

UNIT 7: Directed writing

Recommended Prior Knowledge: Students should have a reasonable working knowledge of spelling, punctuation and grammar and of conventions of structuring their writing; it will help if they have had some experience of reading and writing in forms such as newspaper reports, letters, and have done some writing based on information given during their previous years of education. Their previous reading experience should have acquainted them with different models of English writing. They should be aware of some of the conventions of these different forms and of the different ways in which language is used. They should also be able to convert notes into sequences of sentences and to select reading material and structure it in a convincing order

Context: This is the second of three units on writing in specific contexts and should be related both to these and to the skills covered in Unit 2.

Outline: The Unit introduces students to the different formats of directed writing tasks listed in the IGCSE First Language English Syllabus and gives practice in writing to these formats. A key feature is the linking of this work with reading activities. Teachers are recommended to create their own stimuli or to use those set both formerly and currently as IGCSE First Language English, Papers 1 and 2.

7	Learning Outcomes	Suggested Teaching Activities	Related Assignments	Resources
A	How to prepare W2 R3	Teacher to initiate discussion about the types of writing students are required to do in all subjects in their curriculum. What is the purpose of the writing tasks? Particular consideration to be given to tasks which involve following instructions or which focus on a particular aspect of something that has been read. This can be related more specifically in English to work on summaries. Issue students with a piece of writing, such as a newspaper report, which they can read and identify key features of what happened.	1: Students individually to read and make notes from newspaper report. 2: Using their notes, write an account of what happened from the point of view of someone involved in the event, adding only details which could conceivably have happened. 3: In pairs, compare accounts with original article and discuss variations etc.	Suitable passages for reading and writing task – either actual newspaper articles (photocopied), extracts from any suitable text book or passages from previous IGCSE exam papers.

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B	<p>Writing a continuation</p> <p>W1, W3-5 R1-3</p>	<p>Teacher to issue class with an extract from a work of fiction, which stops at a point of crisis in the story. Teacher and class to read the extract together and to discuss what clues it contains about the nature of the character(s) involved; the motivations for their actions and the narrative development. Teacher to emphasise that all speculation must be grounded in the text.</p>	<p>Students to make notes during the discussion of the extract and then write a continuation (not a completion) of the story, using only ideas, details and clues which are found in the original. Additional credit should be given to those who are able to sustain the linguistic register of the original.</p>	<p>Suitably chosen extract taken from any appropriate work of fiction (ideally, one not known by the students), which contains clear hints as to possible future developments of narrative.</p>
C	<p>Writing a letter</p> <p>W1, W3-5 R1-3</p>	<p>1: Teacher to revisit letter writing conventions; ensure that class are aware of differences in format and register between business and friendly letters.</p> <p>2: Class to discuss occasions when they write formal or business letters and to consider issues relating to tone, vocabulary and the importance of conveying point of view succinctly and directly.</p>	<p>Students to be provided with a situation, e.g. they were present at an incident which was incorrectly reported in a newspaper. Students to be given details of what the report said and what actually happened. They are to write a letter to the editor of the newspaper indicating the errors and correcting the report, using only the information given and concentrating on specific details indicated by the teacher.</p>	<p>1: Any suitable text book or resource sheet containing letter writing instructions.</p> <p>2: Resource sheet containing details of assignment described in previous column.</p>

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D	<p>Writing a report</p> <p>W1, W3-5</p>	<p>1: Teacher to advise class on main features of report writing, emphasising differences between reports and letters. In particular, emphasis should be placed on importance of an appropriately objective tone.</p> <p>2: Class to discuss occasions when it is necessary to write a report and how best to present relevant details to different audiences.</p>	<p>Students work in pairs.</p> <p>1: Each student thinks of a situation which could have happened in school, e.g. a window is broken; some students are seen running away; you were present but not involved.</p> <p>2: Students swap situations with their partner and each writes a report to a specified audience (e.g. the Headteacher in the case above) giving a plausible account of what happened.</p>	<p>Any suitable text book or resource sheet containing report writing instructions.</p>
E	<p>Writing a speech</p> <p>W1-5</p>	<p>Teacher to provide examples of typescripts of famous speeches (taken from internet resources such as Martin Luther King's 'I have a dream speech') and discuss with class the relevant rhetorical features etc.</p> <p>To follow, class and teacher should discuss ways of presenting a speech as a written argument and, in particular, how to achieve a convincing oral register when writing.</p>	<p>1: In groups or as a whole class activity, students are to research and discuss issues of school or public interest (e.g. should the school impose health - conscious meals on students?)</p> <p>2: Students to write the words of a speech based on their research/discussions intended to persuade</p>	<p>1: Resource sheet containing examples of speeches.</p> <p>2: Use of school library or some such resources area for preliminary research.</p> <p>Some suggestions for suitable topics for discussion.</p>

			their class to agree with their point of view on the topic.	
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F	Writing a dialogue W1-5	1: Teacher to revisit techniques of writing and presenting dramatic dialogue, use of stage directions etc. 2: Teacher to introduce either a videotape of a television discussion programme or an audio recording of a similar discussion. Some discussion to follow concerned particularly with the character and attitudes of the chairperson of the discussion.	1: Students are to write a dialogue developing from the taped discussion in which they appear as a speaker themselves following on from the point at which the extract stops. The other person in the discussion should be the chairperson and perhaps one other of the speakers. They should concentrate on developing material already covered in the earlier part of the discussion as well as introducing appropriate ideas of their own.	1: Any suitable text book or resource sheet containing instructions for writing dialogue. 2: TV and video or tape recorder; tape of discussion.