

Collins

Cambridge IGCSE™

English

TEACHER'S GUIDE

Also for Cambridge IGCSE™ (9–1)

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8.1

Understanding extended response to reading questions

Resources:

- Student's Book: 8.1, pp. 178–181
- Workbook: 8.1, pp. 127–131 can be set as homework
- Worksheet 8.1
- PowerPoint slides 8.1a–f

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

EXPLORE THE SKILLS

Read through the example extended response to reading question from page 178 of the Student's Book. Draw attention to the **who** you are as the writer of the task (Alfredo), **what** you are creating (persuasive letter to business partner) and **why** you are writing (to persuade your business partner that a guided tour is a good idea).

Q1 asks for the key information missing from the annotations. Display **PPT 8.1a**, which highlights the important information and point out that the annotations have missed the word count and marks for the quality of writing. Explain to students that they need to be aware of how much they must write, and that they need to manage their time carefully in order to do this. They also need to be aware of the quality of their writing and constantly be checking their spelling, punctuation and grammar.

Use **PPT 8.1b** to introduce F-PAT – an acronym that can help students check that they have understood what they are being asked to do in an extended to response to reading question. Talk through what each of the words means in general terms and then explain that in case of the specific task they are looking at in the Student's Book:

- **Form** is a letter
- **Purpose** is to persuade
- **Audience** is their business partner
- **Tone** is semi-formal (based on the start they have been given).

Hand out **Worksheet 8.1** to give students an opportunity to use F-PAT with a different task, then check that everyone has annotated their worksheet correctly:

- Form is an email
- Purpose is to persuade their uncle to fund the start-up costs of a new business venture
- Audience is their uncle, a local businessman
- Tone is semi-formal (they are addressing a family member about an investment opportunity).

DEVELOP THE SKILLS

Read Text A together as a class. Display **PPT 8.1c** and work through the example of F-PAT on it, pointing out how you know the form, purpose, audience and tone for this piece of writing. Then read **Q2** together. Help students identify that the writer is not Alfredo – we know this from the sentence that mentions *the author is his friend*. For part **b**) discuss as a class what kind of text this is. You could agree with diary, journal, letter, but draw students to think about travel writing captured as a novel, which gives a vivid picture of a particular place at a particular time.

Extra support: Use **PPT 8.1d** to show some quotations from Text A and talk through the tone they create. Help students to see that Alfredo is the expert here and the writer is not very confident, realising that Alfredo knows what he is doing. The writer's tone is such that he acknowledges he is in an unfamiliar situation, and is handing control to Alfredo.

Then display **PPT 8.1e** and go through the highlighted examples in the paragraph, which describes the situation the writer then finds himself in (overwhelmed by the sight of *45,000 people*). He is surprised by the crowd of people and how they looked crammed in to the strange vessel. Support students to see the compliant tone that the writer uses here. He is happy to be guided by his friend through this strange but fascinating place.

APPLY THE SKILLS

Read the task in **Q3** together, then ask students to copy it out and annotate it. Give students 15 minutes to complete their annotations. Display the 'Checklist for success' from page 181 of the Student's Book on **PPT 8.1f** so that students can refer to it while annotating the task.

When everyone has finished, ask students to work with a partner to compare annotations. They should have identified:

- Form is an interview
- Purpose is to describe the experience of the match
- Audience is a reporter
- Tone is informal because they need to convey the excitement of being at the match
- Word count
- Marks available.

TAKING IT FURTHER	<p>Students who are comfortable using text for different purposes should try using increasingly challenging situations. For example:</p> <p><i>You are a cleaner, working in the stadium after the game has finished. Write an email to your boss about the amount of work you had to do when cleaning the different places that you were assigned to:</i></p> <ul style="list-style-type: none"> ➤ <i>the balcony</i> ➤ <i>the entrance and exit</i> ➤ <i>the Suns</i> ➤ <i>the Shades.</i> <p>Explain what you found difficult in 250 to 300 words.</p>
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8.2

Extended response to reading: gathering information

Resources:

- Student's Book: 8.2, pp. 182–183
- Workbook: 8.1, pp. 127–131 can be set as homework
- PowerPoint slides 8.2a–b

Assessment objectives:

- R1 Demonstrate understanding of explicit meanings
R2 Demonstrate understanding of implicit meanings and attitudes

EXPLORE THE SKILLS

Read the information and the annotated task at the start of the 'Explore the skills' section on page 182 of the Student's Book. Put students into pairs to discuss how the format of the question directs them to key features that they need to include. Most students should identify the bullet points as the main helping feature. Then read through the table and ask pairs to copy and complete it for **Q1**.

