

Marian Cox
Cambridge IGCSE®
**First
Language
English**
Teacher's Resource
Fourth edition

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Introduction

About the *Teacher's Resource*

This *Teacher's Resource* has been produced to support teachers overseas and in the UK with the delivery of the Cambridge IGCSE First Language English syllabus 0500 and 0522. It is suitable for both Core and Extended tiers and all combinations of examination options selected, including the optional Speaking and Listening component. It covers everything which is relevant – skills, materials, resources, approaches, tasks, advice – to the teaching of an English Language curriculum at this level.

This *Teacher's Resource* is part of the Cambridge IGCSE First Language English suite by the same author, consisting of a coursebook and a student workbook (both fourth edition 2014). It is a response to the needs of teachers and students preparing for the Cambridge IGCSE First Language English course and to the difficulties in some parts of the world of acquiring sufficient suitable materials or having access to training opportunities. Specifically designed for the busy, inexperienced or resource-challenged teacher, this publication is unique in that it provides all of the following:

- 28 detailed lesson plans with suggested tasks, timings and groupings
- stimulus texts and pictures
- worksheets and handouts for students
- suggested answers (where appropriate)
- task tips and response guidance in lesson plans and answers.

The pages are all photocopiable for classroom use. The accompanying online resources contain hot links to other websites, colour visuals in PowerPoint slideshows, worksheets in editable Word format, plus additional information (checklists, success criteria, tips, processes and writing structures) for quick reference or distribution to students. **Visit education.cambridge.org to access these free online resources.**

Success in the Cambridge IGCSE First Language English course depends on skills development, adequate preparation for the different types of question, familiarity with the way responses are assessed, coverage of the syllabus, and careful lesson planning by teachers to ensure maximum focus, motivation and production by students. All of these criteria are satisfied by the *Teacher's Resource*, and because it provides teaching ideas as well as the necessary resources, the teacher has only to concentrate on effective delivery of the lesson. The various genres of reading passages or writing tasks likely to be set in an examination are all included (letter, report, news report, magazine article, journal, speech script, interview), as are the types of writing set in a composition paper or for a coursework portfolio: informative, argument, discursive, descriptive, narrative, analytical and evaluative.

The resource covers the reading and writing skills of skim-reading for gist, scan-reading for data identification, selecting, modifying, developing, paraphrasing, summarising, structuring, sequencing, and supporting. It also stresses throughout the importance of understanding implicit as well as explicit meaning, making inferences, and recognising writers' stylistic devices when reading, and of considering voice, audience, register, purpose, and the adoption of an appropriate style and accuracy of expression when writing. Each unit gives practice in all or most of the five Assessment Objectives for Reading, Writing, and Speaking and Listening, so that there is continual practice and reinforcement of these objectives across a range of tasks and topics. Every unit contains integrated speaking and listening tasks, some of which can be used for assessment purposes. It is at the teacher's discretion which tasks could be considered suitable for formative feedback and which for summative assessment, depending on the stage of the course and the components being prepared for.

Using the resource

The *Teacher's Resource* book is divided into six parts, one for each type of written examination question across the four components. It contains **28 units**, each providing tasks for one double lesson of 90 minutes plus homework and optional additional tasks. The units are not progressive and can be completed in any order to match the syllabus options selected and the structure of the departmental scheme of work in each centre. Used in conjunction with the coursebook and workbook, this resource provides more than enough material for a two-year (five-term) course.

At the start of each unit is a **topic outline box**, indicating the skill and outcome particularly focused on in that unit. In the interests of good teaching methodology and student motivation, other related tasks are included for variety and integration of the four main skills areas (reading, writing, speaking and listening). Asterisks denote outcomes (i.e. the pieces of work produced by the students, which each take the form of an exam-style response) fulfilled by optional additional tasks. There are also opportunities for the practice, revisiting and reinforcement of the specific language skills of style, sentence structure, vocabulary extension and mechanical accuracy.

Every unit has a complete **lesson plan** for the teacher, with detailed and sequenced **tasks**. There is an average of 12 tasks per unit, ensuring a variety of resources, groupings, feedback methods and outcomes. The plan includes advice on how the tasks should be completed (as an individual, paired, small group or whole class), the form of the feedback (spoken or written, volunteered or requested), and how it should be assessed (self, peer, class or teacher).

The lesson plan is followed by the **texts** (for teacher and students), typically either two or three per unit, some of which may be visual. Some units also contain **worksheets** or **handouts** for the students. At the end of each unit are **answers** (for the teacher), indicating the kind of response to be expected for those tasks for which it is possible to give specific or predicted answers.

The major texts in each unit are between 600 and 800 words long, linked by topic, to reflect passages in examinations. These passages cover a range of genres to provide breadth of reading experience, to reflect the types of text likely to be used in examination papers, and to supply models for the different types of writing response required. The texts have a variety of international settings and are on subjects relevant and of interest to young people.

