

## Scheme of Work

# Cambridge O Level Second Language Urdu 3248

For examination from 2017



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## Introduction

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This scheme of work provides ideas about how to construct and deliver a course. The syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom. This scheme of work, like any other, is meant to be a guideline, offering advice, tips and ideas. It can never be complete but hopefully provides teachers with a basis to plan their lessons. It covers the minimum required for the course but also adds enhancement and development ideas on topics. It does not take into account that different schools take different amounts of time to cover the course.

Suggestions for independent study **(I)** and formative assessment **(F)** are also included. There is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

## Resources

You can find the up-to-date resource list, including endorsed resources to support Cambridge O Level Second Language Urdu on the Published resources tab of the syllabus page on our public website [here](#). Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective.

In addition to reading the syllabus, teachers should refer to the updated specimen assessment materials.

## School Support Hub

The School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

## Unit 1: Composition and translation

Component content	Suggested teaching activities
<p><b>Part 1: Directed Writing</b></p> <p>Stimulus material, either visual or verbal is provided and candidates are required to demonstrate the ability to describe, persuade, comment or narrate in one essay of about 150 words which is to be written in Urdu.</p>	<p>In order for teachers to support all learners' writing ability development, certain qualities of writing must be present. The following components of effective writing instruction may constitute the foundation of any good writing framework:</p> <ul style="list-style-type: none"> <li>• Learners should have meaningful writing experiences and be assigned authentic writing tasks that promote personal and collective expression, reflection, inquiry, discovery, and social change.</li> <li>• Routines should permit learners to become comfortable with the writing process and move through the process over a sustained period of time at their own rate.</li> <li>• Lessons should be designed to help learners master elements (e.g. text structure, character development), writing skills (e.g. spelling, punctuation), and process strategies (e.g. planning and revising tactics).</li> <li>• A common language for shared expectations and feedback regarding writing quality might include the use of traits (e.g. organization, ideas, sentence fluency, word choice, voice, and conventions).</li> </ul> <p>A useful starting point in implementing strong writing instruction is establishing routines for (a) daily writing instruction, (b) covering the whole writing framework, and (c) examining the valued qualities of good writing.</p> <p>An example of a useful framework for a typical writing lesson is shown below, although you may find others that better suit your context, needs and students. In this example the lesson may have <i>at least</i> four parts:</p> <ul style="list-style-type: none"> <li>• <b>Mini-lesson (10-15 minutes)</b> Teacher-directed lesson on writing skills, composition strategies, and crafting elements (e.g. writing quality traits, character development, dialogue, leads for exposition, literary devices), which are demonstrated and practiced through direct modelling of teacher's writing or others' work (e.g. shared writing, literature, past papers) focusing on establishing routines and expectations.</li> <li>• <b>Check-in (5 minutes)</b> Learners indicate where they are in the writing process (i.e. planning, drafting, revising, editing or publishing). The teacher asks learners to identify how they plan to use what was taught during the lesson in their writing activities for that day.</li> <li>• <b>Independent writing and conferring (20-30 minutes)</b> Learners are expected to be writing or revising/editing, consulting with a peer, and/or conferencing with the teacher during this time.</li> <li>• <b>Sharing (10 minutes)</b></li> </ul>

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	<p>Learners identify how they used what was taught during the mini-lesson in their own writing and what challenges arose. The teacher may discuss impressions from conferring with learners. Learners share their writing (it does not have to be a complete paper and may, in fact, only be initial ideas for writing) with the group or a partner, while others provide praise and constructive feedback. Learners discuss next steps in the writing assignment.</p> <ul style="list-style-type: none"> <li>● <b>Publishing celebration (occasionally)</b> Learners need a variety of outlets for their writing to make it purposeful and enjoyable, such as a class anthology of stories or poems, a newspaper for their year group or school magazine, a public reading in or out of school, a web site, a pen pal, the library and dramatisations.</li> </ul> <p>In order to complement learner’s knowledge and understanding of wider topic areas, encourage learners to read the newspapers. This could include the sports pages if they are a sports enthusiast, or the letters to the editor. They will learn how to give opinions, to complain and to elaborate their ideas. In addition to encouraging learners to read widely, you should also be aware of the importance of exposing learners to a wide range of text types, so the relevant features of different text types can be analysed – this in turn helps learners transfer these features to their own writing (provided these are taught explicitly). The school library could prove to be a useful resource for this type of activity. <a href="http://www.onlinenewspapers.com/pakistan.htm">http://www.onlinenewspapers.com/pakistan.htm</a> (I)</p> <p>Learners would find it useful to keep a journal with them. A diary is a record of their daily experiences but a journal is more than that. It is a collection of their thoughts, responses to events in their life and it may also include any interesting article, poems or even a song. Learners should be encouraged to keep a journal of articles and quotations that are relevant and motivating. There are many types of journals that learners can keep. A suggested starting point could be the use of various bloggers on the Internet for more examples.</p>
<p><b>Part 2: Letter, Report, Dialogue or Speech</b></p> <p>From a choice of two topics, candidates write one letter, report, dialogue or speech of about 200 words in Urdu.</p>	<p>In order to prepare learners for this task, it is recommended that learners are given text and tasks based on a variety of situations and covering a range of scenarios. This would give learners experience of dealing with unpredicted scenarios and an opportunity to learn specific vocabulary related to letter, report, dialogue and speech.</p> <p>For learners to improve their skills in written Urdu, they need to attain correctness and accuracy in:</p> <ul style="list-style-type: none"> <li>● Grammar</li> <li>● Vocabulary</li> <li>● Spelling</li> <li>● Punctuation</li> <li>● Layout conventions</li> <li>● A range of sentence structures</li> </ul>