BUILD THE SKILLS

Display **PPT 8.2a** to model an analysis for the second bullet point, drawing out the three different experiences:

- the Suns (*it was jammed*)
- the Shades (*better dressed and almost as crowded*)
- the Balcony people (*folding chairs and a good view*)

Ask students to copy the table and add more detail to the boxes with the quotations in response to **Q2**, identifying who the people are and what this means, and how their experiences differ. They should identify the following:

- for the Suns, the experience is of being squashed into a small space where thousands experience the match together
- for the Shades, there is a bit more space and people are a bit more careful
- the Balcony people, in contrast, have seats and can see the game clearly.

DEVELOP THE SKILLS

Read the information here, making sure that all students are clear about what 'inference' means using the annotated example. Introduce the idea of making 'educated guesses' when reading and inferring from a text. Then work through each part of **Q3** asking questions to get students thinking about whether or not the inferences are reasonable:

- How reasonable is it that the balcony people hate the Suns? Could it be 40% likely? Are the balcony people likely to be thinking about the Suns?
- How reasonable is it that the Suns hate the Balcony people? Is that more likely or less? Decide together 60%.
- How reasonable is it to think that Balcony people are privileged? Is that 80%?
- Is it fair to think that Balcony people are excited by watching the Suns more than the football? Does that make it about 20%?
- Is it likely that the Balcony people don't like football? 0%?

Extra support: Ask targeted students to make more simple inferences about the text before they tackle the ones in **Q3**. For example:

- What does 'We were frisked' imply about security? Answer: *It was taken very seriously and security guards acted like policemen.*
- What does 'It was an ant hill' suggest about conditions? Answer: *It looked like they were being forced to act like insects.*

APPLY THE SKILLS

Display the third bullet point from the task on **PPT 8.2b**. Read the introduction to this section in the Student's Book, then discuss briefly what we might be able to infer from the text about what tourists will learn or experience from going to a match, drawing out the following:

- the different ways that different people are treated
- the costs that some people are able to spend
- the excitement and the importance of the 'pristine rectangle of green grass'.

Ask students to write brief notes in the empty boxes as modelled on **PPT 8.2a**.

Then ask students to work in pairs or small groups to find the evidence for the two statements in **Q4**. For **a)** they should look at the descriptions of the people and identify 'a tureen filled with brown screeching faces'. For **b)** they should be looking at the final five lines, which describe the people who watch from outside the stadium.

For **Q5**, support students to read between the lines of 'It was, those 45,000 people, a model of Salvadorean society'. Ask students to think about how Paul Theroux feels about what he sees. Ask whether we can infer that he is:

- appalled by the divisions between the different groups of people
- pleased to see how excited everyone is waiting for the match to begin
- upset by the excesses enjoyed by the privileged members of the Balcony people.

Ask students how the ticket prices (\$2000 for a season ticket) emphasise the writer's feelings. ('In a country where the per capita income was \$373' highlights the poverty which exists beside the excesses seen at the football game.)

Ask students to review the 'Check your progress' points on page 183 of the Student's Book and decide whether they have made sound progress or excellent progress.

TAKING IT FURTHER	<p>Students with highly developed inference skills can benefit further from reading at greater depth. Support students to stretch their skills by making inferences from the following sentences:</p> <ul style="list-style-type: none"> ➤ <i>The multicultural extravaganza made us all proud to be a part of this city.</i> ➤ <i>It was so much better when I was a young boy.</i> ➤ <i>People were turning up to work with smiles on their faces for the first time.</i>
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8.3

Extended response to reading: developing a convincing role

Resources:

- Student's Book: 8.3, pp. 184–187
- Workbook: 8.2, pp. 132–134 can be set as homework
- PowerPoint slides 8.3a–b

Assessment objectives:

- R3 Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- W1 Articulate experience and express what is thought, felt and imagined
- W3 Use a range of vocabulary and sentence structures appropriate to context
- W4 Use register appropriate to context

EXPLORE THE SKILLS

As a class, read through the information in this section, exploring the skills required when adopting a role. Emphasise the difference between behaviour (the way someone acts, often dictated by circumstances) and character (someone's personality and generally consistent traits regardless of the situation they are in).