The **timings** in the lesson plans (in brackets in multiples of 5 minutes) are necessarily approximate, since they will be affected by the number of students in the class and the amount of discussion. A 90-minute lesson can easily be divided into three singles rather than one double if shorter lessons are required, or extended to two hours by setting the **additional task**, or by starting the **homework task** within the lesson. It is often possible to borrow time from one task to give to another, or to leave out some tasks completely if time is short. The longer writing tasks, providing the main exam-skill practice, are set for homework as they require up to an hour to complete, depending on type, and should be done independently by the student. The additional tasks can be used as extension activities for individual students who finish the other tasks early or who need to be stretched. Thus the lesson plans are flexible and adaptable, enabling the teacher to tailor them to the size, ability and working speed of the class, and to give them the focus required for a particular task, discussion or feedback session.

It is hoped that the *Teacher's Resource* will be inspirational to both teachers and students in the range and abundance of its topics and tasks. Through its close focus on examination skills and assessment criteria, as well as on the fundamental skills that students need to become competent users of English, it should prove an invaluable aid to good teaching and learning.

Notes

- Where texts are of American origin the original spelling has been retained. Students may use either British or American spelling in their writing, provided that they are consistent.
- The websites given in the web links page in the accompanying online resources have all been found to contain useful resources for the project. The publisher cannot guarantee the persistence or accuracy of URLs for external or third-party internet websites and has no liability for their content.
- It is assumed that teachers will provide students with the generic mark scheme grids, as advised by most examination boards, so that assessment comments can include phrases from the descriptors and enable students to become familiar with what is required for each part of their examination, and how the assessment objectives relate to the tasks and their marking criteria. Generic mark schemes for Cambridge IGCSE First Language English are available on the Cambridge Teacher Support website <http://teachers.cie.org.uk/>
- Students are advised in the lesson plans to use highlighters – sometimes in different colours – to annotate texts for passage-based questions, as an aid to close focus on reading and easy selection of material for planning. The annotation of texts and the use of highlighting or underlining is allowed in examinations. It is good practice and to be encouraged throughout the course.
- Lesson tasks are addressed to the teacher using the self-instructional style commonly used in lesson plans, whereas the homework tasks are in a form which enables them to be set for students without modification, either orally or in writing on the board.

Skills and tasks

	comprehension	writers' effect	summary	directed writing	argumentative discursive	descriptive imaginative	
	vocabulary paraphrasing inferring selecting	connotations style analysis	complex sentences	collating register genre transformation sequencing voice	persuasive informative structure rhetoric detecting bias evaluating	structure imagery character setting	
Unit 1	✓✓	✓	✓	✓	✓✓	✓	
Unit 2	✓	✓	✓	✓		✓	
Unit 3	✓	✓	✓(✓)	✓			
Unit 4	✓	✓✓✓			✓(✓)(✓)	✓	
Unit 5		✓✓✓				✓(✓)	
Unit 6	✓	✓				✓✓	
Unit 7	✓✓	✓✓				✓	
Unit 8	✓✓	✓✓✓✓				✓✓(✓)	
Unit 9	✓✓✓✓		✓✓	✓			
Unit 10	✓	✓	✓✓	✓	✓		
Unit 11			✓✓				
Unit 12			✓✓✓		✓(✓)		
Unit 13	✓✓			✓✓			
Unit 14	✓✓		(✓)	✓✓✓			
Unit 15			✓	✓✓	✓		
Unit 16	✓	✓	✓	✓✓	✓✓✓(✓)		
Unit 17	✓		✓	✓	✓✓✓✓✓(✓)(✓)		
Unit 18		✓	✓✓✓			✓✓✓	
Unit 19						✓✓✓(✓)	
Unit 20							
Unit 21	✓		✓			✓✓	
Unit 22		✓		✓	✓		
Unit 23			✓✓		✓✓		
Unit 24					✓	✓✓	
Unit 25					✓	✓✓✓✓(✓)(✓)	
Unit 26			✓✓✓		✓✓✓(✓)		
Unit 27					✓✓✓(✓)		
Unit 28				✓	✓✓✓✓		

Notes

The skills are shown along the top of the grid.

✓ indicates that a skill is covered in a particular unit.

More than one ✓ indicates the number of tasks/outcomes for that skill within the same unit.

(✓) indicates tasks set as additional (and therefore optional) tasks.

	narrative	letter website blog diary appeal	journalism news report magazine article broadcast leaflet advertisement	report review travel writing	dialogue role play interview discussion	speech debate talk monologue
	structure use of dialogue persona viewpoint					
1	✓(✓)	✓				
2			✓		✓	
3			✓	(✓)	✓	
4		(✓)		✓✓		
5	✓✓				✓	
6	✓(✓)	✓			✓	
7						
8						
9	(✓)		✓			
10		✓	(✓)			
11			✓✓		(✓)(✓)	
12			✓		(✓)	
13					✓	✓✓(✓)
14		✓	(✓)		✓	
15		(✓)		✓	✓(✓)	✓
16		✓	(✓)		✓(✓)	
17		✓			✓	✓(✓)
18						(✓)
19						
20	✓✓✓✓(✓)					
21	✓✓✓✓✓(✓)		✓		✓	
22	✓		✓			
23				(✓)	✓✓	
24		✓			✓	(✓)
25						✓
26					✓	✓
27					✓	(✓)
28		✓				✓

Acknowledgements

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