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	<ul style="list-style-type: none"> <li>● Linkage of information across sentences and paragraphs to develop a topic</li> <li>● Appropriate register for the type of writing</li> <li>● Awareness of the conventions in different genres of writing, such as letters, reports, dialogue and speech etc.</li> </ul> <p>Teachers can use this possible sequence of writing lesson in which learners can develop writing skills. <b>(I)</b></p> <ol style="list-style-type: none"> <li>1. Introduce the topic they will be learning about. You can use pictures if you like. Conduct a group discussion of the subject in general - this will give everyone ideas for what to write about. Assign the writing task and deal with any misunderstandings.</li> <li>2. Ask a learner to think about who is going to read the piece of writing (target audience) considering style, information, layout, etc.</li> <li>3. Show the learners other exemplar work to illustrate the correct form.</li> <li>4. Using the initial discussion as a springboard, get the learners to brainstorm ideas in groups, which you can then write up on the board. Learners can then choose which ones they want to use in their own writing.</li> <li>5. Edit and put the ideas into a logical sequence individually or in groups.</li> <li>6. Construct an example framework text in small groups or with the whole class.</li> <li>7. Get the learners to prepare a rough draft in groups or individually.</li> <li>8. Get the learners to discuss their work with each other and finally with the teacher.</li> <li>9. Prepare and write the final text.</li> <li>10. Go through each learner's work individually with them, discussing strengths and weaknesses of the work.</li> </ol> <p>Another good task is to ask your learners to keep a journal. This will get them into the habit of writing every day and encourage them to be less apprehensive about this skill. <b>(I)</b></p> <p>Learners should be taught about the rules of direct speech. They should be able to write more engaging direct speech. Learners should aim to use it convincingly to create character. Teachers show learners on the board an extract of dialogue, and ask them to recognise as many rules for direct speech as they can remember.</p> <p>Activity: <b>(I)</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to create a short dialogue in script form between a teacher and a learner who hasn't done their homework.</li> <li>2. Ask them to add stage directions indicating mood, using adverbs.</li> <li>3. Hear some of the dialogues.</li> <li>4. Brainstorm alternatives for 'said' on the board.</li> </ol>

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	<p>5. Learners convert their script into direct speech, following all the rules, using adverbs and some of the brainstormed words on the board.</p>
<p><b>Part 3: Translation</b></p> <p>Translation of a short passage of about 200 words from English into Urdu.</p>	<p>Translation is not an independent language learning activity and can be beneficial when embedded in the four skills which define language competence: reading, writing, speaking and listening. Translation activities create a desire for communication and encourage learners to be creative and contribute their ideas.</p> <p><b>Material for translating to be used in classroom</b>  Teachers should take into consideration the following criteria when selecting the material for translation:</p> <ul style="list-style-type: none"> <li>• it should reflect the learners' needs and be appropriate to their level.</li> <li>• it should be authentic (press, books, Internet)</li> <li>• it should represent full range of styles and registers.</li> <li>• it should illustrate the problems, challenges and strategies of translation in general.</li> <li>• it should be interesting and translatable.</li> <li>• The length of the texts is also important: short texts for oral work in class, and longer ones for translation at home (mostly in writing).</li> </ul> <p><b>Strategies for teaching Translation tasks</b></p> <p><b>Warm-up:</b>  Translation takes time, care and thought. To prepare the learners for the translation activity the teacher should give an introduction to the material they are going to work with (warming-up activities are of great importance; they are generally oral tasks), challenging and setting the learners thinking about specific key vocabulary and particular language items.</p> <p><b>Pair/group work:</b>  Translation is usually regarded as an activity to be done individually. However, the problems the translator usually solves alone are worth discussing with others. The ability to discuss translations in an objective way is central to learner's competence.</p> <p><b>The 1st stage of discussion – in a group or in a pair:</b>  This gives all the learners a chance to be heard, to test their ideas against the others, to listen and compare. The teacher's task is to help (not by translating for the learners, but by listening to their translations and pointing out any features of the target language that haven't come through).</p> <p><b>The 2nd stage of discussion – one group meets another:</b>  The teacher's task is to bring together groups which have found different solutions.</p>