Explain that role-play is often the first step to creating a convincing role and can be most effective when they 'really get inside the head' of a character that is unlike them. As a class, discuss the roles students may have played either at school or outside it. What did they learn about the character by becoming him/her? Is there a character they have read about that they would like to know more about?

For **Q1**, students could discuss the roles in pairs.

- Ask students to think about the life of a taxi driver living in a busy city: would he feel stressed, exhilarated, frazzled, or constantly defeated?
- Would a new young waitress be excited, unsure, embarrassed or enthusiastic? Or all these things?

Extra challenge: Ask students to think about the narrators that could have told the story of the El Salvador football match. Encourage depth and flexibility by creating scenarios such as someone having a bag stolen during the match, or being separated from their friends in the crowd.

BUILD THE SKILLS

Read through the bullet points in this section, getting students to think about the questions that can help build a solid mental image of a character. Introduce the idea of the character of a ticket tout at the football match and review the table on page 185 of the Student's Book, using **PPT 8.3a**, discussing how the notes help develop a rounded, usable character. As a class, talk about the missing inference required for **Q2** and work together to come up with a sentence written in character. For example:

- *I feel proud of the fact that hundreds of people see the football game because of me. I do not like the fact that people doubt my honesty.*

Students could work alone or in pairs to copy and complete the stick man and build the character of the ticket tout and his life for **Q3**. Afterwards, they should move on to **Q4**, creating a similar diagram for one of the 'Balcony' people. Draw a stick man on the board and take class feedback, noting information, inferences and ideas. Ensure that all inferences are based on quotations from the text:

- *Balcony people had season tickets.*
- *Balcony people had small rooms, cupboard sized, about as large as the average Salvadorean hut: I could see wine bottles, the glasses, the plates of food.*
- *Balcony people had folding chairs and a good view of the field.*

DEVELOP THE SKILLS

Explain to students that the link between voice and character must be clear, and that they must weigh up what is realistic each time that words are spoken. Read the bullet points and the 'Key terms' panel to ensure that students understand what 'jargon' and 'slang' mean and how they relate to informal language.

Students should work on **Q5** in pairs. The answers are (with clues in bold):

- child → 'Can I have a drink? Please, **daddy!** I'm so hot! Please!'
- footballer → 'Well, it was tough but **we** held out – great save by Marco – so **we're** still in with a chance of the Cup, which is great.'
- reporter → 'After an **uneventful** first half, the match **came to life** on 52 minutes when Ribeiro saved the penalty.'
- ticket seller → 'Four for the West Stand? Right, that will be **forty dollars please.**'

For **Q6**, read the extracts together and elicit that although all three extracts match the role of a ticket tout, the third extract most closely matches the character of Alfredo, because it shows the same personality traits we have seen in Paul Theroux's writing.

Moving on to **Q7**, support students to match evidence with inference as below:

- He warns Paul about his security. → He is worried for Paul's safety as a friend and a tourist.
- He 'jumped the queue' and 'elbowed forward' to get the tickets. → He could be seen as a leader or someone who takes responsibility.
- His friends 'marvelled' at his ability to do so. → He is determined, and perhaps slightly ruthless?
- He knows which tickets to get – not the Suns, but the more expensive Shades. → He might not have much money, but considers the event worth the extra cost.
- He tells Paul 'such a match' would never be seen in his own town, Santa Ana. → He is very excited by the experience, which is special for him too.

Students should discuss **Q8** in small groups. Remind them that he uses short, direct sentences, he seems to be confident and he is likely to talk about football games and football players.

APPLY THE SKILLS

Students should work independently to plan and write their response in **Q9** under exam conditions. Display the 'Checklist for success' on **PPT 8.3b** for students to refer to while they are writing.

