

Scheme of work – Cambridge IGCSE® First Language English (0500)

Unit 2: Developing writing skills

Recommended prior knowledge

Students will have written for a variety of purposes and in different genres previously. In particular they will have written informatively, discursively and imaginatively, and have had practice in using different formats, such as letters, new reports and magazine articles. Their previous reading experience should have acquainted them with different models of English writing.

Context

This unit should be studied as an introduction to the work in Units 6, 7 and 8.

Outline

The unit shows students how to be aware of the different aspects of writing skills and gives practice in written communication skills, structuring writing and developing their knowledge of spelling, punctuation and grammar.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
W4	Communicate with the audience	<p>1. Students read short extracts of different types of writing, e.g. newspaper reports, text books, travel brochures, instruction manuals. They discuss in groups which features of the text – e.g. vocabulary, syntax, punctuation, sentence length – make each text appropriate for its target audience.</p> <p>2. Students do style / register transformations of short texts to adapt them for a different audience, e.g. change an email to a formal letter.</p>	<p>1. Students are given a selection of topics and asked to write 2 paragraphs on the same topic but aimed at different audiences, e.g. a diary entry and a witness statement.</p> <p>2. Students read their passages aloud to the class, who try to identify the genre / audience.</p>	<p>Resource sheet containing selection of different examples of writing.</p> <p>Resource sheet containing selection of topics and relevant information about them from which students choose their own topic to write about.</p>
W1 W3	Choose the right word	<p>1. Teacher begins lesson by performing some dramatic action with strong feelings, e.g. walks into room angrily, slamming door. Teacher asks</p>	<p>1. Students replace underlined words in a descriptive text with more precise and evocative</p>	<p>Narrative passage with underlined words and lists of synonyms.</p>

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		<p>class to write a paragraph describing what happened and to be careful to choose the exact words. Responses are read out, compared and judged by the class.</p> <p>2. Students are given lists of synonyms for words in a short passage. They rank order them for closeness to the original word, and then again for strength of meaning according to their connotations, e.g. anger = fury, rage, wrath, annoyance, irritation.</p>	<p>ones. [E]</p> <p>2. Students in pairs label a picture of a person using precise vocabulary to describe their features and clothing [for differentiation some students can use a thesaurus]. Pictures are displayed for comment by class.</p> <p>3. Students watch a film clip and write a half-page report on the event observed. They read them out and class comments on how the same incident is reported differently.</p>	<p>Pictures of human figures (old calendars or posters can be used).</p> <p>Online film clip or scene from DVD.</p>
W2 W5	Structure and sequence	<p>1. Students look at some short but complete texts in genres used in previous activities to notice the order of the material and how it differs for each genre, e.g. some have an introduction, some use the material chronologically, some repeat the main points in a conclusion. Feedback to be collected on board followed by discussion of why and how genre and audience determine structure.</p> <p>2. Teacher elicits definition of a paragraph and its structuring role in a text. Students find examples in the texts being used of longer and shorter paragraphs and reasons for this, e.g. news reports use very short paragraphs.</p> <p>3. Teacher demonstrates on board and students practise paragraph building according to the PEE chain method, i.e. a point (topic sentence) developed into a paragraph by the addition of</p>	<p>1. Students in groups arrange cut-up paragraphs of a short story or separate pictures into a logical order for a narrative text.</p> <p>2. Students reconstruct a news report which has its paragraphs in the wrong order by putting numbers against each.</p> <p>3. Students choose from a list of paragraph links to connect a number of paragraphs to make a cohesive text.</p>	<p>Selection of complete texts in a coursebook or a prepared resource sheet.</p> <p>Envelopes for each group containing 6 – 10 (differentiation by quantity) of cut-up photocopied photographs or sections of a short story. (N.B. Collapser software will reorder text.)</p> <p>List of connectives on board, e.g., however, furthermore, in conclusion.</p>

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		explanation, evidence, exploration, or elaboration to support it.		Text in which paragraph connectors have been blanked out. (N.B. Lists and suitable work sheets are available on websites.)
W1–W4	Write in different genres and registers	<p>1. Students in pairs or groups are given a grid to fill in which lists genres of writing and they must give the main typical features of style, i.e. sentence length and type, kind and level of vocabulary, paragraph length, degree of formality, degree of objectivity, grammar features, punctuation features. Class agree on a definitive outcome to use in the next activity. [E]</p> <p>2. Class to be set a topic, e.g. hurricanes, and each pair or small group to be asked to write a paragraph about it in a different genre, e.g. narrative opening, news bulletin, science article, charity appeal. These are then read out and discussed by class. [E]</p>	<p>1. Students transform an informal piece of writing to a more formal register e.g. an email to a formal letter. [F]</p> <p>2. Students to produce a piece of writing on a different topic in imitation of the features of a model they have been given. [F]</p> <p>3. Students change a paragraph of writing in the active voice into the passive voice and comment on the difference this makes, and why some writing needs to be impersonal.</p>	<p>Selection of texts covering a range of genres, which could come from a coursebook, teacher resource CD or departmental portfolio.</p> <p>Models which could come from examiner reports or previous 'A' grade students or teacher's own writing. [Models can be differentiated according to difficulty level.]</p>
W1 W3	Write in different voices and viewpoints	<p>1. Teacher explains that examination tasks require students to adopt a persona and role so that they use a wider range of vocabulary than they normally would, and so that they can show an understanding of meaning and character in a text. Students offer ideas on how different voices would use language and why e.g. headteacher, strict aunt, angry resident, town mayor, enthusiastic tourist.</p>	<p>1. Students create a voice for a character in a literature text they are studying in order to write a short monologue. [F]</p> <p>2. Students in pairs do dialogue role plays with different voices, e.g. parent and child.</p> <p>3. Students rewrite a passage from a different point of view</p>	<p>Literary text students are familiar with.</p> <p>Some varied texts, particularly autobiographies and travel accounts to act as models.</p>

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		2. Students look at argumentative media articles by columnists and identify the way that their views are conveyed e.g. exaggeration, irony, mockery, repetition, shocking vocabulary. [E]	from that of the original, i.e. as a different character or taking an opposite argumentative stance. [F]	
W5	Improve style and accuracy	<p>1. Students do sentence joining exercises using subordinating connectives to form complex sentences from 3 simple sentences.</p> <p>2. Teacher elicits as revision the rules for the use of full stops, commas, dashes, hyphens, apostrophes, semi-colons and colons. Students put the missing punctuation in a passage which has had the punctuation removed.</p> <p>3. Class revises spelling rules – e.g. for ‘ie.’ words, double consonants, adverb endings – using examples on board and students provide their own.</p> <p>4. Students study spelling lists of useful words often misspelt, underline the ‘hot spots’, are tested on them, and do corrections using the ‘Look, Cover, Write, Check’ method.</p>	<p>1. Teacher requires students to check their own and/or each other's work before submission and to correct their own work when given back, so that mistakes can be learned from and not repeated.</p> <p>2. Students in pairs make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, separate. They check the spelling of the words in their list, and devise mnemonics to help remember them.</p>	<p>Coursebook material on punctuation usage, and complex sentence formation.</p> <p>Worksheet of simple sentences for joining.</p> <p>Short unpunctuated passages. (N.B. These can be found online.) [Differentiation can be by type/amount of punctuation needed.]</p> <p>Coursebook material on spelling rules – e.g. short vowel followed by double consonant – common patterns and suffixes – e.g. dis, ough, ight, qu, ely – and confused homonyms, e.g. their, they're, there.</p>