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	<p>Translation is a constant process of making choices. The function of the discussion is to give the learners time for further reflection, a chance to change their minds and the possibility to select 'the best' variant. The learners are supposed to work orally or to take notes, translating the focused fragments, instead of writing down whole passages. Time-limits should be set to prevent the learners from getting 'stuck' and spending too long on the activity, but at the same time, sufficient time should be left for the discussion.</p> <p><b>The final stage – class discussion:</b> In the final stage the teacher's contribution is crucial: after listening to the suggested translations, the teacher and the learners indicate their own preferences, giving reasons; the teacher may even offer their own alternative translations, if necessary.</p> <p>Some ideas for classroom activities</p> <ul style="list-style-type: none"> <li>• Learner groups work on translating different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language.</li> <li>• Learners bring in examples of L1 language (in their own country) or L2 (in another country) for discussion and translation. Signs can be particularly interesting. This can also be done by sharing material via group e-mails.</li> <li>• Learners bring in short texts / proverbs / poems and present them to the class, explaining why they like them. These are then used for translation.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• Learners work in groups on short texts then regroup and compare their versions, before producing a final text. This can then be compared with an 'official' published version.</li> <li>• Learners translate and then other learners back translate, then compare versions and discuss why there are differences.</li> <li>• Learners look at 'bad' translations and discuss the causes of errors. Translation software programmes and web pages are good sources of these.</li> <li>• Ask learners to find different kinds of texts for comparison and translation, for example recipes, e-mails, graffiti, technical texts, post-its, etc.</li> </ul> <p>Project work</p> <ul style="list-style-type: none"> <li>• Learners translate the script of a scene from a film, and then dub over the scene itself with their new version in the L2.</li> <li>• Learners develop a webpage or blog with their own translated work.</li> <li>• Learners participate in live online forums such as Word Reference.</li> <li>• Learners research and then present their findings on the translations of a particular group of words, such as those of their own professional field.</li> <li>• Learners evaluate translation software/web pages and then report back to the group.</li> </ul>



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	<p>This activity is a fast and simple way to illustrate translations for learners. If your classroom has a traditional seating arrangement (rows and columns of seats), the learners themselves can become the objects to be translated.</p> <ul style="list-style-type: none"> <li>• Develop ahead of time a pattern that will allow each learner to “translate” themselves to a new seat in the classroom.</li> <li>• Place the translation directions on 3x5 cards.</li> <li>• Ask the learners to sit in their seats facing forward. They should study their present body position (hand position, placement of feet, etc.).</li> <li>• Hand out the translation cards.</li> <li>• Ask learners to move to their new positions under the given translation.</li> </ul> <p>Many different translation patterns are possible. This activity works equally well with reflections. Draw a line down the centre of the classroom and ask the learners to "reflect" themselves across the line.</p> <p><b>Evaluation</b> Here are some guidelines on how to help the learners evaluate their own work.</p> <p><b>Meaning:</b> The translation should reflect accurately the meaning of the original text. Ask yourself:</p> <ul style="list-style-type: none"> <li>• is the meaning of the original text clear? If not, where does the uncertainty lie?</li> <li>• are any words misfit, that is, are there any underlying implications?</li> <li>• is the dictionary meaning of a particular word the most suitable one?</li> </ul> <p><b>Form:</b> The ordering of words and ideas in the translation should match the original as closely as possible. However, differences in language structure often require changes in the form and order of words.</p> <p><b>Register:</b> Both English and Urdu languages often differ greatly in their levels of formality in a given context. Therefore learners must consider:</p> <ul style="list-style-type: none"> <li>• Would any expression in the original sound too formal/informal, cold/warm, personal/impersonal, if translated literally?</li> <li>• What is the intention of the speaker or writer? (to persuade/ dissuade, apologise/criticise?) Does this come through in the translation?</li> </ul> <p><b>Source language influence:</b> It is important to ensure that translation of the text from source language into target language sounds natural. A good way of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from memory. This will suggest natural patterns of thought in the target language, which may not come to mind when the eye is fixed on the source language text.</p>

