

## 4

# Scope & Sequence for IGCSE English as a First Language

## For Oxford English: an international approach, Part 4

Oxford English Part 4 has been developed to address IGCSE English. The grid below demonstrates how Students' Book 4 matches the IGCSE English as a First Language objectives:

### Unit 1 - Money

Topics	Texts	Tasks/Skills	Objectives
Does money make us happy?		Speaking: discussion	S1, S2, S5
Which countries are wealthiest?		Retrieving information, vocabulary Speaking: discussion	S1
How powerful is money?	Poem – 'The Global Economy' by William Heyen  Poem – 'This Johnny' by Celo Kulagoe	Reading: comprehension Speaking: discussion  Reading: comprehension Writing: critical comparison, letter	R1, R2, R4  S1, S2, S4  R1, R2, R4  W1 - 5
Are there limits to the power of money?	Fiction – 'What's money?' by Charles Dickens Poem – 'Hungry Ghost' by Debjani Chatterjee	Reading: vocabulary, comprehension; Reading: comprehension, vocabulary	R1 – 4  R1, R2, R4
What is the bondage of money?	Drama – 'The Merchant of Venice' (I, iii) by William Shakespeare	Reading: comprehension Writing: summary, critical article	R1 - 4  R3, W1 - 5

What happens when money loses its value?	Non-fiction – ‘Zimbabwe grapples with hyperinflation’ (News Report)	Reading: comprehension, vocabulary Writing: imaginative account, distinguish fact/opinion	R1, R2 W1 - 5
Can you have a society without money?	Non-fiction – encyclopedia entry	Reading Speaking: discussion, research	R3 S1, S3, S4
Extension reading	Short story – ‘The Rocking-Horse Winner’ by D.H. Lawrence	Reading: comprehension Speaking: discussion, prediction Writing: journal entry	R1, R2 S1, S2 W1 - 5

## Unit 2 - First impressions

Topics	Texts	Tasks/Skills	Objectives
What are your earliest memories?	Poem – ‘Girl from a train’ by Gareth Owen	Speaking: discussion	S2
Do you remember your first day at school?	Autobiography – ‘First day at school’ from <i>Cider with Rosie</i> by Laurie Lee ‘First day at school in Barbados’ from <i>Growing up stupid under the Union Jack</i> by Austin Clarke	Vocabulary, language - similes Reading: comprehension Writing: critical comparison, journal, vocabulary Reading: comprehension	R4 R1, R2 W1 - 5 R1, R2, R4

Topics	Texts	Tasks/Skills	Objectives
Have you ever moved to a new country?	Poem – ‘Beginning in a city, 1948’ by James Berry Fiction – ‘The Arrangers of Marriage’ by Chimamanda Adichie	Reading: comprehension  Reading: vocabulary, comprehension Speaking: discussion	R1, R2, R4  R1, R2, R4 S2, S5
How does it feel like to experience snow for the first time?	Non-fiction – ‘Baghdad residents see snow for the first time’ (News Report) Poem – ‘Once in a Lifetime, Snow’ by Les Murray	Reading  Reading: vocabulary – imagery, comprehension Writing: poetry	R1, R2, R4  W1, W4
First impressions are important when you meet someone	Fiction – ‘My First Meeting with Mr Rochester’ from <i>Jane Eyre</i> by Charlotte Bronte Fiction – ‘Meeting Edmond’ from <i>How I Live Now</i> by Meg Rosoff	Reading: comprehension Writing: diary entry, imaginative reconstruction Reading: comprehension Writing: email - imaginative account	R1, R2, R4 W1 – 5 R1, R2, R4 W1, W2, W4

## Unit 3 - Fire

Topics	Texts	Tasks/Skills	Objectives
How does fire get out of control?	<p>Fiction – ‘Fire!’ from <i>Ash Road</i> by Ivan Southall</p> <p>Autobiography – ‘Fire in the Snow’ from <i>Roughing it in the Bush</i> by Susanna Moodie</p>	<p>Speaking – discussion, language – imagery</p> <p>Reading: comprehension</p> <p>Writing: play script, prediction, vocabulary</p> <p>Reading: comprehension, vocabulary</p> <p>Writing: retelling from different viewpoint</p>	<p>S1</p> <p>R1, R2, R4</p> <p>W1 – 4</p> <p>R1, R2, R4</p> <p>W1 – 5</p>
What happens when a city is on fire?	<p>Non-fiction – extract from <i>Diary of Samuel Pepys</i></p>	<p>Reading: comprehension, language work, research</p> <p>Speaking: formal presentation</p>	<p>R1, R2, R4</p> <p>S1, S3, S4</p>
What rises from the flames?	<p>Fiction – extract from <i>The Phoenix and the Carpet</i> by E. Nesbit</p>	<p>Speaking: discussion</p> <p>Writing: expressing opinion</p> <p>Reading: comprehension, language work</p>	<p>S1</p> <p>W1 – 5</p> <p>R1, R2, R4</p>

