

UNIT 3: Directed Writing

Recommended Prior Knowledge A reasonable standard of written English at O/GCSE level will ensure some familiarity with appreciating different forms of written language and commenting on features of style and language

Context This unit has as its subject matter the acquisition of skills for directed writing tasks set for Paper 1 and can be undertaken at any time during the course, often in a useful combination with Unit 2

Outline This unit addresses the identification, understanding and appreciation of some features of style and language of different types of written material designed for different purposes and outcomes

Learning Outcomes		Suggested teaching/learning activities	Resources
Advertising material			
1	<p><u>Approaching the Text</u></p> <p>Before they begin writing students should be encouraged to consider the purpose of and audience for the text.</p>	<p>Students could link this process with work on the unit covering writing commentaries. They should be encouraged to keep closely to the kind of content and ideas of the original extract. Pairs or groups of students could research a range of advertisements covering the same product from different publications and consider how different contexts and audiences shape the style and language of the texts.</p>	<p>Students can collate their own examples. Passage for Comment 4 might be used as a starting point for discussion of purpose and audience. other examples of car advertisements could be used in conjunction.</p>
2	<p><u>Take in Sections</u></p> <p>Students should look at the original advertisement in short sections so they can see similarities and differences between them, exploring if there any changes in style and techniques.</p>	<p>Encourage students to read the advertisement aloud to see if it sounds different when read silently. Comparisons to spoken advertisements from television and radio could be explored to see how printed texts differ in approach and style.</p>	<p>Recorded advertisements from television or radio.</p>

3	<p><u>Mode of Address</u></p> <p>Students should explore the mode of address of the advertisement, considering its effect on the reader.</p>	<p>Students could compare different styles and approaches from the material they have researched and collated. The techniques which establish the mode of address should be noted and discussed. For example, does the text seek to flatter the reader? Does it try to ask informal questions? Does it try to adopt humour or an unusual approach?</p>	<p>Passage for Comment 4 and the passage in the unit on commentaries are starting points here too.</p>
4	<p><u>Techniques of Advertising</u></p> <p>Before they begin writing students should also work out in advance – and note down – the kind of persuasive techniques that the advertisement embodies. Does the text use informal questions or use imperatives? Does it offer an aspirational lifestyle or a promise of some kind? Does it offer a hard-sell approach? Students should note the progression of the advertisement to see if such techniques change.</p>	<p>Students could draw on work from the unit on commentaries as a starting point for their own directed writing. <i>Passage for Comment 4</i> offers a starting point for consideration of these issues. Students should be encouraged to highlight and colour code key words and phrases.</p>	<p>Passage for Comment 4</p> <p>A useful overview of some advertising techniques can be found at: http://home.olemiss.edu/~egjbp/comp/ad-claims.html where links to sites concerned with grammar can be found such as www.andromeda.rutgers.edu/~jlynch</p>
5	<p><u>Mood</u></p> <p>Students should try to see what kind of tone and mood the advertisement conveys; some may invoke nostalgia while others may adopt a high tech approach; students should see if tone or mood changes or if the advertisement tries to combine different strands.</p>	<p>Students could experiment at writing different kinds of advertisements for the same product or service trying out different tones and style. Substitution of key words could lead to discussion of the effects of particular words and phrases. The use of an overhead projector [or ideally an interactive whiteboard] can allow the teacher to annotate and highlight given texts with students.</p>	

6	<p><u>Language and Style</u></p> <p>Students should be encouraged to note down particular aspects of language that seem to characterise the original passage; key descriptive words, patterns of words, descriptive versus informative language.</p>	<p>Drafting and working in pairs to produce initial and then model answers can give individual students confidence and insight. Peer reading and editing can also provide support and development. The involvement of the teacher in trying to produce copy can also be an effective and shared exercise.</p>	<p>Displays of original advertisements and work produced by students can offer discussion and guidance.</p>
---	--	---	---

Learning Outcomes	Suggested teaching/learning activities	Resources
Speech material		
1	<p><u>Spontaneous versus Scripted Speech</u></p> <p>Students should consider the differences between natural unscripted speech and prepared, written speech; a comparison of the two should help clarify the different strategies and techniques involved in using prepared speech for particular purposes</p>	<p>Students could draw on work carried out in conjunction with the section of speeches in the unit on commentaries. Students could not only compare transcripts of natural spontaneous speech with scripted ones but, through the study of other fictional and non-fictional speeches eventually devise their own speeches and commentaries. For example, through the study of Major's speech in <i>Animal Farm</i>, they could give a talk on their vision of an ideal world and write a commentary comparing their language and techniques with those of the original extract.</p>
2	<p><u>Audience and Purpose</u></p> <p>Students should be encouraged to consider the context and purpose of the speech and the possible persuasive strategies it is trying to adopt; for example, the speech could be a eulogy, an apology or defence, an attack, a desire to make people accept a particular viewpoint or idea.</p>	<p><i>Passage for Comment 5</i> could be used as a starting point for this exercise: who is Nixon trying to address and to what effect? The use of evasion or self-blame might provide some interesting comment. (Exercises follow at the end of the Unit)</p> <p>Passage for Comment 5</p> <p><i>The Penguin Book of Twentieth Century Speeches</i>, ed Brian McMaster, is an invaluable source of a range of speeches for consideration.</p>