## Unit 2: Language usage, summary and comprehension

Component content	Suggested teaching activities
<p><b>Part 1: Language Usage</b></p> <p>Questions set include vocabulary, sentence transformation and a cloze passage.</p>	<p>A good starting point for the vocabulary section could be to check the learners' ability to identify the idioms used in everyday language and their understanding of meanings. The difference between literal and idiomatic meanings should be emphasised. They could be encouraged to use a dictionary to find out the exact meanings by giving a reading task followed by marking the idioms and then using a dictionary for meanings. Extension task can be a list of idioms to use in sentences that explain meanings and deepen understanding of idioms and their correct use in everyday life.</p> <p>The idea of using idioms in sentences in such a way that the correct meanings are conveyed should be highlighted in the class with the help of examples from past papers and the following useful websites.  <a href="http://www.urdulibrary.org/books/67-urdu-muhawraat-ka-tehzeebi-mutalia">http://www.urdulibrary.org/books/67-urdu-muhawraat-ka-tehzeebi-mutalia</a>  <a href="http://pak.net/%DA%AF%D9%BE-%D8%B4%D9%BE-5-66090">http://pak.net/%DA%AF%D9%BE-%D8%B4%D9%BE-5-66090</a></p> <p>Learners would find it useful to have a definition of the idioms. One activity would be to ask learners to produce a crossword including these and any other terms relevant to idioms that they can think of. The clues to the crossword would be the definitions of each of the idioms. <b>(I)</b></p> <p>Another activity could be for the whole class to play as two teams making sentences using idioms, which are correct from an examination point of view. The teacher could judge and mark points scored by each team.</p> <p>In order to teach idioms in a learner friendly way, invite one learner to the front of the room and hold up one of the Idioms flashcards behind your head so that the rest of the class can see. Others in the class ask the idioms and the volunteer at the front must guess what it is. If they get it wrong, another individual asks, and so on, until they guess correctly. When they get the right answer they swap places with the person who has asked the question. This activity could also be carried out in reverse order, where the learner at the front is given the idiom discretely, and they act it out and let the class guess what the idiom is. Whoever guesses it right can volunteer next to go at the front and act out another idiom. This can be set as homework preparation.</p> <p>Follow-on activities:</p> <ol style="list-style-type: none"> <li>1. Pass around a bag with a variety of idiom cards in it. When the music stops, the person holding the bag picks out a card, shows it to the class and explain the meaning. If they get it right, the card is replaced in the bag and the music continues and the next person where the bag stops is to pick an idiom card. If they get it wrong, they will have to act out the idiom (this will enable them to deepen their learning and understanding of idioms).</li> <li>2. Play Noughts and Crosses with 9 of the idiom cards pinned to the board. Split class into two teams – Team A</li> </ol>

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	<p>and Team B: Team A choose X and Team B choose O. To gain a square, learners from each team have to explain the meaning of the idiom in that square, where they wish to put a naught or a cross. The aim is to get 3 squares in a row.</p> <ol style="list-style-type: none"> <li>3. Make a chain – give each person a card with an idiom written on one half of it and a meaning of another idiom written on the second half. The learners have to circulate the class to find their partner, speaking only in Urdu. They have to match their cards from both ends, i.e. their idiom on the left has to match with its definition with another learner's card and the definition on the right to match with its correct idiom on another learner's card. Once completed, they should all end up in either a straight line or in the form of a circle. When they all find their partners and the links are completed, they all read out loud an idiom chosen randomly, and the person that is carrying the card with its meaning should explain what it means.</li> <li>4. Play Find your partner – Split the class into two groups and give each person in one group a card with an idiom written on it. In the second group give each learner a card with the definition of an idiom written on it. Mix up the groups well by asking them to stand up and swap places randomly. The learners then have to circulate the class to find their partner, speaking only in Urdu. When they find their partner, they both report to you and you can either give them a new card or ask them to sit down.</li> <li>5. Talking Idioms. Split the class into two groups and provide each of the group with a bank of idioms and their meanings. You can start the conversation with a random sentence with an idiom. The groups now have to each respond back in idioms only. They cannot talk in simple sentences, but only in idioms. What is also important is that they must use relevant idioms in order to stay connected to the topic of conversation, i.e. using at least one of the words from the last idiom phrase heard from the other group in their new idiom sentence. The team that cannot continue the cycle loose and the other teams get a point.</li> </ol> <p>Key words could be given to groups to write at least five idioms related to those words and present with meaning and discuss in class. Thus a list could be compiled including work from each group and distributed to the class. Follow up could be carried out through assessment for learning and assignment of using them into sentences.</p> <p>Related questions from the sample assessment materials: Paper 2, questions 1-5</p> <p>For sentence transformation, learners should have a clear understanding of all the tenses (past, present, future, definite, continuous etc.). Each tense should be explained and discussed in class and for practice different writing and speaking tasks could be given. Depending upon the ability level, learners could be asked to present 5 to 10 sentences on specific topics.</p> <ul style="list-style-type: none"> <li>• For past tense, learners could be asked to narrate a past event at school or in town / how they spent last</li> </ul>

