

Teaching Pack

Responding to ideas and opinions in a text

Cambridge IGCSE™ / IGCSE (9–1) First Language English






Copyright © UCLES 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

Introduction: Responding to ideas and opinions in a text.....	4
Lesson plan 1: Identifying opinions and evidence	5
Lesson 1 Teacher's notes	7
Lesson plan 2: Analysing and evaluating opinions	8
Lesson 2 teacher's notes	10
Lesson plan 3: Synthesis	11
Lesson 3 Teacher's notes	13
Lesson resources.....	14

Icons used in this pack:	
	Lesson plan
	Teacher's notes
	Lesson resources

Introduction: Responding to ideas and opinions in a text

This *Teaching Pack* focuses on supporting learners to develop the skills for reading a text to respond to ideas and opinions through an extended response.

The lessons presented here are designed for learners that are familiar with reading texts to respond to comprehension questions but are now learning to read whole texts holistically and then to formulate an extended response to the ideas and opinions expressed.

It is expected that learners should already know how to identify rhetorical devices and features in writing and have an understanding of how texts are structured. Learners should also understand how writers use words and phrases for deliberate effect.

Lesson plan 1: Identifying opinions and evidence



Resources

- **PowerPoint slides**
- **Video 1:** Active Reading
- **Worksheet 1:** See, think, wonder
- **Worksheet 2:** *No mobile phones in my shop!*
- **Worksheet 3:** Analysing the text
- **Worksheet 4:** Identifying opinions and evidence

Learning objectives

By the end of the lesson learners will be able to:

- understand the principles of Active Reading
- annotate a text quickly and effectively
- recognise opinions and select evidence to support them

Timings

Activity



Starter / Introduction

Task: In groups of 4–5, learners consider the image on [Worksheet 1](#). Using the Active Reading strategy of **see, think, wonder** learners have three minutes to complete each stage. Monitor groups to ensure that they haven't moved on to the next stage before you ask them to, and move them on as a whole class.

- **See:** Look at the image and describe what you can see. No inferences should be made and close attention should be paid to small details. One member of the group records observations in bullet points.
- **Think:** The group can now make inferences about the image and consider the situation, individuals, relationships. They can explore what they think about the image. A different group member records their responses in bullet points.
- **Wonder:** Learners should now consider what bigger questions the image makes them consider. They should widen out the discussion to consider what the image suggests in wider contexts.



Mini plenary: Learners feed back their responses. One group should feed back on **See**, then you can ask other groups to add anything they may have missed. Another group feeds back on **Think** and you ask other groups to add any other points. A third group feeds back on **Wonder** then you ask the other groups to add anything else.

Summarise the points your learners made for **Wonder** then ask the class what topic they think will be explored in this lesson.





Main lesson

Task: As a class, watch **Video 1** on Active Reading.

Show the class the **PowerPoint slide** with a sample annotation key. Make suggestions and explain how short notes can accompany the annotations where needed.

Read [Worksheet 2](#) 'No Mobile Phones in my Shop!' You could read this aloud to the class, asking them to follow, or learners could read this independently. If appropriate, selected learners could read the text to their partner or to the whole class.

Timings	Activity
	<p>Using Worksheet 3, learners answer the questions to respond to some of the ideas and opinions in the text. To help learners with Question 4 you could model annotating the first paragraph of the text using a visualiser or on the board. This will help learners to see you actively reading and using the annotation key in practice.</p> <p>Learners then annotate their own copies of the text, finding opinions and the evidence used to support these opinions. They should then summarise their findings using the first two columns of Worksheet 4.</p> <p>Extension activity: Give learners the following definitions. Learners identify what type of evidence they've collected and label this on Worksheet 4.</p> <ul style="list-style-type: none"> • Anecdotal: evidence in the form of stories that people tell about what has happened to them • Factual: evidence that is true and can be proven • Statistical: evidence that is backed up by data based in numbers <p>If learners complete the extension activity then they could evaluate which type of evidence is most effective and why.</p>
	<p>Plenary</p> <p>Learners identify five opinions in the text. Learners then select one of the opinions and write a paragraph from the opposite perspective. Learners should think about how to argue against what they've read, offering evidence to support their argument.</p>



Lesson 1 Teacher's notes

Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **anecdotal evidence** – evidence in the form of stories that people tell about what has happened to them
- **factual evidence** – evidence that is true and can be proven
- **statistical evidence** – evidence that is backed up by data based in numbers

Learners should be familiar with key terminology used when reading opinion texts: form, audience, purpose, genre, persuasive, rhetorical devices etc. They should also be able to distinguish facts from opinions and be able to recognise bias.