## Unit 4 - Reaching out

Topics	Texts	Tasks/Skills	Objectives
What does it mean to reach out?		Speaking: discussion	
What does 'to reach out' mean to you?	<p>Painting – 'Couple Reaching Up' by Evelyn Williams</p> <p>Poem – 'The Malfeasance' by Alan Bold</p> <p>Poem – 'Revenge' by Luis Godoy, 'A Poison Tree' by William Blake</p>	<p>Writing: imaginative / descriptive, review</p> <p>Reading: comprehension, vocabulary – imagery</p> <p>Writing: imaginative reconstruction</p> <p>Speaking: discussion of author's intent</p> <p>Speaking: discussion – comparing poems</p> <p>Reading: comprehension, vocabulary</p> <p>Writing: note making</p>	<p>W1 – 5</p> <p>R1, R2, R4</p> <p>W1 – 5</p> <p>S1, S3, S5</p> <p>S1, S2</p> <p>R1, R4</p> <p>W1, W2</p>
Do you know the motto 'reaching for the stars'?	<p>Non-fiction: News report – 'For Venezuela's Poor, Music Opens Doors' from The Boston Globe</p> <p>Fiction: 'The Monkey Who Would Be King' by Anthony Horowitz (fable)</p>	<p>Reading: comprehension, language work – adjectives</p> <p>Writing: a letter</p> <p>Speaking: discussion</p>	<p>R1, R2, R4</p> <p>W1 – 5</p>
Reaching out to save a life	Fiction: 'The Maddened Mare' from <i>Robbery Under Arms</i> by Rolf Boldrewood	<p>Reading: comprehension</p> <p>Writing: narrative</p>	<p>R1, R2, R4</p> <p>W1 - 5</p>

## Unit 5 - Time

Topics	Texts	Tasks/Skills	Objectives
Why is time so important to us?		Speaking: discussion	
What role does time play in our daily life?	Drama – extract from <i>As You Like It</i> (II, viii)	Reading: comprehension Speaking: group presentation Writing: descriptive (humorous)	R1, R2, R4  S1 – 4  W1 - 5
How old is man?	Non-fiction – biography: 'The Dinosaur Hunter' from <i>The Dinosaur Hunters</i> by Deborah Cadbury	Reading: comprehension, language work Writing: argument, letter writing	R1, R2, R4  W1 - 5
How do we measure time?	Non-fiction – encyclopedia entry 'Su-Song's Clock'	Reading: comprehension, research Speaking: class presentation	R1 – 4  S1, S3, S4
What is a sundial?	Poem – 'Love Poem' by Douglas Dunn		
So where is present, past and future time?	Poem – 'Days' by Philip Larkin Non-fiction – autobiography 'Return to a lost homeland' from <i>The Storyteller's Daughter</i> by Saira Shah	Speaking: discussion Reading: comprehension	R1, R2, R4
Are there other ways of thinking about time?	Poem – 'We are going' by Oodgeroo	Reading: comprehension	R1, R2, R4
Does time sweep everything away?	Poem – 'Ozymandias' by Percy Bysshe Shelley		

## Unit 6 - Escaping

Topics	Texts	Tasks/Skills	Objectives
What does escaping mean to you?		Speaking: discussion	
What makes a great escape?	Pictures – of escapes Fiction – ‘Descent into the Maelstrom’ extract from short story by Edgar Allan Poe	Speaking: discussion Reading: comprehension, vocabulary Writing: narrative	R1, R2, R4  W1 - 5
What is escapism?	Fiction – ‘The Year of the Flood’ from <i>The Secret Son</i> by Laila Lalami Poem – ‘Girl in the Kitchen’ by Vaideh	Reading: comprehension Writing: continuing the story Reading: language work – adjectives comprehension	R1, R2, R4  W1, W3, W4, W5 R1, R2, R4
When do animals need to escape?	Non-fiction – ‘Elephants escaping Zimbabwe damage Zambian crops and property’ (News report) Fiction – graphic novel from <i>Pride of Baghdad</i> by Brian Vaughan & Niko Henrichon	Vocabulary Reading: comprehension Speaking: discussion  Speaking: discussion Reading: comprehension Writing: journal entry, group activity – graphic novel beginning	R1 – 4     R1, R2, R4 W1 - 5 W1, W3, W4
What happens when people escape to the mountains?	Poem – ‘Escape Journey, 1988’ by Choman Hardi Fiction – ‘In the Mountains’ from <i>Kiss the Dust</i> by Elizabeth Laird		

## Unit 7 - In the dark

Topics	Texts	Tasks/Skills	Objectives
What is life like in the dark?	Non-fiction – autobiography ‘My Friend Darkness’ by Peter White	Vocabulary /discussion Reading: comprehension	R1, R2, R4
What do you know about the Gothic?	Fiction – ‘Mina Harker’s Journal’ from <i>Dracula</i> by Bram Stoker ‘A Crime in the Night’ from <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by R.L. Stevenson ‘Meccotel Inc’ from <i>Salem Brownstone: All along the Watchtowers</i> by J.H. Dunning & N. Singh	Speaking: discussion Reading: comprehension  Reading: comprehension, language work  Writing: a graphic sequence Speaking: critical discussion	R1, R2, R4  R1, R2, R4  W1, W3, W4
Is the end of the world an everlasting night?	Poem – extract from ‘Darkness’ by Lord Byron Fiction – ‘The Darkness’ from <i>Brother in the Land</i> by Robert Swindells	Speaking: discussion Writing: opinion, research Reading: comprehension, critical analysis Reading: comprehension	W2 – 5  R1, R2, R4  R1 - 4