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	<p>weekend or a holiday / a historical event.</p> <ul style="list-style-type: none"> <li>• Present tense activities could be based upon describing a routine or surroundings, e.g. at school, at home, in the neighbourhood or a country or region, leisure activities, shopping, fashion, advantages or disadvantages of something, etc.</li> <li>• For future tense, learners could be asked to write sentences starting with “If...” or to describe future plans, holiday plans, New Year resolutions, etc.</li> <li>• For past / present / future continuous tense, activities could be based upon problems related to the planet, environment, pollution or social issues.</li> <li>• Different tenses could be assigned to different groups. Taking a simple story (like “<i>kachhwa aur khargosh</i>”, “<i>piasa kawwa</i>”, etc.) each group could be asked to write and present the same story in the specific tense assigned to the group. <a href="http://www.urdu@home.com">http://www.urdu@home.com</a></li> </ul> <p>Transformation of sentences based on negative/positive, simple/interrogatives, active/passive voice, masculine/feminine, singular/plural object or subject could also be practiced by giving key words or simple sentences to change from one form to the other or by giving situations and asking the learners to present in the required form.</p> <p>Related questions from the sample assessment materials: Paper 2, questions 5-10</p> <p>It could be useful for the learners to provide them a list of connecting words and ask them to use suitable words to combine pairs of sentences or fill in the blanks in short passages taken from story books or magazines at random.</p> <p>Related questions from the sample assessment materials: Paper 2, questions 11-15</p>
<p><b>Part 2: Summary</b></p> <p>Candidates read a passage and write a directed summary. Candidates are given a series of points that they must include in their summary. The summary should be no more than 100 words in length.</p>	<p>Learners should have a clear understanding of how to distinguish key information from extended information in order to be able to extract appropriate points from the given passage prior to undertaking any summary-writing activities, and an awareness of the sub-skills needed to complete the task correctly.</p> <p>One activity could be to provide simple sentences which learners extend by adding further information, or short passages on a specific topic could be given to extract the key idea and present in the class.</p> <p>A useful activity could be to watch a full movie or extracts from a drama or play in the target language in class and then narrate or write the story in a limited number of words in class (e.g. 100 words - word limit should be specified by the teacher ).</p> <p>Learners could be shown a clip or documentary in class and then asked to write and present information with the help of given key points within the specific word limit.</p>

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	<p>A selected text could be given to each group in class along with five key points. After reading and discussion, each group could be asked to write a summary of no more than hundred words and present this to the class. They should be directed to select only two pieces of information for each given incentive.</p> <p>In summarising nonfiction texts, teachers can introduce these vital steps:</p> <ul style="list-style-type: none"> <li>• Skim the text to get a general idea of the topic</li> <li>• Delete unnecessary or redundant material</li> <li>• Find the main ideas in the text</li> <li>• Find or create a topic sentence</li> <li>• Substitute general or ‘umbrella’ terms when appropriate (e.g. trees instead of oak, maple, and pine)</li> <li>• Demonstrate how to use the steps above to summarise an informative article or nonfiction text.</li> </ul> <p><b>Bite size tasks to reinforce the idea of summarization:</b></p> <ol style="list-style-type: none"> <li><b>1. As a class, read a short selection</b> This can be either a short essay or part of one. It should be short enough that learners can read it in the first part of your class session. Some suggestions are ‘short-short stories’ or biographies of national and international famous people like Mohammed Ali Jinnah, Mahatma Gandhi, Mughal Emperors, Roman Emperors, etc. Other suggestions are short expository readings from the fields of science, education, or history.</li> <li><b>2. Learners underline the main ideas as they read</b> Take this opportunity to talk to learners about the importance of marking text as a study skill. They can use this marked text as an outline to review later for quizzes.</li> <li><b>3. Discuss summaries</b> Once learners have their texts marked up, open the discussion about summaries. Discuss what a summary is. Offer a vivid example of its importance, for example, “How long is the movie Mughl-e-Azam? Yes, over two hours. If someone asked you to tell them about the movie, would you talk for three hours? Of course not! What would you do?” This gets learners focused on the notion of summarising as something they actually do in their everyday lives.</li> <li><b>4. Provide an example</b> You might consider handing out an example summary of Mughl-e-Azam or something learners have recently read (but not the reading they are working on in this lesson) as a model of a summary.</li> <li><b>5. Discuss the ideas</b> At this point, discuss the ideas learners underlined in their readings. Ask learners to share the main ideas they</li> </ol>