Ask individuals to review their work and, using the progress criteria from the Student's Book, to consider how well they have done and what they need to do to improve.

TAKING IT FURTHER	<p>Students need to focus on the 'voice' of the character, perhaps using a greater range of punctuation and variety of sentence lengths to demonstrate excitability. Ask students to create a conversation between Alfredo (short, direct sentences) and Paul (longer, more complex sentences) using a full range of punctuation as in Text A.</p> <p><i>Paul: I could not believe there was not an empty seat visible; not anywhere.</i></p> <p><i>Alfredo: I know. Everyone feels the same. We will never see such a game in Santa Ana.</i></p>
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8.4

Extended response to reading: structuring a response

Resources:

- Student's Book: 8.4, pp. 188–191
- Workbook: 8.3, pp. 135–137 can be set as homework
- PowerPoint slides 8.4a–h

Assessment objectives:

- 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

EXPLORE THE SKILLS

As a starter, ask students to look at **PPT 8.4a**, which shows the text for an advert in a shop window selling a second-hand bike. Then show them **PPT 8.4b**, which shows the advert with the task. Point out that this task is similar to the 'Extended response to reading' task, in that it involves adapting given information for a particular purpose.

Then run through the questions on **PPT 8.4c** with the class, focusing on the skill of adapting information for a new purpose. Draw out the following ideas:

- The main aim of writing would be to thank her.
- It would make the grandmother happy to know her money had been spent on something worthwhile.
- Perhaps just the fact that the bike is 'beautiful', 'lightweight' and has '16 gears' – these are easy points for a non-specialist to appreciate.
- For 'responsive steel frame' you might say 'flexible but strong'; for 'all-season tyres' you might say 'I'll be able to ride it all year'.

Now tell students to refresh their memory of the main task, given in the Student's Book, and of the work they did in Topic 8.2, gathering the information in the bullet points. Explain that they will now need to organise this in letter format, as outlined in the bullet points beginning with the salutation: *Dear Raul*.

Help the class to consider **Q1** as a whole group. Discuss the type of language needed when writing to Raul (informal, but focused on business). Compare this with how they might have written the thank you letter to a grandmother. Ask what sort of phrases they might use in writing to Raul. For example, which of these might they say?

- I have a business proposal for your consideration that may be of mutual benefit. (too formal)
- I've got this cracking idea for making us both a shed-load of money! (too informal)
- I have what I think is a great business idea, and I hope you like it too. (just right!)

BUILD THE SKILLS

You could read the text below **Q2** aloud to the class, then tell students to copy it out and work in pairs to annotate it to show how the bullet points above **Q2** have been achieved.

When all students have finished, show the annotated version on **PPT 8.4d**, and discuss how exactly how the points have been achieved, and what other versions might also work. For example, the final sentence could begin, 'And how amazing it's going to be for them ...'.

For **Q3**, students will need to refer to the original text on Student's Book pages 179–80, and the second bullet point in the task: 'the different ways to experience the match'. They could work in pairs or individually and then compare their answers.

Take feedback. Compare the students' completed persuasive sentences with these suggested answers, also given in **PPT 8.4e**:

- a) Suns tickets – *don't worry, I'll ensure tourists don't have these because... they're too noisy.*
- b) Shades tickets – *these are perfect because... they'll be quieter and tourists will prefer to be in the shade – especially those not used to the heat.*
- c) Balcony tickets – *these are good, but... they're only available as expensive season tickets.*

For **Q4**, students should work individually to write a further paragraph using the bullet-point model given here.

Extra support: Offer the writing frame on **PPT 8.4f**, and then show the completed version on **PPT 8.4g**.

DEVELOP THE SKILLS

The third bullet still needs to be dealt with, and it is the most demanding in some ways because there are not many links to draw out of the text. For **Q5**, students need to reread the text carefully and use their inference skills. They will need plain paper to copy out and complete the spidergram. They could tackle this individually, but another good option is to have them work in groups with a sheet of A3 paper, each adding ideas in turn. Stress that the ideas should be inferred from the text – not just made up.

