMBER POINTS (up to a maximum of 4)
1. Most of them come from the same small area
  2. They have been snake charming for hundreds of years
  3. They are trying to preserve their role/tradition
  4. They are proud of their profession
  5. Migrated to Salenagar from Bengal
  6. Suffering financially
  7. They don't even really like snakes
- [4]

[Total: 14 marks]



## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Appendix 3

#### Exercise 4

Read the article below about a gorilla named Koko, and then complete the notes on the opposite page.

#### Gorillas have a word for it

Koko is the first gorilla to have been taught sign language (a way of communicating by using hands and fingers rather than speech). With a vocabulary of more than 1000 words, she is the first to prove we share a world with other intelligent beings who feel emotions, look forward to celebrations and also have a sense of humour.

The 30-year study of Koko has redefined science's concept of gorilla intelligence. According to some scientists, genetically there is only a 2% difference between gorillas and humans: we share the same blood type, have the same number of hairs per square inch and also the same temperament. But what had not been recognised by the scientific community was that gorillas have the ability to learn a language and have complex emotions.

Koko lives in the Santa Cruz mountains in North America, in a wooded spot overlooking a valley. She has her own home, with curtains, and a nest of blankets, which is her bed, in one corner. She has a barrel on which she likes to sit when 'talking' to humans – gorillas feel more secure when they can look down on others – while her toys are spread everywhere. In addition she has an outside enclosure where she spends her days when it is not raining.

It is her conversations with her teacher, Dr. Penny Patterson, that are inspiring. Penny explains: "The reality of my discovery is that our abilities as humans, our skills, sensibilities and emotions are very similar to the great apes. What we have learnt is that gorillas are more complex than we ever imagined."

When she began teaching Koko sign language, placing the little fingers of the one year old gorilla into the correct positions for 'drink', 'eat', 'more', and rewarding her with food, Dr. Patterson had no idea how quickly Koko would learn. "At first, it seemed Koko was using sign language as a tool to get something," says Patterson. "It became the kind of reward system that you could expect of a cat or a dog. But early in her training, she began to combine signs that made me think she was capable of more." Now Koko is so proficient in sign language that if she doesn't know a word she invents one. For example, she didn't know the word for 'ring', so she combined the signs for 'finger' and 'bracelet' to express it.

Dr. Patterson continues: "Koko loves babies and young people. And when she is asked what gorillas like best, she always says 'Gorilla love eat, good'." One of Patterson's favourite stories demonstrates Koko's sense of humour. When a visitor asked her to show him something scary, she held up a mirror to his face!

When Patterson asked her what she would like for her 11th birthday, Koko signed that she wanted a cat. The story of Koko's cat enabled Patterson to learn more about her student: the cat was hit by a car and Patterson had to break the news to Koko, who signed "Cry, sad, frown". Then, once alone, Patterson heard Koko make the gorilla's distress call: a loud series of hoots.

From the age of three, Koko shared her accommodation with Michael who was intended as a mate. However, Michael died suddenly two years ago of a heart attack. "Koko went into a depression following Michael's death," says Patterson. "She would sit for hours with her head hung low looking upset."

Dr. Patterson asked her if she was looking forward to moving to Hawaii, where Patterson is raising money to build a gorilla refuge. Koko signed 'Yes', provided she could have curtains in her new home!

You are going to give a speech to a group about Koko the gorilla. Using the information in the article write notes for your speech. Make two short notes under each heading.

PHYSICAL CHARACTERISTICS SHARED BY GORILLAS AND HUMANS

- .....
- .....

EQUIPMENT USED TO FURNISH KOKO'S ACCOMMODATION

- .....
- .....

HOW KOKO WAS FIRST TAUGHT SIGN LANGUAGE

- .....
- .....

SAD EVENTS IN KOKO'S LIFE

- .....
- .....

[Total: 8]

## Mark scheme

### Exercise 4

Note: this exercise is marked for content (reading), not language. Tick and number the content points below to a maximum of 8 marks (up to 2 marks per heading).