See, think, wonder:

See, think, wonder is a learning strategy which allows learners to build up their level of analysis, first thinking about what they can see and focusing on explicit details, before they progress to consider the implicit ideas and the questions or predictions they might make. This speaking and listening activity is designed to develop learners' language associated with the topic of the reading text that they will be studying later in the lesson. It will broaden their understanding of the topic through discussion and enable them to access a greater range of ideas and opinions in the reading text. More information can be found at <http://www.pz.harvard.edu/projects/visible-thinking>

This lesson can also be used together with the lesson plans on Speaking and listening as many of the techniques explained there could be used in this lesson. This is also a useful tool to use with the *Developing ideas and opinions in a text Teaching Pack*.

Notes on the video

This video outlines Active Reading and some strategies that learners may find helpful when approaching and analysing a text. You can watch this video all the way through or you can of course pause the video and allow your learners to make notes or ask questions. The vocabulary used in the video should be familiar to you and your learners, but it may be useful for you to recap key terminology such as genre, skimming and scanning, and rhetorical devices.

No mobile phones in my shop!

This article is written about a coffee shop owner who has banned the use of mobile phones within his shop because he believes that using a mobile phone whilst ordering a coffee is bad manners. The author of the text goes on to discuss various examples of how the use of mobile phones and social media is ruining people's ability to make conversation. This text should generate lots of discussion as your learners will no doubt have an opinion on this so this could be a useful stimulus text for undertaking a speaking and listening activity. You could use some of the activities listed in the *Speaking and listening Teaching Packs* to construct a debate or an individual speech that explores this topic.



Lesson plan 2: Analysing and evaluating opinions

Resources

- **PowerPoint slides**
- A3 paper and marker pens in four different colours
- **Worksheet 5:** *Signs that you are addicted to your smartphone* (one per pair)
- **Worksheet 6:** *Is social media harming teenagers?*
- **Worksheet 7:** *Is social media harming teenagers?* – analysis

Learning objectives

By the end of the lesson learners will be able to:

- explore their own views and opinions about the impact of social media
- analyse and evaluate the views and opinions presented in a text
- respond to the ideas and opinions presented in the texts studied

Timings

Activity



Starter

Task: Put the **PowerPoint slide** with images of commuters on the screen. Do not tell learners that these images are both of commuters.

In groups of four, learners discuss their responses to the two images and record their ideas if necessary.

They should consider:

- Where do you think these people are going? Why?
- What do these pictures have in common? Be as specific as possible.
- What is different about these two images? Be as specific as possible.
- What does this suggest?
- Does one image seem more positive to you?
- What does this tell us about travelling and how it has changed or remained the same?
- What would happen if someone from the black and white picture saw the people in the colour picture? Would they understand this?
- Would we, as the generation most closely linked to the colour image, behave in the way that the people in the black and white picture are?

Each group feeds back their ideas and thoughts through a spokesperson from their group.

Thinking back to what you covered last lesson, ask learners to predict what the learning objectives and outcomes of the lesson may be.




Remind them of the text that they studied last lesson and explain that this lesson is linked to the same topic.



Main lesson

Task: Divide the class into pairs and give each pair a copy of [Worksheet 5](#).

Explain to the class that the text on the worksheet outlines six signs that a person is addicted to their smartphone. They should read through each sign and discuss it closely, then decide whether they think it applies to each of them. They can indicate this by a tick or a cross on the worksheet and add any notes.

