

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

Unit 6: Directed writing

Recommended prior knowledge

Students should have a reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring writing; it will help if they have had some experience of reading and writing different forms, such as articles and letters, during their previous years of education. They should be aware of some of the conventions of these different forms and of the different ways in which language is used for different purposes. They should also be able to convert notes into sequences of sentences and to select reading material and structure it in a coherent order.

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 Units 1–5.

Outline

The unit introduces students to the different formats of directed writing tasks 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 formerly as Cambridge IGCSE First Language English Paper 3.

| AO | Learning objectives | Suggested teaching activities | Related assignments | Learning resources |
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| C1:2 C2:1 C3:1 C4:3 C6:2 R1–R3 W1–W4 S1–S4 | Voice, audience, register and purpose (VARP) | <p>1. Teacher explains importance of considering VARP while planning a piece of response writing, and how the style and tone should be determined by these factors, which in turn are determined by the nature of the task. Students should look at past paper 3 question 1 tasks and discuss what the VARP for each is, and note how there is a persuasive element in the Directed Writing task.</p> <p>2. Students transform a piece of non-fiction writing, e.g. a diary entry or news report, into a different register (more or less formal) and person, and for a different audience.</p> <p>3. Students in pairs play the role of examiner and set Directed Writing tasks, after studying a suitable passage and model tasks from past papers. The tasks must</p> | <p>1. Students in pairs write and perform a dialogue between 2 personae in a non-fiction text, conveying their views and attitudes, and distinguishing them through the choices of language given to each. (Teacher can assess for C6:2). [E][F]</p> <p>2. Students plan a response to a Directed Writing task, making clear not only the content but what kind of vocabulary, sentence length and</p> | <p>Diary entries, news reports or other non-fiction texts containing named people.</p> <p>Past Paper 3s available from the Cambridge Teacher Support website.</p> <p>Paper 3 Q1 mark scheme for Writing.</p> |

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| | | specify form, persona, audience and purpose. Class compares and evaluates the tasks. [E] | degree of formality will be used. They then write the response. [F] 3. Students underline the key phrases in the mark band descriptors for Paper 3 Question 1 Writing. | |
| C1:2 C2:1 C3:1 C6:2 R1–R3 W1–W5 S1–S4 | Writing an interview | 1. Students in pairs study a non-fiction text and decide on 3 questions which an interviewer or reporter could ask a persona in the text, in order to elicit the key explicit and implicit information. 2. Students in pairs write the responses to the 3 questions, having identified and developed the relevant information from the text, and perform the interviews, remembering that although an oral form, interviews are a formal genre. | 1. Groups of 4 choose a literary character from a text they are studying to be hot-seated and each student in the group decides on a relevant question to ask the student in role. The role-play is conducted, with notes being taken. [E] 2. Students write up the transcript of the interview in Q and A format. [F] | Novel or play being studied in class. Non-fiction texts with a persona who represents a viewpoint, from coursebooks, workbooks or past Paper 3s. |
| C1:2 C2:1 C3:1 R1–R3 W1–W5 S1–S5 | Writing a letter | 1. Teacher reminds students, using models and support material, of formal letter writing structure and style. 2. Students transform a letter to a friend in colloquial style to an official one, from the teacher to the parent, about an incident which happened in class. [F] 3. Students respond to a letter published in a newspaper by writing to the editor to disagree with its views. [E][F] 4. Students work in pairs to write and answer each other's letters, requesting information and advice about an aspect of their school, e.g. about the curriculum or dress code, in role as potential parent and headteacher. | 1. Students study samples of charity appeal letters and note the persuasive devices. They then research a topic of their choice in order to write an appeal letter to raise money. (This could be the basis of a broadcast which could be assessed for C6:1.) [F] | Coursebook guidance on letter format, tone and language, and /or letter writing structure from Cambridge Teacher Support website. |