Use **PPT 8.4h** to show what can be inferred from just a little given information. Encourage students to find more examples – draw out that the tourists will be in among a huge cross-section of Salvadorean society, seeing how it is divided socially and how Salvadoreans behave on an occasion like this. There is no mention of other tourists. One can infer from this that tourists will get an authentic, truly Savadorean experience, not one prepared specially for the tourist trade.

Extra challenge: Ask what the tourists might learn about Salvadorean society, based on phrases such as 'it looked like a kettle' and 'about as large as the average Salvadorean hut'.

APPLY THE SKILLS

Students should now individually write a full plan and draft their response, referring to the 'Checklist for success' and 'Check your progress' boxes on Student's Book page 191. When all have finished, students could peer-assess using these boxes.

<p>TAKING IT FURTHER</p>	<p>Students will give a more effective response by making use of appropriate conventions from writing to argue/persuade, but must also show evidence of using inference based on the given material to shape their own response.</p> <p>Ask students to draft a letter to the chairman of the football club, persuading him to invite disadvantaged children to the next big game, providing them with balcony seats – perhaps sponsored by their usual occupants.</p>
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8.5

Understanding directed writing questions

Resources:

- Student's Book: 8.5, pp. 191–195
- PowerPoint slides 8.5a–d

Assessment objectives:

- R1 Demonstrate understanding of explicit meanings
- R2 Demonstrate understanding of implicit meanings and attitudes
- R5 Select and use information for specific purposes

EXPLORE THE SKILLS

Referring back to the sample extended response to reading task in Topic 8.1, remind students of the importance of annotating the task to identify all the key elements. Recap on F-PAT (Form, Purpose, Audience and Tone) and how this helps keep the response to the task focused while writing. For **Q1**, model matching the key elements of the question to the essential features, shown in **PPT 8.5a**.

BUILD THE SKILLS

Draw students' attention to the focus of Paper 2's approach to directed writing – for example, the fact that they will have to integrate information from more than one text, and also transpose ideas and content from the stimulus texts into a different writing form.

Look at the extract from Text A in the Student's Book with the class and check that they all understand the significance of the highlighted parts. Define, with examples: 'viewpoint', 'alternative points' and 'evidence'.

Explain that they might find it helpful to use three different colours to highlight each element in this way. They should highlight the parts of the text that they will use. The starts of the extracts are on **PPT 8.5b–c**, which colour-code viewpoint (red), alternative view (blue), and evidence (green).

Read through the two stimulus texts provided ('Pandas – worth saving?' and 'A love affair with nature') with the class. Pause after each to get the class's initial reactions to them, and for some ideas about the main ways in which the two texts differ. Students should then read the texts silently and make their own notes on them as they go, following the model ('The writer believes ...').

Extra challenge: Use strict time limits, such as two minutes for each extract in the Student's Book, to really hone the use of skills under pressure.

DEVELOP THE SKILLS

Tell students to work in pairs to complete the table for **Q3**, comparing the key points from each text. This is a good opportunity for them to compare their notes for each paragraph in the two passages and help each other to find contrasting points.

Use **PPT 8.5d** to show example comparisons. Ask students what views or ideas can be inferred from any of these points. For example:

- Conservation has 'limited resources': there must be pragmatic choices; there is not enough money available to save every species.
- I don't want the panda to die out: but it may be inevitable, or even a lesser evil than the losses of habitat or other species that could be saved by spending less on pandas.
- We spend millions and millions of pounds on pretty much this one species: perhaps we spend too much on pandas at the expense of other animals.

The key point here is that it is not possible to respond at a high level without drawing inferences from the texts of the kind dealt with earlier in the chapter.

Extra support: Help students to develop their skills of inference by asking what the statements given above might mean. For example:

- Conservation has ‘limited resources’: if he is saying we spend millions on pandas, what is this statement likely to mean?
- I don’t want the panda to die out: this on its own would be a very obvious thing for a conservationist to say, so perhaps he is implying a ‘but ...’,
- We spend millions and millions of pounds on pretty much this one species: what does his wording imply – that it is not enough?

APPLY THE SKILLS

Allow students a few minutes for further discussion of the conservation issues in the passages before they complete **Q4** individually, producing just one paragraph summarising *their* viewpoint. Advise students to collect evidence from the text first then shape *their* viewpoint from the evidence using the table.

