

UNIT 6: Continuous writing

Recommended Prior Knowledge: Students should have a reasonable working knowledge of spelling, punctuation and grammar and of conventions of structuring stories and essays and will have written for a variety of purposes and in different genres during their previous years of education. Their previous reading experience should have acquainted them with different models of English writing.

Context: This is the first 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 types of continuous writing tasks and gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are recommended to create their own stimuli or to use those set both formerly and currently as IGCSE First Language English, Paper 3.

6	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
A	Audience, tone, register W4	Teacher begins lesson by asking students to consider how many different registers of language they use and the audiences to which these are addressed. Whole class discussion develops into what may be appropriate for different audiences, perhaps by considering the problems caused by misunderstanding colloquial or slang expressions.	1: Give students a selection of writing tasks and ask them to identify the register to adopt to best suit the stated or implied audience. 2: In group discussion students identify and explain the linguistic devices (sentence length, vocabulary etc) they would deploy for each task.	1 Resource sheets containing selection of different language registers; examples of local dialect, colloquialisms etc. 2 Printed sheets containing assorted writing tasks.

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B	Structure and planning W1 W3	Teacher issues class with material for assignment 1. Students to complete assignment (10 minutes). This is followed by a discussion concerning structuring of writing and the importance of planning (especially when writing under exam conditions). Teacher to suggest different planning models (spider diagrams, mind maps etc) and refer to importance of using paragraph topic sentences as a basis for structuring work.	Students are given a collection of jumbled paragraphs and asked to rearrange them into a coherent whole. They should be prepared to explain what clues were contained in the writing to lead them to decide on a particular order.	Envelopes containing pieces of writing cut up into paragraphs and in a jumbled order. Ideally, these should consist of a range of different writing (narrative, descriptive etc).
C	Narrative writing W2 W5	Class are presented with an examination narrative essay title and asked to brainstorm ways of approaching it. Teacher emphasises the importance of considering length, avoiding over complexity of plot, ways to involve and interest reader such as effective opening paragraphs. How much importance should be given to development of narrative, use of dialogue, description of setting, description of characters? Refer back to Unit 2 to write what you know.	Students to be given a selection of narrative titles and then asked to write an opening paragraph followed by skeleton plan of the remainder of the story. They should exchange their plans with another member of the group and discuss inconsistencies etc before writing their full version of the story.	1: Selection of narrative essay titles. 2: Examples of a range of effective opening paragraphs taken either from published literature or from work by students in previous classes.

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D	Descriptive writing W3-W5 R4	Teacher to present class with examples of different types of descriptive writing (descriptions of place, characters etc) and follow this with a discussion of writers' techniques, concentrating in particular on vocabulary choices, similes, metaphors, and ways of appealing to the reader's different senses. There should be some discussion on how to structure a description in order to sustain the reader's interest.	1: Class to be issued with a passage of descriptive writing from which all descriptive vocabulary has been omitted and asked to provide their own words and phrases in order to discover how different effects can be created. 2: Class to write two contrasting descriptions of places, characters or objects concentrating especially on precision of vocabulary.	1: Resource sheet containing range of different passages of descriptive writing. 2: Prepared passages to meet requirements of assignment 1 (taken either from published literature or independently created by teacher).
E	Argumentative writing W1 W3-5 S1-S5	Students to research information about controversial topics in preparation for a speaking and listening activity. Teacher to manage the speaking and listening presentation and encourage discussion from whole class about all issues chosen.	Following on from the speaking and listening activity, students to use their own notes along with further ideas they have gained from discussion with others to write a balanced argumentative essay on their chosen topic. The need to focus on an appropriately worded title is paramount.	Use of school library or some such resources area for preliminary research. Some suggestions for suitable topics for discussion.

6	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
F	Discursive writing W1-5	Teacher suggests a range of single-word or short-phrase topics to class. Students, working in groups of two or three, explore these topics through the associations that arise from the words. These are shared with the class, and the individual groups' 'association maps' are displayed.	1: Students engage in association game as detailed in Teaching Activities column, recording their investigations in diagrammatic form on sheets of A3 paper. 2: Following discussion and analysis of ideas, students to use their 'association map' to write discursively on their chosen topic.	Suggestions for association activities. Plain sheets of A3 paper; display space.