Timings	Activity
 	<p>When this is completed, form groups of four from the pairs. In these groups, learners engage in a silent debate to respond to the statement:</p> <p><i>'Mobile phones are making people more anti-social.'</i></p> <p>Distribute A3 paper and different coloured pens or pencils. Remind learners of the rules of a silent debate by telling them that:</p> <ul style="list-style-type: none"> • each person must contribute • they cannot talk to one another • they must respond, at least once, to a point another learner has written down rather than simply stating their own opinion. <p>Remind them that the aim of this activity is to understand, evaluate and respond to the ideas and opinions of others, as they would have to in an exam.</p> <p>After 10 minutes, ask each group to move to the next table to read another group's comments. They then return to their table and verbally discuss whether the other group had ideas that were similar to theirs, or whether they had thought of different ideas.</p> <p>Now give out copies of Worksheet 6 '<i>Is social media harming teenagers</i>' and Worksheet 7 – a list of questions on the text.</p> <p>Learners work their way through the text, using their annotation toolkit and answering the questions.</p>
	<p>Plenary</p> <p>Discuss the three texts that have been used in the two lessons on this topic.</p> <p>In pairs, learners consider the questions below to define the different forms and purposes of each of the texts. These questions should help learners to identify what the texts have in common and how they differ. Encourage learners to share their ideas and record some answers.</p> <ul style="list-style-type: none"> • What are the text-types and purposes? • What do they have in common? • How do they differ? <p>Homework</p> <p>Learners re-read the three texts (<i>No mobile phones in my shop!</i>, <i>Signs that you are addicted to your smartphone</i> and <i>Is social media harming teenagers?</i>) before the next lesson and think about their response to the text.</p> <p>They should consider their own opinions and whether they agree or disagree with the thoughts expressed in the article and come ready to discuss their ideas in class.</p>

Lesson 2 Teacher's notes



Starter

Show learners the images of commuters from different time periods but allow learners to make inferences and deductions about who the people in the images are, where they are going and what they are doing. You should allow learners to make connections between these images and some of the issues that were discussed in the previous lesson to inform their analysis.

Silent debate

In groups of four, each learner has a different coloured marker pen. A statement is written in the middle of a large sheet of flipchart paper on a table. Each member of the group takes it in turns to write a response to the statement and to one another's comments. Different lines of argument can form but the key is that learners must not talk. This means that all learners, no matter what their confidence level have a chance to express their thoughts and opinions. Similarly, learners have to respond to one another which encourages active reading skills and in turn, active listening skills that learners can use in verbal discussions and debates.

When you and your learners have become familiar with this technique, it can be readily used in a variety of lessons such as Literature lessons, where learners respond to a quote about or from a character, or a statement about an event in the plot.



Lesson plan 3: Synthesis

Resources

- **Worksheet 8:** *Is social media harming teenagers?* – synthesis (1)
- **Worksheet 9:** *Is social media harming teenagers?* – synthesis (2)
- A3 paper and marker pens in four different colours
- Copy of annotated texts and worksheets completed in lessons 1 & 2
- Post-its

Learning objectives

By the end of the lesson learners will be able to:

- synthesise and evaluate the information, ideas and opinions in the three texts
- respond to the ideas and opinions presented in the texts studied

Timings

Activity



Starter / Introduction

Task: Introduce the directed writing task and ask learners to identify the form, audience and purpose of the task:

Write a talk for your class giving your views about the importance of teenagers using mobile phones responsibly.

In your talk you should:

- evaluate the views given in the three texts about mobile phones
- give your own views, based on what you have read, about how teenagers could ensure that they use their mobile phone responsibly.

Base your response on what you have read in the texts but be careful to use your own words. Here you could use a range of techniques and ideas from the *Speaking and listening Teaching Packs*.

In groups or as a whole class, have a discussion about the features of a talk. Ask learners to consider:



- How does a talk differ from a written text?
- How might a talk address an audience?
- In what way could you structure a talk effectively?
- Which effective rhetorical devices could you use to make your talk more interesting?



Main lesson

Task: In groups of four, learners synthesise and organise the ideas, information and opinions from the three texts that are relevant to the directed writing task. If appropriate, learners could use a piece of flipchart paper and marker pens to undertake this task. Learners can choose how to organise the information, and can use the suggestions on [Worksheet 8](#) and [Worksheet 9](#) or they can create their own method of synthesising and organising their ideas.

One member of each group acts as a spokesperson and remains at the table to explain their decisions to another group. The rest of the group swaps tables with another group to hear about their ideas.