Point out to them that the original task did not indicate whether the campaign was good or bad, and so this is something they will need to decide on before they plan and write their answer.

Ask pairs to compare their completed paragraphs.

You may then wish to set completion of either one further paragraph, or the whole article, for homework.

TAKING IT FURTHER	Students could research, plan and write another piece exploring two sides of a controversy, perhaps an animal-related one, such as the question of whether zoos benefit animals or are simply for the entertainment of human beings, or the controversy of whether animals such as the lynx should be reintroduced to habitats in which they lived before being made locally extinct: see Student’s Book page 154.
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8.6

Directed writing: analysing and evaluating texts

Resources:

- Student's Book: 8.6, pp. 196–197
- Workbook: 8.5, pp. 139–142 can be set as homework
- Worksheet 8.6
- PowerPoint slides 8.6a–e

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
- R5 Select and use information for specific purposes

EXPLORE THE SKILLS

Ask students to discuss, in pairs, what it means when a writer *implies* something, and what is meant by *inferring*. When students have had a chance to think about this, take feedback. Draw out that to 'imply' is to hint at or suggest a meaning, and 'inferring' is deducing (working out) what that meaning is.

Focus students on the sentence under 'Explore the skills'. Check that students understand the concept of an 'intensifier' and ask what other words could have been used instead of 'extraordinarily' (really, vastly, hugely). Ask the class why they think the writer begins the sentence with 'The truth is'. Possible answers:

- He wants to flag up that this is an uncomfortable truth that conservationists do not want to hear.
- He wants to focus the reader on this fact.
- He wants to suggest that pandas are not worth all that money.

Ask students to work in pairs on the two examples in the table, drawing out the effect of 'Of course' and 'fluffy' then 'entranced' and 'gentle'. Point out that they should say whether they agree or disagree with what is *implied*, not just the basic statement.

Take feedback, drawing out:

- Text A implies a criticism of people who are led to donate to save an animal just because it looks appealing: the word 'fluffy' suggests that they are childish.
- Text B implies that there is something wonderful and therefore valuable in the child's fascination with the panda, and that this makes saving pandas worthwhile.

BUILD THE SKILLS

Synthesis is about combining, summarising, and drawing out a new point from this. For **Q2**, discuss the process with the class using **PPT 8.6a** and ask for further examples of ideas from the two texts that could be synthesised.

One possible pair of statements to compare and synthesise is:

- Text A: 'I think pandas have had a valuable role in raising the profile of conservation, but perhaps 'had' is the right word.'
- Text B: '... if it is a cuddly panda that grabs my attention, then what's wrong with that?'

Extra support: Use **Worksheet 8.6** to go over the three steps to synthesis. Students could work in groups of three, with individuals focusing on one of the 'combine', 'summarise' or 'create' stages.

DEVELOP THE SKILLS

Explain to students that evaluation means weighing up the worth or validity of something – in this case an argument or part of one. Does it make sense? Is there any evidence to support it? Once these questions have been answered, you can make a judgement.

Read the paragraph about tiger conservation to the class with appropriate emphasis and check that they understand the significance of the annotations. One way to do this is to see whether they can provide alternative words or phrases that achieve similar effects. For example:

- captivated – seduced, impressed, won over
- proud tiger – the majestic tiger
- unique – unmistakable
- honest judgements – realistic/unsentimental judgements
- visual appeal – good looks

These are shown on **PPT 8.6b**.

You could also see whether students can think of other ways of saying 'I agree' or 'I disagree'. For example:

- I wholeheartedly/completely/entirely agree.
- I believe that he is right to say...
- I cannot agree that...
- I utterly disagree
- I dispute the view that...
- The view that... makes no sense.

These are shown on **PPT 8.6c**.

Ask students to attempt **Q3** individually and then compare their attempts in pairs. They should peer-assess to see whether a) they have shown clear disagreement, and b) they have used at least two of the given 'disagreement' phrases.

Display **PPT 8.6d**, which shows the paragraph agreeing with Packham, then **PPT 8.6e** to show how the change in focus can be made. Note how:

- 'I disagree with Chris Packham' is used
- 'visual appeal' becomes 'iconic appearance'
- 'surely' is again used in a rhetorical question.