#### **Physical characteristics shared by gorillas and humans**

1. blood type
2. number of hairs

#### **Equipment used to furnish Koko's accommodation**

3. bed/nest of blankets
4. barrel
5. curtains
6. toys

#### **How Koko was first taught sign language**

7. placing fingers in(to) position
8. rewarding (with food)

#### **Sad events in Koko's life**

9. cat being knocked down by a car/killed
10. (sudden) death of Michael (from a heart attack)

## Scheme of work – Cambridge IGCSE® English as a Second Language (0510 and 0511)

### Appendix 4

#### Exercise 5

Read the following article about the increasing problem of noise in our society. Write a summary about what we can do to reduce the stress caused by noise.

You should write about 100 words. You should use your own words as far as possible.

You will receive up to 6 marks for the content of your summary and up to 4 marks for the style and accuracy of your language.

#### The Sound of Silence

How much noise are we subjected to in our normal daily lives without noticing it? How much does this noise affect our body and senses?

Whether it's a dog barking or the banging of a door, if it's a sound that disturbs or annoys us, then it's a sound that is unwanted. Consciously we may not take today's noise seriously, but unconsciously our bodies still have an automatic response that makes us remember when sudden or loud sounds meant danger. Our blood pressure rises, our heart rate and breathing speed up and subsequently we become hot and sweaty.

Previously, medical science was mostly concerned with noise levels powerful enough to cause hearing damage. But in the 21st century, where everyday noise is a rule rather than an exception, it is thought that the effects leave us in a state of almost constant agitation. Experts have researched many ways in which we can counteract this problem. Let's consider some of their ideas and suggestions.

Firstly, you should try to start the day with some silence. This means you should get up a little earlier because it could be the most important bit of relaxation you get all day. For a few minutes, sit completely still with a straight back and empty your mind. This is not as easy as it sounds, but take a deep breath and quietly repeat to yourself, "My body is released and relaxed, my heartbeat is normal, my mind is calm and peaceful." Keep repeating this until any remaining tension is gone and you will feel much more at ease. Imagine yourself looking up at a blue sky full of soft, white clouds.



It would also help to stop talking so much and start thinking instead! Although it may sound rude and unsociable, disciplining yourself to remain silent is a great way to refresh your mind and put things into perspective. As Professor Stephen Palmer, Director of the Centre for Stress Management, explains, "Peace really does come from within. To escape unwanted noise and thoughts, I advise my clients to take their minds through a series of relaxing images. It could be anything from sitting under a cool, shady tree to looking at the stars at night. The great thing about this exercise is that you can find peace for yourself even when you seem to be completely surrounded by noise."

Apart from hearing, we have senses of touch, smell, taste and sight – so use them! Here's an idea... switch off all of the noise in your house. Turn off the TV and computer, throw away your mobile phone. Take some time to appreciate your environment by breaking up your day with quiet periods, at least once every couple of hours. Try to seek out somewhere quiet to get away from noisy situations and make the most of the chances for peace that you have. Eat your lunch outside on a park bench and not in the office or classroom.

Finding your own moments of peace and quiet is becoming an increasingly important part of maintaining all-round health. So take a moment to listen to nothing; your body will thank you for it.

## Scheme of work – Cambridge IGCSE<sup>®</sup> English as a Second Language (0510 and 0511)

### Appendix 5

#### Exercise 6



You are president of your school's Social Club which organises various after-school activities and visits.

The club needs more members.

Write an article for your school magazine about your club. Your article should be about 150-200 words long.

In your article you should

- say what the club does
- describe a recent activity or visit and say why it was successful
- explain how students can join the club, and say why they should do so.

You will receive up to 9 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.

[18]

## **Appendix 6**

### **Oral Assessment Card**

#### **A Noise**

Some people like to live quiet lives; others are used to much more noise.

Discuss the issue of noise with the Examiner.

You may wish to consider such things as:

- how noisy a person you think you are
- whether you live in a quiet or a noisy place
- what you regard as acceptable and/or unacceptable noise e.g. noise from animals, loud music, children playing, traffic
- how you might resolve an argument between a quiet and a noisy neighbour
- noise pollution: the effects of too much noise.

You are free to consider any other ideas of your own.

You are not allowed to make any written notes.

## Scheme of work – Cambridge IGCSE® English as a Second Language (0510 and 0511)

### Appendix 7

#### Exercise 2 (Question 8)

Listen to the following interview with a former salesman who has recently become a famous singer, and then fill in the details below.