Timings	Activity
 <p>15 min</p>	<p>The groups return to their own table and decide whether they would change or add anything based on the discussions that they have had.</p> <p>When learners have shared their ideas with each other and evaluated whether their information should be changed or developed, they should spend some time drafting their talk.</p> <p>Encourage learners to include relevant rhetorical devices from other lessons to make their speech as effective and as persuasive as possible. Learners could also use some of the ideas from the Speaking and listening Teaching Packs in this lesson.</p> <p>If learners complete the planning stage of this task they can move on to creating their speech. Learners can practise their speech with their classmates if time allows.</p>
 <p>10 min</p>	<p>Plenary</p> <p>Evaluate where learners are in their progress. If learners have completed all the tasks above then distribute post-its to them. Learners reflect on how their planning has helped them prepare for the task and record this on their post-it note, which should be displayed on the board.</p> <p>Alternatively, if learners have not started to write their talk then they could begin this here.</p> <p>Homework</p> <p>Learners complete the directed writing task for homework. If learners have finished writing their talk in class then they reduce their talk onto a cue-card (about the size of a postcard), outlining the main points of their talk.</p> <p>Learners should come to the next lesson prepared to present their talk to the rest of the class.</p>



Lesson 3 Teacher's notes

Directed writing task

This lesson is intended to allow learners to use their skills of reading for meaning and responding to ideas in texts in combination with the skills they have developed in the *Speaking and listening Teaching Packs*. If you have not done any of the speaking and listening activities, you could spend some time developing those skills before returning to the task of writing a talk. However, it is important for learners to remember that this task is about selecting relevant details and the response to this rather than rhetorical techniques and devices. Learners can use all the work from the previous two lessons to help them in this task.

If you wish, you could spend the next lesson allowing learners to practise and refine their speech before they present this to the class.

Worksheet 8 and 9

These worksheets provide a model for learners to organise and synthesise their ideas. Learners could choose either model that they feel works for them or they can create their own model for selecting and recording ideas. Worksheet 8 requires learners to find evidence related to the four categories in the circles from which learners can then make connections. Worksheet 9 is slightly more flexible and means that learners can select their own ideas but directly compare them side by side.



Lesson resources

Video 1: Active Reading

Worksheet 1: See, think, wonder

Worksheet 2: *No mobile phones in my shop!*

Worksheet 3: Analysing the text

Worksheet 4: Identifying opinions and evidence

Worksheet 5: *Signs that you are addicted to your smartphone* (one per pair)

Worksheet 6: *Is social media harming teenagers?*

Worksheet 7: *Is social media harming teenagers?* – analysis

Worksheet 8: *Is social media harming teenagers?* – synthesis (1)

Worksheet 9: *Is social media harming teenagers?* – synthesis (2)

Worksheet 1: See, think, wonder



Use this worksheet to record your ideas about the image below.



See – describe what you can see

Think – What do you think or feel about what is in the image?

Wonder – What bigger questions does this image make you ask?



Worksheet 2: No mobile phones in my shop!

This text is an article from a local newspaper which reports on a young coffee shop owner who has banned mobile phones from being used in their shop.

A 36-year-old coffee shop owner has struck a brave blow for the rights of ordinary people. These are the rights that are in danger of being swept away by the flood of technological progress. Irritated by customers mouthing their orders to him while jabbering on their mobile phones, this owner of a small business has had enough. Why should he and his staff be treated in this discourteous way? Why should they have to become amateur lip-readers, trying to work out if the rude person in front of them, excitedly discussing last night's football match with his mate, has ordered a flat white or a skinny latte?

This man, a true champion of good manners, has introduced a zero-tolerance policy in his coffee shop, refusing to serve customers who ignore the house rules. 'Sorry, we are unable to serve you if you are on the phone,' reads a sign above the till. That polite 'sorry' makes you warm to the man. He's a modern-day hero.

If only other shops had the guts to follow his lead. Unfortunately, they are too terrified of driving customers away by appearing to be fussy or old-fashioned. And so, the curse of the mobile phone goes on unchecked. For every person who turns their phone off in company, there is another person who regards it as their basic human right to hold two conversations at once while tweeting with their spare hand.