APPLY THE SKILLS

For **Q4**, ask students to revisit the notes they made they made on Texts A and B in Topic 8.5. They should have a number of paired sentences from the two texts, which they should now turn into evaluative sentences.

Encourage all to aim for at least five evaluative sentences.

They should then revisit the 'Check your progress' box on Student's Book page 197.

You may then wish to allow some students to complete the whole article for homework, if they feel confident.

TAKING IT FURTHER	<p>Students could research other conservation controversies, such as whether it is right to kill off successful invasive species in order to protect native species.</p> <p>One example is the grey squirrel (introduced to the UK from North America) and the native red squirrel. Grey squirrels are trapped and killed in areas of northern England to protect the red squirrel population. Another example might be wild boar in the Forest of Dean Gloucestershire, in England. If your school is not in the UK, you will probably have your own examples.</p> <p>Students should attempt to find opposing viewpoints and synthesise them, leading to them concluding with their own view.</p>
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8.7

Directed writing: structuring your response

Resources:

- Student's Book: 8.7, pp. 198–201
- Workbook: 8.6, p. 143 can be set as homework
- Worksheet 8.7
- PowerPoint slides 8.7a–d

Assessment objectives:

W2 Organise and structure ideas and opinions for deliberate effect

EXPLORE THE SKILLS

Tell students to read the task again, reproduced under 'Explore the skills'. Challenge them to find elements of it that they had forgotten, or about which they do not yet feel confident.

Remind students of the lists of points that they made in Task 3 of Topic 8.5. If any student does not have this list with them for any reason, they could work in a pair and use someone else's list as a starting point, but they will still need to refer back to Texts A and B (Student's Book pages 193–195).

Explain that they are now at the point of deciding how to organise their points into an integrated piece of extended writing, and that there are three main ways in which they could do this. They should read the three options carefully. Then organise students into groups of three. Tell them to take it in turns to take one method and attempt to explain to the other two students exactly how it would work, and what its advantages might be.

Take feedback on this. Draw out that:

- *Option 1* divides the points up into two – agree and disagree. It requires the student to make a clear distinction between the two. This might be a problem if they feel very undecided.
- *Option 2* is the most integrated approach, requiring the student to identify from the start what views the writers have in common – for example, that they both love animals and want species to survive.
- *Option 3* is probably the most straightforward as it allows the student to work through Text A, then Text B. However, this will not necessarily lead to the best piece of writing.

Ask students to read the plan in **Q1** in their groups and try to decide which approach it follows. After a couple of minutes, share with them that it uses Option 2, starting with the most important common area. Take feedback on how well they think it would work for them. They should now make an initial decision on which approach to take. Reassure them that they can still change it later.

BUILD THE SKILLS

Students should read the introductory text and the colour-coded paragraph and annotations. Tell them to look back at Text B and see whether they can find where the writer makes the point summarised in this paragraph. Take feedback, inviting one or more students to read out what they think is relevant. Confirm that this point is made in paragraph 3 of Text B.

Students should work on **Q2** individually but allow them to compare their ideas. Note: they should copy the paragraph in the order that they think works – not copy it as it is and then try to organise it (though they could do this if working on a computer). Then show them one possible restructured version of the paragraph in **PPT 8.7a**. Get students to identify how it conforms to the structure in the colour-coded and annotated paragraph.

Extra support: Hand out **Worksheet 8.7** and some scissors. This enables students to cut up the four sentences and reorder them, so they will not need to copy them out. (There are two identical sets on the sheet.) Invite them to finish the sentence: *They need to know the reality about...* in their own way.

DEVELOP THE SKILLS

Point out that this section looks at the *form* of the writing required by the task: it is for a speech, and the way that a speech is worded differs from the way an article is worded. Ask students for ideas about how and why this is the case. Draw out that when people listen, they only have one chance to take in what is being said, and cannot reread a sentence they missed or did not understand. Also, the speaker is addressing the audience in person, so there is more reason to give a personal anecdote, or use the first person more obviously ('In my opinion...') or address the audience directly ('You're all intelligent people...').

