### Curriculum matching grid: Cambridge IGCSE® First Language English (0500 and 0990)

#### Complete First Language English for Cambridge IGCSE

<table>
<thead>
<tr>
<th>In accordance with the Cambridge syllabus, the content of this book aims to help students:</th>
<th>General coverage</th>
<th>Specific coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• develop the ability to communicate clearly, accurately and effectively orally and in writing</td>
<td>These aims are covered throughout the Student Book as a whole. They are also covered in Workbook and Teachers’ Guide Resources</td>
<td>Exam features and special focus on skills and strategies</td>
</tr>
<tr>
<td>• learn how to use a wider range of vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• improve awareness and application of correct grammar, spelling and punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• develop a personal style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• develop an awareness of audience and appropriate use of register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• read more widely for their own enjoyment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• read more widely to improve their use of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• read more critically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• select details and summarise what has been read for a specific purpose or task (orally and in writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• become more proficient in oral discussions (one to one and small groups), at giving talks and speeches, and debating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• become better listeners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading

#### Throughout the Student Book students will encounter:

- a wide range of texts accompanied by questions and tasks to improve reading comprehension skills, understanding of explicit and implicit content
- texts to foster critical reading skills
- reading tasks requiring students to use information obtained from a diverse range of material
- reading texts to inform, entertain and improve their own writing

#### Students will be preparing for the following Reading Assessment Objectives:

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R4 demonstrate understanding of how writers achieve effects and influence readers
R5 select and use information for specific purposes.

#### Reading texts and tasks require students to:

a. demonstrate understanding of written texts, and of the words and phrases within them
b. select and summarise material for a specific context
c. develop, analyse and evaluate facts, ideas and opinions
d. demonstrate understanding and appreciation of how writers achieve their effects and influence readers (the writer's craft’)
e. select appropriate information for specific purposes (for Directing writing)
f. recognise and respond to linguistic devices, figurative language and imagery

These aims are covered throughout the Student Book as a whole. They are also covered in Workbook and Teachers’ Guide Resources

Information & guidance for Paper 1 (Reading) can be found on pages: vi-viii, 121, 129, 186, Units 9 & 10
Reading & summary skills for exams can be found on pages: 4, 101, 222, 232, 251
The Glossary contains a wide range of literary terms suitable for IGCSE First Language candidates, with examples of how some literary features and linguistic devices are employed.

Units 2,3,5,7 and 8 have a special focus on ‘the writer’s craft’.
### Writing

Throughout the Student Book students will encounter material and tasks designed to help them:

- write more accurately and effectively using Standard English appropriately
- write to discuss topics and information in an appropriate register
- use language to convey meaning, to evaluate, analyse, persuade and entertain
- write to express personal thoughts, ideas and feelings

Students will be preparing for the following Writing Assessment Objectives:

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

These aims are covered throughout the Student Book as a whole. They are also covered in Workbook and Teachers’ Guide Resources.

Directed writing tasks for different styles and purposes are present in each unit.

### Speaking and Listening

Throughout the Student Book students will encounter material and tasks designed to help them:

- listen to, understand, and use spoken language more effectively
- acquire and apply a wider range of vocabulary
- develop a better awareness of register and its importance
- improve knowledge and understanding of linguistic conventions
- become more proficient at giving talks, speeches, and participating in debates
- become a better listener
- discuss topics more objectively in small groups or one to one
- participate in drama scenes to increase and improve confidence

Students will be preparing for the following optional Speaking and Listening Assessment Objectives:

SL1 articulate experience and express what is thought, felt and imagined
SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest
SL3 communicate clearly and purposefully using fluent language
SL4 use register appropriate to context
SL5 listen and respond appropriately in conversation.

These aims are covered throughout the Student Book as a whole. They are also covered in Workbook and Teachers’ Guide Resources.

Advice and strategies for Speaking and Listening Objectives can be found in each unit.

Giving a talk: Units 2, 6, 7
Debating: Unit 8
Making a speech: Units 2, 6 Advice for writing speeches in various units.
Discussion tasks (pairwork & small groups) throughout book

Giving a presentation and influencing an audience can be found on page 203.

Test guidance can be found on page 105
Giving a talk panel can be found on pages 180
Balloon debate can be found on page 202
Giving a presentation and influencing an audience can be found on page 203