Over the course of a generation, good manners – rooted in kindness and consideration – have been turned upside down and inside out. How rarely nowadays do people give you what they once would have given you automatically: their undivided attention. You have to share them with their friends, their emails, their text messages, the latest apps and games – until you are left feeling like a spare part in their 'oh-so-busy' lives.

I was in a supermarket queue last week behind a young woman who talked on her phone throughout the entire checkout process, from the weighing of her potatoes to the entering of her pin number. She never so much as glanced at the man serving her, let alone said thank you. He could have been invisible. Did it even occur to her that she was being rude? Did it occur to her that an everyday activity such as shopping demands certain basic manners? Probably not. All over the supermarket, people were doing the same thing: chatting to or texting someone miles away. If you suggested to them that they were ruining the environment with their mindless behaviour, they would look at you in disbelief.

I believe that new technologies are to be welcomed. A commuter quietly reading a novel on a Kindle, or listening to music on their iPod, does no harm to anyone. But the same cannot be said for mobile phone users who deliberately inflict their conversation onto others or ignore the people that they are with, to communicate with someone else. Or, of those who are too wrapped up in their mobile phone conversations to notice the people serving them, whether waiters, shop assistants or drivers.

This coffee shop owner's challenge should be applauded by everyone who cares about good manners.



Worksheet 3: Analysing the text

Re-read the text, *'No Mobile Phones in my Shop!'*

1. Summarise what this text is about.

2. Explain the writer's viewpoint using evidence from the text.

3. Design your annotation key:

4. Annotate your text, paragraph by paragraph, using your key.

Worksheet 4: Identifying opinions and evidence



From the text, *No Mobile Phones in my Shop!* identify five opinions offered in the text **and** the evidence offered to support each one.

Extension activity: Think about whether the evidence offered is anecdotal, factual or statistical. If you don't think that any evidence is offered, say so.

Opinion	Evidence	Type of evidence

Worksheet 5: Signs that you are addicted to your smartphone



Six signs that suggest that you are addicted to your smartphone:

1. **You panic when you can't find your phone.** You know that moment, just a few seconds, as you fumble in your purse for your phone and you can't seem to find it? Panic sets in, your heart races and you start to think of all the places you could have left it. Then you experience intense relief when your hand finally grasps it in the far corner of your bag.
2. **You and your family argue about your phone time.** Your constant use of your phone is starting to damage your most important relationships, and yet you can't seem to put it down at meals, when watching TV, or even in bed.
3. **You get phantom vibrations.** This is a real phenomenon. You have your phone on vibrate to catch texts, calls and other notes. You think you feel it go off, pull it out of your pocket and find that nothing happened. You imagined the vibration.
4. **Your hand cramps up.** That claw-like way you grip the phone can cause cramping and pain. You find that you need to rub your sore hand after using your phone.
5. **You're getting a sore neck and bad posture.** When you use your smartphone, especially when typing on it, you naturally lean forward. You do it so often that your posture is suffering, and your neck and shoulders are sore and cramped.
6. **You're not sleeping well.** You take your phone to bed and work on it before you fall asleep. You check it as soon as you wake up in the morning. The cold glow of a screen before bedtime is not conducive to good sleep. It makes it more difficult for you to sleep, and your sleep is of lower quality.

Point number	You	Your partner
1		
2		
3		
4		
5		
6		

In pairs, read through the information above and discuss each point carefully. How many of them apply to you or your partner?



Worksheet 6: Is social media harming teenagers?

I have made a conscious decision to avoid Snapchat and Instagram because of the social pressure I have seen them putting on my younger sister who is 14 years old. If my mum turns off the Wifi at 11pm, my sister begs me to turn my phone into a hotspot. She always needs to load her Snapchat stories one more time, or to reply to a message because she doesn't want her friend to feel ignored. If I refuse, saying she can respond in the morning, I get the "You're ruining my social life" rant. I'm a teenager as well, but I sometimes find this behaviour a little baffling.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers have spoken about the pressure they feel to make themselves available 24/7, and the resulting anxiety if they do not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Perhaps the worst thing about this is that teenagers need more sleep than adults do, so night-time social media use could be detrimental to their health. Research has shown that teenagers need 9.5 hours of sleep each night but on average only get 7.5 hours. A lack of sleep can make teenagers tired, irritable, depressed and more likely to catch colds, flu and gastroenteritis. These days, I am always tired at school, and I'm not a teenager who stays up until 2am chatting online. Homework and the pressure to have the perfect set of grades mean I'm up late working. And it seems that at school, most of my mates are exhausted too.

