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

4	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
В	Respond to controversial argument	Read an article on an important	Alternative responses:	An article that puts
		issue of the day (local, national,		forward an argument in
	C2: 1; (Less suitable forC1: 2)	international).	1: The words of a	clear sections, with
	C4: 1 or 3	Students identify and annotate five	speech	enough ideas to invite
	R 1-3	or six separate arguments/points.	2: A letter	close reading.
	W 1-5	They develop a structured, original	3: A conversation with	
		commentary on each point,	the writer	
		ensuring that what they write is	4: An article (for a	
		clearly based on the text.	named journal).	
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С	Respond to description	Read an extract describing a place	Examples:	A detailed description of
		in enough detail for students to	1: During a storm	a place from a
	C1: 2; (Less frequently for C2: 1)	draw a map/picture.	2: In a time of drought	story/novel
	C2: 2 (Language question)	Discuss the general impression the	3: The road	OR
	C4: 2-3	description gives you.	builders/loggers move in	From travel literature
	C6	Discuss the language used to	4: A biographical	OR
		create the impression.	fragment comparing	(rarely) from some types
	R 1-4	Write your description of the same	your memories with	of journalism (including
	W 1-5	place under very different	what it is now.	transcripts from radio).
	S 1-5	circumstances.	5: Turn the description	
			into an information	
			leaflet for visitors to the	
			area. (C2: 1)	

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