

Scheme of work – Cambridge IGCSE[®] First Language English (0500)

Unit 4: Responding to reading

Recommended prior knowledge

It will help students to have some experience of reading and writing in genres such as newspaper reports and articles, letters, advertisements and leaflets. They should be aware of some of the conventions of these different forms and of the different ways in which language is used according to social context.

Context

This unit follows Unit 1 and Unit 3.

Outline

Teachers who use this unit will make clear the difference between summarising and responding to ideas. The unit also stresses the importance of ensuring that all responses to **C1:2**, **C2:1** and **C3:1** are based clearly on the text set in the examination papers. The rest of the unit directs teachers to the different types of question and writing formats set in the examination.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
C1:2 C2:1 C3:1 C6 R1–R3 S1–S5	Levels of response	<ol style="list-style-type: none"> 1. Teacher demonstrates the plant analogy of response, i.e. stems (main points explicit in text), flowers (details to illustrate ideas in text), and roots (inferred points implicit in text). A good response consists of a range of secure and blooming plants. 2. Students in groups identify in passages from fiction or descriptive writing the explicit points, the implicit points and the supporting details. 3. Students read between the lines for the inferences in a text, noting how implicit meaning is conveyed through language features, e.g. tone. [E] 	<ol style="list-style-type: none"> 1. In groups of 4, students read dialogues with a shadow pair giving the subtext to follow the actual text after each speech. 2. Class suggests the real words being disguised by the use of euphemisms, e.g. mature, vertically challenged, and note how these often give an opposite impression, e.g. industrial action, ethnic cleansing. [E] 	<p>Allegorical poetry texts e.g. sonnets.</p> <p>Extracts from allegorical novels, such as <i>Animal Farm</i>, which contain propaganda phrases.</p> <p>Dialogues from drama texts where characters are not saying what they are thinking.</p>

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				Advertisements or public health leaflets where euphemisms are used to disguise offensive implications.
C1:2 C2:1 C3:2 C4:3 R1–R3 W1–W4	Developing ideas	<p>1. Students read discursive and argument texts to identify and annotate 5 or 6 separate arguments/points which they then work into PEE chain paragraphs, i.e. add to each Point an Extension, Explanation, Evidence, Evaluation or Elaboration. [E]</p> <p>2. Students are given a list of ideas relating to a topic to extend them and find ways of connecting them to each other. [Differentiation can be by relative complexity of ideas.]</p>	<p>1. Students reduce a text of developed ideas to a list of its main points.</p> <p>2. Students in pairs find details and quotations in a text to support a set of ideas extracted from it.</p> <p>3. Students in pairs match a list of quotations and statistics to their relevant main points.</p>	<p>Political speech texts and newspaper editorials on a current topic.</p> <p>Formal letters.</p> <p>Newspaper columnist and magazine articles containing controversial ideas.</p>
C1:2 C2:1 C2:2 R1–R4 W1–W4 S1–S4	Respond to description	<p>1. Teacher reads a detailed descriptive passage and students draw a picture of the place being described.</p> <p>2. Students identify figurative language, sense imagery and sound effects, e.g. onomatopoeia, in a passage and analyse the meaning and effects of the devices. [E]</p> <p>3. Students listen to teacher read or play an audio recording of a descriptive passage and say which words they remember afterwards.</p> <p>4. Students pick out the powerful words in a passage and explain why they are so evocative, i.e. give their associations. This can be done as a pyramid/iceberg diagram with the deepest connotations on the lowest layer. [E]</p>	<p>1. Teacher calls out adjectives and students give a score between +5 to -5 for the positive and negative connotations of the words. (They are unlikely to give 0, and this is a basis for discussion about words rarely being neutral.)</p> <p>2. Students fill in gaps in a descriptive passage using vocabulary in keeping with the atmosphere of the whole.</p>	<p>Novel extracts describing buildings or landscapes.</p> <p>Travel writing.</p> <p>Brochures for holidays.</p>

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			3. Students rank order synonyms for their strength of meaning, and compare their orders with others.	
C1:2 C2:1 R1–R3 W1–R5 S1–R4	Respond to narrative	<p>1. Students in pairs draw a labelled diagram to represent the event sequence of a short story, e.g. concentric circles, triangle, parallel lines, converging lines and explain it to the class. [E]</p> <p>2. Students write an appropriate continuation or an alternative ending to a story.</p>	<p>1. Students in pairs arrange jumbled paragraphs of a story or verses of a narrative poem into the correct sequence.</p> <p>2. Teacher stops at points in a story reading to ask for predictions for the next stage.</p>	<p>Complete short stories.</p> <p>First part of a short story.</p> <p>Jumbled paragraphs of prose or verse narratives.</p>

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C1:2 C2:1 C2:2 C6 R1–R4 W1–W5 S1–S5	Respond to character	<p>1. Students write a character sketch after reading a short story, using evidence from and reference to the text for their interpretation. [F]</p> <p>2. Students write a letter in role as a character from a piece of narrative writing to another of its characters. [Differentiation by roles allocated.] [F]</p> <p>3. Students in pairs write a dialogue between 2 of the characters to insert into a short story, and perform it to the class. [F]</p>	<p>1. Class hot seat student in role as a character from a play or novel, requiring them to explain and justify their actions, or simulate a trial scene for a crime committed by a character.</p> <p>2. Students write their thoughts and feelings as a character in a play or novel at a particular point in the action, capturing the attitudes and using the language of the character.</p>	<p>Short story with strong main character.</p> <p>Play or novel recently studied by class.</p>
C2:1 C3:1 C4:3 R1–R3 W1–W5	Respond to argument	<p>1. Teacher elicits a list of devices used in persuasive writing to put on board – e.g. rhetorical questions, shocking statistics, emotive language – and students identify these devices in an argumentative text.</p> <p>2. Students in groups discuss and list points which could be used to balance an argument which gives only one viewpoint.</p> <p>3. Students discuss as a class and evaluate 3 texts on the same topic for their persuasiveness. [E]</p>	<p>1. Students identify bias in a text by collecting evidence, e.g. of exaggerated claims, hyperbolic language, threatening predictions.</p> <p>2. Students reduce an argumentative text to a list of its original ideas and planning points.</p> <p>3. Students work in pairs to refute a series of assertions. [E]</p>	<p>Magazine articles and blogs which adopt extreme views.</p> <p>Polemical writing and propaganda leaflets.</p> <p>Samples of student argument compositions which mention only one viewpoint.</p> <p>ICT resources, such as Wikipedia, which can be accessed to find alternative views.</p>