

Unit 4: Reading and response

Recommended prior knowledge: It will help students to have some experience of reading and writing in forms such as newspaper reports and articles, letters, travel literature, 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.

Context: This Unit follows 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 answers to **C1: 2** and **C2: 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.

4	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
A	How to respond C1: 2; C2: 1 C6 R 1-3 S 1-5	1: Define 'respond' as answer; engage with the reading, comment. 2: Demonstrate difference between 'summarise' and 'respond'. 3: Students respond orally to statements made by the teacher answering 'What do you think?' 'Argue against this idea', 'Explain why you support it'. 4: Students respond to the details of a newspaper report of a tragic or frightening event. (C6) .	C6 Opportunities for assessment. 1: Comment on your reactions to a character in a story. 2: Comment on the way this poem treats war. 3: Comment on these advertisements for holidays. Which interests you and why? 4: Respond to radio or TV treatment of an issue.	Newspaper report of a tragic or frightening event A novel or story A poem about war Two contrasting advertisements for holidays Radio/TV broadcast

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B	<p>Respond to controversial argument</p> <p>C2: 1; (Less suitable for C1: 2) C4: 1 or 3 R 1-3 W 1-5</p>	<p>Read an article on an important issue of the day (local, national, international).</p> <p>Students identify and annotate five or six separate arguments/points. They develop a structured, original commentary on each point, ensuring that what they write is clearly based on the text.</p>	<p>Alternative responses:</p> <p>1: The words of a speech 2: A letter 3: A conversation with the writer 4: An article (for a named journal).</p>	<p>An article that puts forward an argument in clear sections, with enough ideas to invite close reading.</p>
C	<p>Respond to description</p> <p>C1: 2; (Less frequently for C2: 1) C2: 2 (Language question) C4: 2-3 C6</p> <p>R 1-4 W 1-5 S 1-5</p>	<p>Read an extract describing a place in enough detail for students to draw a map/picture.</p> <p>Discuss the general impression the description gives you.</p> <p>Discuss the language used to create the impression.</p> <p>Write your description of the same place under very different circumstances.</p>	<p>Examples:</p> <p>1: During a storm 2: In a time of drought 3: The road builders/loggers move in 4: A biographical fragment comparing your memories with what it is now. 5: Turn the description into an information leaflet for visitors to the area. (C2: 1)</p>	<p>A detailed description of a place from a story/novel OR From travel literature OR (rarely) from some types of journalism (including transcripts from radio).</p>

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D	<p>Respond to narrative</p> <p>C1: 2; (less frequently) C2: 1 C4: 2-3 R 1-3 (with possibility of some in depth work on R4) W 1-5</p>	<p>Talk about reading clues to: Character; place; time; society; events; motivation; relationship; underlying meaning.</p> <p>Choose an extract that leads to the climax of a story.</p> <p>Students write what happens next, depending on their appreciation of reading clues. They are assessed on what they understand of the story.</p>	<p>1: Another episode that involves the same group of characters.</p> <p>2: You are x at point y in the story. Write your thoughts and feelings. Note: this is used as a literature task. Students should use the language style of the character.</p>	<p>Part of a story leading to a climax.</p>
E	<p>Respond in role</p> <p>C1: 2; C2: 1 C4: 3 R 1-4 W 1-5</p>	<p>Use an article where the personality of the writer is strongly apparent. Discuss the writer's attitude and the way in which the views are expressed.</p> <p>Respond to the ideas and the writer's attitude in a conversation between the writer and yourself.</p> <p>Structure the development of ideas in the conversation and base all the answer to the task on the article.</p>	<p>1: Set the conversation as a radio/TV discussion, adding a presenter.</p> <p>2: Answer in the form of a letter to the writer.</p>	<p>A strongly personal article where the writer may give quite extreme or unusual views. These should be easy to identify and to argue against.</p>

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F	<p>Assess language</p> <p>Is helpful in preparing for C2: 2</p> <p>Important in the general development of writing central to R4 and touching on W4.</p> <p>It may be possible to extend written ideas from Suggested Teaching Activities step 4 to make them suitable for C4: 1 or 2.</p>	<p>1: Discuss the different purposes of writing and the ways in which language is used to:</p> <p>Persuade Inform Describe Entertain Analyse.</p> <p>2: Read examples of each of these.</p> <p>3: Make up lists of words that are effective in each category.</p> <p>4: Students write their own examples of different ways of using language and discuss the outcomes.</p>	<p>In:</p> <p>Advertisements, speeches, journals, Fact books, leaflets, Poems, stories, Sketches, humour, Critical writing in literature and media.</p>	<p>A small collection of different types of writing where the choices of language are clearly defined and instantly recognisable as different.</p>