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| | | | <p>2. Students write a letter to the author of a literary text they have studied, arguing that the ending is unsatisfactory in some way. [E][F]</p> | <p>Letter to a friend giving an account of a classroom event in which the writer was involved.</p> <p>Real or fake published letter from a newspaper on a local issue e.g. plans for development in the area.</p> <p>Internet access to charity websites.</p> <p>Novel or play studied in class.</p> |
| C1:2 C2:1 C3:1 C5:1 C6:2 R1–R3 W1–W5 S1–S5 | Writing an article | <p>1. Teacher reminds students, using models and support material, of the writing structure and style for magazine articles.</p> <p>2. Students plan a school magazine article based on an informative text, e.g. about a new educational method, IT resource, or scientific discovery. [E][F]</p> <p>3. Students choose a topic of personal interest, e.g. a sport or hobby, and write a brief article explaining the subject and its appeal. [F]</p> | <p>1. Students in pairs write and role-play an interview between a journalist and an important local resident who is leading a campaign. They then write up the script as an article for the local press. (Teacher can record this for C6 :2 assessment.) [E][F]</p> <p>2. Students research the biographical data of a chosen famous person and turn it into an article which discusses the person's influence. (This could be the basis for an individual talk for C5.) [F]</p> | <p>Coursebook guidance on article format and style.</p> <p>Argument writing structure from Cambridge Teacher Support website.</p> <p>Informative text on a topical educational issue.</p> <p>Internet access for biographical research (N.B. Bibliomania website provides data on famous historical figures).</p> |

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| C1:2 C2:1 C3:1 C4:3 C6:1 R1–R3 W1–W5 S1–S5 | Writing a speech | <p>1. Teacher reminds students, using models and support material, of writing structure and style for speeches (oral presented as written genre).</p> <p>2. Students are given newspapers from which to choose a current affairs topic which interests them. They then use information from a selected report to write an editorial giving the newspaper's views and stance on the issue. [E][F]</p> <p>3. Students in pairs are given the points for one side of an argument and they must produce points for the other side.</p> | <p>1. Students study an informative text on a controversial subject (e.g. university tuition fees, sporting salaries, a new law) and write and deliver a speech against the topic. (Teacher can assess this for C6:1.) [F]</p> <p>2. Students in pairs identify for and against ideas in a discursive passage (e.g. on the benefits and dangers of social network sites), decide which side to argue, and plan and structure a speech for a school assembly. [E][F]</p> | <p>Coursebook guidance on speech format and language and/or argument writing structure from Cambridge Teacher Support website.</p> <p>National newspapers, including samples of editorial columns. (N.B. Paperboy website provides front page articles from a variety of newspapers in real time.)</p> <p>Informative text on controversial subject.</p> <p>Past Paper 3 passages.</p> |
| C1:2 C2:1 C3:1 C6:2 R1–R3 W1–W5 S1–S5 | Writing a dialogue | <p>1. Teacher reminds students, using models, that a dialogue should be balanced between the 2 speakers, that the contributions should be extended ones, and that each speech should be linked to the previous one. The style can be semi-formal, because spoken, but not informal between strangers, professionals or for broadcast.</p> <p>2. Students transform a discursive passage (e.g. a magazine feature profiling a pop star or sportsperson) into a chat show dialogue transcript between host and guest, distributing the material appropriately between the 2 speakers. [E][F]</p> | <p>1. Students in pairs to distribute material from a discursive passage between two personae in it, who hold different views, and perform their argument dialogues. (Teacher can assess this for C6:2.) [E]</p> <p>2. Students in pairs complete the other half of a dialogue text, which has one speaker's speeches</p> | <p>Past Paper 3 passages.</p> <p>Model dialogues from departmental portfolio.</p> <p>Dialogue text, e.g. a customer making a complaint to a shop manager, with half the speeches removed.</p> |

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| | | <p>3. Students in pairs use an advertisement as the basis for the planning and performing of a dialogue between 2 people, who disagree about the desirability of the product. [Differentiation by resource in the choice of advertisements.] (Teacher can assess this for C6:2.)</p> <p>[E][F]</p> | <p>removed, by inferring the likely content from the previous and following speeches.</p> <p>3. Students in pairs extend a dialogue extract from a novel or play they have studied by adding more relevant material. [E]</p> | <p>Magazine advertisement which contains information and claims about a product, e.g. a new car model or restaurant chain.</p> <p>Novel or play studied in class.</p> |