Component content	Suggested teaching activities
	<p>underlined and write them on the board.</p> <p><b>6. Focus on 5 main ideas</b> As a class, decide on the top five main ideas for the summary. This should be a standard practice as the exam question also mainly requires 5 points to be elaborated in the summary. Each point usually carries two marks.</p> <p><b>7. Order the sentences and connect them with transition words</b> Since the main ideas are drawn from different sections of the text and distinct from each other, it is important to connect them. This is a good time to teach some transition words of time or of addition.</p> <p><b>8. Paraphrase the sentences</b> An important concept related to summarising is changing the summary significantly from the original. Model changing the grammar and vocabulary of the sentences, and have the learners help with this as much as they can. This is a good way to help expand their vocabulary. You can refer back to the film Mughl-e-Azam example at this point if needed. For example, “Would you use the exact words as the film when describing it to your friend? Or would you use different words that mean about the same thing?”</p> <p><b>9. Teach the language of summaries</b> You could teach learners some of the formulaic language of academic writing, such as the phrase “According to (the author)”, to lead into the main idea and the summary. It is very important that when summarising, the facts remain as facts and the opinions remain as opinions with reference to the context.</p> <p><b>10. Finalise</b> Put any needed final touches on the summary, such as an overarching idea to lead with. Also, teach concluding sentences that restate the main idea.</p> <p>Give out another short reading selection. Have learners work on reading and marking the selection and then writing their summaries by themselves this time or in pairs. It might be helpful at this point to instruct learners to first do the reading and marking, and then close the reading, and without referring to it, tell their partner what it was about. The partner can take notes on the retelling, and then they can compare it to the original, making adjustments, such as adding missed main points or deleting details.</p> <p><b>How to stretch learners' thinking?</b> Here are some general questions teachers can ask their learners to consider when summarising either fiction or nonfiction:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who was involved?</li> <li>• What was the outcome?</li> </ul>

Component content	Suggested teaching activities
	<ul style="list-style-type: none"> <li>• Is the essential piece of information included?</li> <li>• Are interesting but nonessential facts or details eliminated?</li> <li>• Would someone who read my summary really understand the main points of the text?</li> </ul> <p>Some learners may get paraphrasing and summarizing confused. Teachers must explain that summarizing is similar to paraphrasing because both strategies require learners to put the main ideas of a story or article into their own words. However, the major difference between the two is that a summary usually recounts an entire article or story whereas a paraphrase recounts specific information within an article or story. For example, you might ask learners to paraphrase a passage in a chapter of their textbook and to summarise the entire chapter.</p> <p>Following the practice, an assessment task could also be helpful. Rules or guidelines for writing a summary could be handed out in advance. The text could be selected randomly from newspapers, magazines or taken from past papers. <b>(F)</b></p> <p>Related questions from the sample assessment materials: Paper 2, question 16</p>
<p><b>Part 3: Comprehension (open-ended questions)</b></p> <p>There are two comprehension passages of about 300 words each. Questions set on each passage will be direct, indirect and inferential in nature. Candidates have to answer questions on both passages.</p>	<p><b>Answering questions</b></p> <p>Answering questions set on a passage is a good way to prepare learners for this section. This can be effective because they:</p> <ul style="list-style-type: none"> <li>• Give learners a purpose for reading</li> <li>• Focus learners' attention on what they are to learn</li> <li>• Help learners to think actively as they read</li> <li>• Encourage learners to monitor their comprehension</li> <li>• Help learners to review content and relate what they have learned to what they already know.</li> </ul> <p>The Question-Answer Relationship strategy (QAR) encourages learners to learn how to answer questions better. In the exam paper, learners are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the learner's own background knowledge.</p> <p>There are four different types of questions that can be practiced for exam preparation:</p> <ul style="list-style-type: none"> <li>• <b>Right there</b> Questions found right in the text that ask learners to find the one right answer located in one place as a word or a sentence in the passage. Example: Who is Ali's friend? Answer: Ahmed</li> </ul>