During the summer holidays, I lost my phone. For the week that I was phoneless, it felt like a disaster. I love my phone: it gives me quick access to information and allows me to be constantly looped in with my friends, to know exactly what is going on in their lives. So, when I didn't have my phone for a week, I felt a fear of missing out. Strangely, by the end of the week, I'd got used to not having a phone and I quite enjoyed the break from social media, but there was still a lingering sense of sadness at the back of my mind that there would be conversations I had missed, messages that I'd ignored, funny videos shared and night-time chats that I would probably never get to see.

A study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

It's becoming more and more obvious how the pressures of social media disproportionately affects teenage girls. I can see it all around me. Pressure to be perfect. To look perfect, act perfect, have the perfect body, have the perfect group of friends, the perfect amount of likes on Instagram. Perfect, perfect, perfect. And if you don't meet these ridiculously high standards, then the self-loathing and bullying begins.

So, I ask: what are we waiting for? Inaction on these issues is harming the physical and emotional well-being of young people in this country. What has to happen before we do something?

Worksheet 7: *Is social media harming teenagers?* – analysis



Read the text carefully and answer the following questions:

1. What do you learn about the writer of the text and why is it significant?

2. Why does she find her younger sister's behaviour 'baffling'?

3. What arguments does the writer offer to support the viewpoint that social media has a negative impact on teenagers' sleeping habits?

4. The writer had mixed feelings when she lost her mobile phone. Give one advantage and one disadvantage from the text.

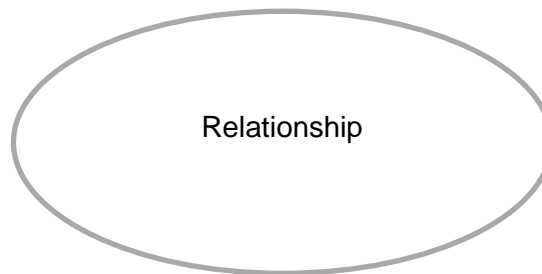
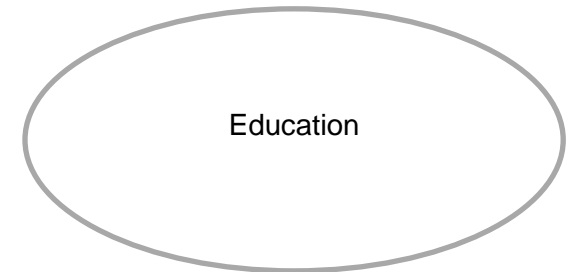
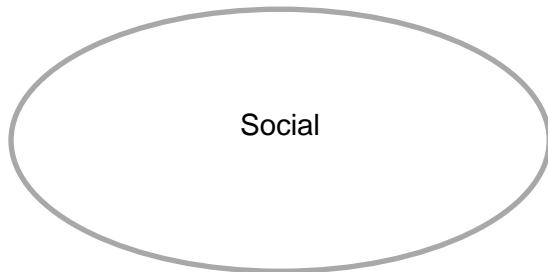
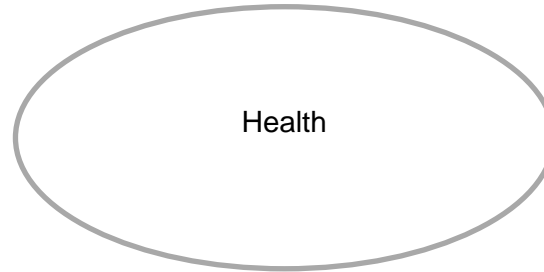
Advantage _____

Disadvantage _____

5. Explain how the writer shows how strongly she feels about the pressure that social media puts on girls.

6. What makes the final paragraph an effective ending to the text?

Worksheet 8: *Is social media harming teenagers?* – synthesis (1)



Worksheet 9: *Is social media harming teenagers?* – synthesis (2)

Text 1	Text 2	Text 3

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554 f: +44 1223 553558
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES March 2019 (updated 2023)