For **Q3**, students should work individually and then compare their ideas in small groups. This will give them a chance to try out some of their sentences on a small audience and see how they sound and how well they are received.

When students have finished, share **PPT 8.7b**. This uses direct address ('We all know that...'), personal perspective ('I watched my own children...'), imagery ('the zoo's new royalty'), and an intensifier ('vehemently').

Extra challenge: Ask students to use one of the following to further improve their paragraph, then ask for peer assessment:

- personification
- simile
- alliteration
- onomatopoeia
- rhetorical questions
- assonance.

APPLY THE SKILLS

Students should now make a final choice as to which method of organisation they will use (see under 'Explore the skills'). **Q4** asks them to choose a point from Texts A and B not yet covered in the topic and write a paragraph based on it, with the help of the reminders in the bullet points given here.

As an example of points from the texts that they could use, show students **PPT 8.7c** (taken from **PPT 8.5c–d**). When they have completed their paragraphs, have some students read theirs out. Then show **PPT 8.7d** and discuss with them how effective they think it is.

TAKING IT FURTHER	Students could build on the writing they have done so far for this topic to produce a complete speech. You could organise a time for some or all students to deliver their speeches to the class. They could even be used in a formal debate.
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8.8

Practice questions and sample responses: extended response to reading

Resources:

- Student's Book: 8.8, pp. 202–207
- Workbook: 8.4, p. 138 can be set as homework
- Worksheets 8.8a–b
- PowerPoint slides 8.8a–b

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
- 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

YOUR TASK

A sample task has been included to give your students an opportunity to practise the style of task set in Paper 1, Question 3. You may decide to set this as a formal assessment or to complete the process in class, with teacher support. **Worksheet 8.8a** reproduces the task should you wish to set it as formal assessment. **PPT 8.8a–b** include the Assessment objectives and the task to share with the class.

Remind the class of the key skills tested by this question (the relevant Assessment objectives).

If you wanted to mirror examination conditions, you could allow about 40 minutes for students to complete the task.

EXPLORING RESPONSES

The Student's Book offers two sample responses designed to represent sound achievement (Response 1) and excellent achievement (Response 2) for this question. Depending on the ability range of your class, you may want to work with the actual mark scheme for this question, which is available on the Cambridge website. A student-friendly checklist has been provided on page 214 of the Student's Book.

These responses have been reproduced without annotations on **Worksheet 8.8b**, so students could work to add their own annotations before completing **Q2** and looking at the commentaries and feedback provided in the Student's Book.

Having worked with the sample responses, identifying areas for improvement and seeing what each response has done well, students should annotate their own response with similar comments, or – if appropriate – redraft them in light of what they have learned from the process.

8.9

Exam-style questions and sample responses:
directed writing**Resources:**

- Student's Book: 8.9, pp. 208–213
- Workbook: 8.7, p. 144 can be set as homework
- Worksheets 8.9a–b
- PowerPoint slides 8.9a–b

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
- R5 Select and use information for specific purposes
- 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

YOUR TASK

A sample task has been included to give your students an opportunity to practise the style of task set in Paper 2, Section A. You may decide to set this as a formal assessment or to complete the process in class, with teacher support. **Worksheet 8.9a** reproduces the task should you wish to set it as formal assessment. **PPT 8.9a–b** include the Assessment Objectives and the task to share with the class.

Remind the class of the key skills tested by this question (the relevant Assessment objectives).

If you wanted to mirror examination conditions, you could allow about one hour for students to complete the task.

EXPLORING RESPONSES

The Student's Book offers two sample responses designed to represent sound achievement (Response 1) and excellent achievement (Response 2) for this question. Depending on the ability range of your class, you may want to work with the actual mark scheme for this question, which is available on the Cambridge website. A student-friendly checklist has been provided on page 214 of the Student's Book.

These responses have been reproduced without annotations on **Worksheet 8.9b**, so students could work to add their own annotations before completing **Q2** and looking at the commentaries and feedback provided in the Student's Book.

Having worked with the sample responses, identifying areas for improvement and seeing what each response has done well, students should annotate their own response with similar comments, or – if appropriate – redraft them in light of what they have learned from the process.