Component content	Suggested teaching activities
	<ul style="list-style-type: none"> <li> <p>• <b>Think and search</b>            Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring learners to ‘think’ and ‘search’ through the passage to find the answer.            Example: Why was Ali sad? Answer: His friend was leaving.</p> </li> <li> <p>• <b>The text and your views</b>            Questions require learners to use what they already know, with what they have learned from reading the text. Learner's must understand the text and relate it to their prior knowledge before answering the question.            Example: How do you think Ali felt when he found Ahmed? Answer: I think that Ali felt happy because he had not seen Ahmed in a long time. I feel happy when I get to see my friend who lives far away.</p> </li> <li> <p>• <b>On your own</b>            These questions must be answered based on a learner’s prior knowledge and experiences. Reading the entire text may not be helpful to them when answering this type of question.            Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss him/her.</p> </li> </ul> <p><b>Effective teaching of comprehension strategies:</b>            You must emphasise to your learners that regardless of the strategy and type of questioning techniques being taught, the process of explicit instruction remains the same. The following are some useful and effective strategies for teaching comprehension:</p> <p><b>Selecting the text</b>            When practicing for examination you can use texts that range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, learner interests and connections to literacy themes. If the text is challenging use ‘read-aloud’ when modelling.</p> <p><b>Explain the strategy</b>            You can focus on the two questions:</p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• Why is it helpful and/or necessary for comprehension?</li> </ul> <p>Provide examples to assist this explanation and wherever possible make connections to learners’ background knowledge and prior learning.</p> <p><b>Model the strategy</b>            Read a section of the text aloud and use Think Aloud and a visual (symbol, chart, etc.) to share ideas with learners. Think Aloud involves orally explaining precisely what is triggering thoughts and how it is affecting</p>



Component content	Suggested teaching activities
	<p>understanding. Explain thinking so that learners have a clear idea of the cognitively active process readers experience. If a strategy requires a written or sketched response, model that during this step.</p> <p><b>Guided support</b> Read the next section of the text aloud and ask learners to work with a partner to apply the new strategy. Discuss the response from paired learners and read aloud another section of the text.</p> <p><b>Independent practice</b> Monitor as learners work independently within the whole group. Either continue reading sections of the text with reduced teacher support or invite learners to read independent texts on their own. Regardless, learners independently use the strategy. Differentiate instruction by providing scaffolding for those learners who need more support (through further modelling or guided support), and by releasing the task to those learners who are ready to use it. The goal is to ensure that learners know the strategy and the process for using it. Ultimately, learners develop a range of strategies that they can use as needed when they are reading on their own.</p> <p><b>Reflect</b> Ask learners to reflect on how using the strategy helped them to understand the text. Invite them to share their reflections in small groups or with the whole class. Discuss how they can use the strategy when they are reading on their own.</p> <p><b>More Teaching ideas to support comprehension strategies:</b></p> <p><b>Coding strategy</b> As learners read, they stop at each sentence or paragraph and indicate their reactions to their reading by using symbol codes to represent: I already knew this / new information / wow / I don't understand. After coding, learners find a partner to share and compare codes and justify their codes</p> <p><b>Memorable moments</b> Before reading a story, learners anticipate a memorable moment. When they finish the story, they reflect on the most memorable moment and note another moment. Learners write down a quote from the story.</p> <p><b>Connection stems</b> After reading a section of text aloud, show learners a sentence stem, e.g. 'That reminds me of ...' and think aloud about the process you use for completing it. For support use the text-self, text-text, or text-word connection.</p> <p><b>Double-entry journal</b> Distribute copies of the journal. Learners read or listen to a text. Ask learners to select a key event, idea, word, quote or concept from the text to note down in the left hand side of the journal. Ask learners to write their response or connection to the item in the left column.</p>

