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Teacher's Resource

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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 CIE 0500 (and 0522 Cambridge International Certificate) First Language English syllabus. It is suitable for all combinations and options, whichever have been selected by the centre (Reading Paper 1 or 2 plus Writing Paper 3 or 4), including the optional Paper 5 or Paper 6 Speaking and Listening component. It attempts to cover everything which is relevant – skills, materials, resources, approaches, tasks, advice – to the delivery of the English Language curriculum at this level.

The resource is part of the Cambridge IGCSE First Language English suite by the same author, consisting of a coursebook and a student workbook (both third edition 2010). The resource also complements the existing resources and training available from CIE: teacher and student support websites, scheme of work, past papers, mark schemes, examiner reports, model answers, teacher discussion forum, face-to-face training sessions, and self-study or tutored online professional development courses.

The *Teacher's Resource* was conceived as a response to the needs of teachers and students preparing for the IGCSE First Language English exam and to the difficulties in some parts of the world of acquiring suitable resources or having access to training opportunities. Specifically designed for the busy, inexperienced or resource-challenged teacher, this publication is unique in that it contains *in one place* 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 plans and answers
- accompanying CD-ROM.

The pages are all photocopiable for classroom use. The accompanying CD-ROM contains pdfs of the texts which can be digitally projected, hot links to websites, colour visuals and slideshows, worksheets in both Word and pdf format, plus additional information (checklists, success criteria, tips, processes and writing structures) for quick reference or distribution to students.

Success in the First Language English examination depends on skills development, adequate preparation for the 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 the exam are all included (letter, report, news report, magazine article, travel writing, speech, dialogue), as are the types of writing set in the composition paper or for the coursework portfolio: informative, argument, discursive, descriptive and narrative.

The resource covers the skills of skim-reading for gist, scan-reading for data identification, selecting, modifying, developing, paraphrasing, summarising, structuring, sequencing, supporting and argument evaluation. It also stresses throughout the importance of understanding implicit (as well as explicit) meaning, making inferences, recognising writers' devices when reading, and the consideration of voice, audience, register, purpose, and the adoption of an appropriate style and accuracy of expression when writing. Each unit includes all or most of the Assessment Objectives for Reading (4), Writing (5) and Speaking and Listening (5), so that there is continual practice and reinforcement of the objectives across a range of tasks and topics. There are speaking and listening opportunities in every unit, some of which can be assessed for exam purposes.

Using the resource

The *Teacher's Resource* book is divided into six parts, one for each type of written exam question across the four components. It contains **28 units**, each providing tasks for one double lesson plus homework and optional additional activities. 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, workbook and past papers, the 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, exam-question type 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) covered by optional additional tasks. There are also opportunities for the practice, revisiting and reinforcement of the specific language skills of style, structure, 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 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 activity), 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 which can have generic responses.

Most units contain a minimum of two texts of between 600 and 800 words, to reflect the format of the Extended tier of the Reading paper in the exam (the Core tier has one such passage), linked by topic to give coherence and to reflect the thematic linking of the Paper 2 exam passages. These passages provide a range of genres to reflect the types of texts likely to be used in the exam papers, and to supply models for the different types of writing response required. Covering all continents and a wide range of countries, the passages have an international flavour, while the choice of topics has youth appeal.

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. A 90-minute lesson can easily be divided into three if shorter lessons are required, or extended to two hours by the setting of the **additional task**, or by the starting of 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.

The additional tasks can be used as extension activities for individual students who finish 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 emphasis required for a particular task, discussion or feedback.

It is hoped that the *Teacher's Resource* will be inspirational to both teachers and students in the breadth and abundance of its topics and tasks. Through its close focus on exam 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. Candidates may use either British or American spelling in their writing, provided that they are consistent.
- The websites given in the web links page on the CD-ROM have all been found useful. The publisher cannot guarantee the persistence or accuracy of URLs for external or third-party internet websites.
- It is assumed that teachers will provide students with the Generic Mark Scheme grids (link to CIE website provided on the CD-ROM), as advised by CIE, so that assessment comments can include phrases from the descriptors to enable students to become familiar with and clear about what is required for each part of the exam, and how the assessment objectives relate to the tasks and their marking criteria.
- 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. Some centres have misunderstood the rubric on the front of the 0500 exam papers which says 'Do not use staples, paper clips, highlighters, glue or correction fluid'. This refers only to the answer papers to be sent to CIE for assessment, and does not refer to what candidates are allowed to do to their question papers in the exam room. The use of highlighting or underlining is good practice in the exam and to be encouraged as a classroom habit 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

	Paper 1; Paper 2 Question 1	Paper 1; Paper 2 Question 2	Paper 1; Paper 2 Question 3	Paper 3 part 1	Paper 3 part 2 Coursework 1 & 3	Paper 3 part 2 Coursework 2	
	comprehension	writer's 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, under the syllabus component in which they feature.

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



	Paper 3 part 2 Coursework 2	Paper 1; Paper 2; Paper 3	Paper 1; Paper 2; Paper 3	Paper 1; Paper 2; Paper 3	Paper 1; Paper 2; Paper 3; Paper 5/ Paper 6	Paper 1; Paper 2; Paper 3; Paper 5/ Paper 6
	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		✓				✓

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.