#### PROFILE OF LUIGI RIGOLETTI

**Singer, aged:** ..... [1]

**Current success:** top of ..... music charts. [1]

**Sales career:** Luigi had been a salesman for .....  
until ..... [1]

**Motivation to become a singer:** boredom at work, need for a ..... , and  
luckily finding a ..... [1]

**Amateur singing career:** entered competitions, won a festival contest.

**Combined careers:** daytime as ..... , evenings and ..... as singer. [1]

**Professional singing career:** sings at ..... [1]

**Aim:** to make classics accessible to everyone.

**Forthcoming engagements:** singing at sports fixtures, recording CD with national orchestra.

**Luigi's family:** offers him ..... and ..... [1]

[Total: 7]



## Transcript

**V1** Good evening and welcome to *Arts Hour*. In the studio with me today is Luigi Rigoletti: the new voice who has reached the top of the international classical music charts with his own version of the famous piece *Nessun Dorma*. Luigi, before we review some of your music could you tell us what is so unusual about your singing career?

**V2** Certainly. I'm 39 years old and until last year I was a travelling salesman. In fact, that was my job for 15 years.

**V1** So, how have you suddenly become a singer; a household name?

**V2** Well, I knew I had a good voice. When I was a child, people always commented how well I was able to sing. My relatives always said, "You should *do* something with your lovely voice." I loved singing and enjoyed opera as my parents always listened to it at home, so it was always on in the background when I was growing up.

**V1** Did you know you were going to be a singer?

**V2** Oh no, I just thought I had been blessed with a good voice, and the opportunity did not arise for me to have any voice training as a young person.

**V1** So why did you change from salesman to singer?

**V2** I was bored with my job and needed a challenge. By complete chance, I found a singing tutor.

**V1** Did your teacher give you self-confidence?

**V2** Absolutely! She was amazed when I first sang, and praised my tenor voice and told me to use it. I still can't believe it really.

**V1** How did you become famous, then?

**V2** Well, I simply entered amateur singing competitions and won everything. I entered a festival event and won my class; that was the biggest international contest of the year. I knew then that I could sing professionally.

**V1** So did you sing and sell at the same time?

**V2** Actually I lost my salesman's job last year. Yes, I had been doing both jobs at once; selling during the day and singing engagements in the evening and at weekends. When I was made redundant I was given some compensation money and that has helped me to become a full-time singer. I am, of course, selling my singing talent now, so it is the same skill as being a salesman. Also I travel even more extensively now than I ever did when I was a salesman!

**V1** So how did you begin as a full-time singer?

**V2** I sang at minor football matches and gradually progressed to national and international matches.

**V1** What sort of music do you prefer to sing?

**V2** A mixture: 'easy listening' really. I try to make classics more accessible for the average person, like myself.

**V1** Have you got lots of future bookings?

**V2** Yes, for the whole of the next football season, and I am going to record a CD with our national orchestra too. I'm also booked for some big concerts in Johannesburg, London, New Delhi and Tokyo.

**V1** And how about your family? What do they think about your sudden rise to fame?

**V2** They are really proud of me, and I couldn't do it without their support and understanding. It's a dream come true.

## Mark scheme

**Singer, aged:** 39 (YEARS) [1]

**Current success:** top of INTERNATIONAL CLASSICAL music charts [1]

**Sales career:** Luigi had been a salesman for 15 YEARS until LAST YEAR [BOTH for 1 mark]

**Motivation to become a singer:** boredom at work, need for a CHALLENGE, and luckily finding a (SINGING) TUTOR/TEACHER [BOTH for 1 mark]

**Amateur singing career:** entered competitions, won a festival contest.

**Combined careers:** daytime as a SALESMAN, evening and WEEKENDS as singer. [BOTH for 1 mark]

**Professional singing career:** sings at FOOTBALL MATCHES [1]

**Aim:** to make classics accessible to everyone.

**Forthcoming engagements:** singing at sports fixtures, recording CD with national orchestra.

**Luigi's family:** offers him SUPPORT and UNDERSTANDING [BOTH for 1 mark]  
[Total: 7 marks]

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