## Unit 8 - Viewpoint

Topics	Texts	Tasks/Skills	Objectives
What is your point of view?		Speaking: discussion	
Is the glass half full or half empty?		Writing: descriptive - informative Speaking: group presentation	W1 – 4 S1 – 4
How does a photograph challenge our point of view?	Non-fiction – profiles, extracts from <i>Making Waves</i> by Photovoice	Reading Writing: review, online research	R1 – 4 W1 - 5
Looking at things in perspective	Painting – ‘The Ambassadors’ by Holbein the Younger Poems – ‘History’ by Sheenagh Pugh ‘Geography Lesson’ by Zulfikar Ghose	Reading: comprehension Speaking: discussion Reading: comprehension, critical analysis	R1 – 4 R1, R2, R4
When does a viewpoint become a prejudice or a preconception?	Poem – extract from ‘The Pied Piper of Hamelin’ Non-fiction – ‘Rats Save Human Lives’ (News report - Daily Telegraph)	Reading: literary analysis Reading: comprehension Writing: report	R1, R2, R4 R1 – 4 R3, W1 - 5
Can a rat be an object of beauty?	Poem – haikus by Taniguchi Buson	Speaking: formal presentation, research	S1 - 4

## Unit 9 - Colour

Topics	Texts	Tasks/Skills	Objectives
How do we talk about colours?	Poem – ‘Red Diamonds’ Vasundhara Kulkari	Writing: journal entry Reading	W1 - 3
When is a poem like a painting?	Poem – ‘Paint Box’ by Phoebe Hesketh ‘I Asked the Little Boy Who Cannot See’ by Anon	Speaking: discussion Writing: poem / monologue	W1 – 3
Where do colours come from?	Fiction – fable from <i>The Story of Colours</i> by Subcomandante Insurgente Marcos	Reading: comprehension, language work Writing: story	R1, R2, R4  W1 - 5
Who invented a colour?	Non-fiction ‘A Passion for Purple’ from <i>Bright Earth: The Invention of Colour</i> by Philip Ball	Reading: comprehension, research Writing: processing information, journal - imaginative response	R1, R2, R4  W1 – 5  W1 - 5
Extension reading	Fiction – ‘The Iceberg’ from <i>The Iceberg</i> by Tove Jansson	Reading: comprehension Writing: imaginative/ reflective response	R1, R2, R4  W1 - 5

## Unit 10 - The English language

Topics	Texts	Tasks/Skills	Objectives
Where does English come from?		Speaking: discussion	
Why do languages change?	Non-fiction – encyclopedia entry	Reading: comprehension	R1, R2, R4
What did English used to look like?	Poem – extract from <i>Beowulf</i>	Reading: vocabulary	R2, R3
When Old English developed into Middle English	Poem – extract from <i>The Canterbury Tales</i> by Geoffrey Chaucer	Reading: vocabulary work; comprehension	R1 – 4
How is the English language continuing to change?	Non-fiction – from <i>Txting: The Gr8 Db8</i> by David Crystal	Speaking: discussion, vocabulary Reading: comprehension, analysis Writing: summary, letter	R1 - 4 W1 - 5 R3  W1 – 5
	Poem – ‘Txt poem’ by Emma Passmore	Writing: txt poem	W1, W3, W4
Call dis ting English?	Poems – ‘The arrival of Brighteye’ by Jean ‘Binta’ Breeze	Speaking: discussion Reading: comprehension, vocabulary	S5 R1, R2, R4
	‘South to North; 1965’ by David Harmer	Reading: comprehension Writing: journal entry	R1, R2, R4 W1 - 5

# IGCSE English as a First Language

## Syllabus objectives addressed in Oxford English: an international approach Part 4:

### AO1: Reading

- R 1 Understand and collate explicit meanings
- R2 Understand, explain and collate implicit meanings and attitudes
- R3 Select, analyse and evaluate what is relevant to specific purposes
- R4 Understand how writers achieve effects

### AO2: Writing

- W 1 Articulate experience and express what is thought, felt and imagined
- W2 Order and present facts, ideas and opinions
- W3 Understand and use a range of appropriate vocabulary
- W4 Use language and register appropriate to audience and context
- W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

### AO4: Speaking and Listening

- S1 Understand, order and present facts, ideas and opinions
- S2 Articulate experience and express what is thought, felt and imagined
- S3 Communicate clearly and fluently
- S4 Use language and register appropriate to audience and context
- S5 Listen to and respond appropriately to the contributions of others