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	<p><b>Stimulating discussion through questions</b>            Personal questions readers generate about a text stimulate connections, represent inferences, activate prior knowledge, and help to clarify understanding. You can guide learners in generating questions and assist them in generating questions and responses that are aesthetic, efferent, and critical/analytical.</p> <p><b>Questioning</b>            Ask learners to preview a text. Read titles, subheadings, and the table of contents. Look at images. Read the first paragraph. Create an “I wonder” question. Read the text to answer your question. Repeat again and draw to show the most important ideas you learned.</p> <p><b>I wonder</b>            Guide learners to wonder about the world, their lives, story events, and ideas presented in texts. Encourage learners to wonder throughout the reading of a text. Use learners’ ‘I wonder’ statements to provide structure for further reading.</p> <p><b>V.I.P.</b>            Cut up sticky notes into strips. As learners read, they can tear off a strip to mark points in the text that are V.I.P. (Very Important Points) for them. As a posting activity, learners can compare points and tell why they chose to mark each one.</p> <p><b>Partner retelling</b>            After reading a story to learners, divide the class in half so there is a storyteller group and a listening group. The storytellers work in teams to reread the selection and remind each other of the focus points for retell. The listeners also reread and reflect on what the most important parts of the story were. Each storyteller pairs up with a listener to retell the story.</p> <p><b>Team retelling</b>            Teams of 3 or 4 learners reflect and talk about pertinent aspects of the story structure. Teams take turns retelling their stories with emphasis on the targeted elements of the story design. Use visual cards to support teams.</p> <p><b>Key word strategy</b>            Learners select words they believe are important to understanding the text. Selected words are written on sticky notes and placed on the page from the text. After reading, arrange the keywords to support a cohesive summary. Learner then retells or writes to summarise.</p> <p><b>Pass around retells</b>            Learners work in teams of three or four. Each learner is given a piece of paper. At a signal, everyone begins writing a retell of the story on their own paper. When a timer rings, each writer passes their paper to the right. Learners</p>

Component content	Suggested teaching activities
	<p>need to read what has been written and continue the story from that point. Continue until paper reaches back to original writer</p> <p><b>Weave a web of understanding</b> After reflection on a factual text, gather learners in a circle. The first learners hold a ball of wool and shares one thing that is remembered about the text. The first learner hangs on to the string and the ball is passed across the circle not around. Repeat this process until a complete web is formed.</p> <p><b>I remember</b> Learners are reminded to remember interesting information during a read-aloud. During the reading, stop and pause and learners share what they remembered from the text.</p> <p><b>Word predictions</b> After modelling this strategy learners work as partners or individuals to engage in word predictions. Before reading the text, preview the text (look at pictures/illustrations) and list all words you think you will encounter and explain why. During reading, place a tally mark each time a word from your list appears. After reading, discuss why some of the words did not appear in text.</p> <p><b>Sketch to stretch</b> Read aloud a factual text, pausing often to allow learners time to create simple line drawings with labels to capture their learning up to that point. As they sketch, think out aloud about key ideas and how these drawings can help them remember. After sketching, learners share and explain their drawings in small groups</p> <p><b>Gallery images</b> In small groups, learners read a section of a factual text and create mental images as they read. Learners create and label images on paper to represent the content. Share images with the class.</p> <p><b>Visual organisers</b> Guide learners on how to read a piece of text and note key concepts and ideas on a visual organiser. Learners can work with partners to practice using the visual organiser. Learners share ideas with the class</p> <p><b>Read, cover, remember, retell</b> Learners read a small amount of factual texts and then cover the print with their hand. While the text is covered, learners reflect on: What they had learnt? What was important? What key words and ideas to remember? If unsure, they can recheck the content.</p> <p><b>Bookmark technique</b> During reading, learners will make decisions and record specific information on each bookmark including the page and paragraph where the information is located. Use completed bookmarks to promote discussion about the text. Bookmarks could include a sketch on the most interesting part, a chart or an unknown word, etc.</p>

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	<p><b>Patterned partner reading</b> Learners work in pairs and select a text to read. During reading learners choose a pattern to use as they engage in reading: Read-Pause-Ask Questions, Predict-Read-Discuss, or Read-Pause-Retell.</p> <p>Another helpful activity to assess the learners' understanding of text could be directing them to separate facts and opinions from a given passage and each group or pair could present the two lists in the class. <b>(F)</b></p> <p>Multiple choice questions could also be given based on random text and inferential responses may also be included in the choices. <b>(F)</b></p> <p>Another group activity can be held by dividing the class into three groups. Each group is given the same reading material and after discussion they write eight to ten questions based on text. The groups then swap their work, e.g. group 1 passes their work on to group 2, and group 2 passes their work to group 3 and group 3 to group 1. Next, learners answer the questions. Swap again in the previous manner and ask them to check the answers and write their comments. Swap once again so that each group gets their own questions back and ask them to give their observations.</p> <p>Reading material, such as newspaper articles or short stories, could be handed out to the learners or they could be asked to watch a movie or shown a movie clip / documentary in the class and then answer questions based on it.</p> <p>Assessments based on randomly selected text can also be helpful. Questions should be carefully designed as to cater for learners from low to high ability levels. <b>(F)</b></p> <p>Related questions from the sample assessment materials: Paper 2, questions 17–28</p>

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