3	<p><u>Mode of Address</u></p> <p>Students should be encouraged to consider, just as they are when considering advertisements, the mode of address used by the speaker and to explore whether this changes as the speech unfolds; the effect of the mode of address could be considered.</p>	<p>A comparative approach may work best here, seeing how different speakers vary the mode of address depending on purpose and audience. Initially a discussion of how students themselves vary their ways of talking in different contexts could lead to a comparison of the texts already cited: ranging from Major's reliance on the idea of Comrades to Mark Antony's mocking and ironic tone compared to Nixon's more earnest and sales-pitch approach</p>	
4	<p><u>Techniques in Scripted Speech</u></p> <p>Students should be introduced to a range of techniques used in scripted speeches. They should consider the progression of the speech and how these techniques are brought into play. For example, the sense of a mission or a vision may also be combined with more personal information; the speaker may adopt a more humble or ordinary way of speaking drawing on personal memories and anecdotes; religion and patriotism may be included; the speaker may also use contrasts to compare a particular viewpoint with another.</p>	<p><i>Passage for Comment 5</i> is a good starting point for exploring the idea of progression. Nixon combines a sense of outrage, personal anecdote, a more down-to-earth image, patriotism and religion in an attempt to deflect criticism. Students should be encouraged to take the speech in small sections and to highlight and colour code these different techniques.</p>	<p>Passage for Comment 5</p>

5	<p><u>Language in Scripted Speech</u></p> <p>Students should explore some of the rhetorical devices found in scripted speech; these techniques may include repetition, lists of three, the use of abstract nouns to offer a vision, adjectives, imagery [which may draw on religious themes/ symbols], patterns of words, contrasting patterns of words, the use of cumulative phrases, the use of syntax, irony, humour.</p>	<p>Encourage students to write their own speeches - embodying the techniques that they have noted down – where they too defend some wrongdoing of their own. Experiment with reading these aloud to the class and encourage students to note down or signal their recognition of particular techniques.</p> <p>They should return to the speech in Unit 2 and attempt to write a similar speech in which they draw a contrast between different attitudes towards nature and the environment</p>	<p>Websites with access to useful speech sources include:</p> <p>www.cnn.com/TRANSCRIPTS/index.html</p> <p>www.historyplace.com/speeches</p> <p>http://gos.sbc.edu/a.html</p>
---	---	--	--

Learning Outcomes		Suggested teaching/learning activities	Resources
Literary material			
1	<p><u>Approaching the Text</u></p> <p>Students should be encouraged to think about the contextual information about the extract and its purpose at this point in the story.</p>	<p>Students could integrate work on fiction texts with work on Narrative, Imaginative and Descriptive Writing from Paper 2 and with units linked to those activities.</p>	<p>Websites with a good selection of short stories can be found at</p> <p>www.bibliomania.com/ShortStories and at</p> <p>www.short-stories.co.uk</p>

2	<p><u>Mood and Setting</u></p> <p>Students should be made aware of how these contribute to our understanding and appreciation of the extract. They can provide clues and insights for the other sections below and are a good starting point for any critical analysis.</p>	<p><i>Passage for Comment 6</i> may provide a good starting point for students to explore how a brief use of setting interwoven with the narrative can establish tone and direction. Students could highlight and colour code relevant sections. they should try a brief exercise where they try to replicate those sections they have identified. Paired reading or writing together may help to produce short model pieces.</p>	<p>Passage for Comment 6</p> <p>Other useful texts may include descriptive passages from Hardy [for example, the opening chapter of <i>Return of the Native</i>] or Dickens [for example, the opening of <i>Bleak House</i>].</p>
3	<p><u>Physical Description</u></p> <p>Students should also examine any references to physical description and their relation to aspects of setting. Do the physical descriptions reflect those of the setting? Do they contrast with it? Do different characters contrast and, if so, with what effect?</p>	<p><i>Passage for Comment 6</i> also allows the reader to see how the physical description of Aunt Daisy establishes a sense of her character. After annotation and highlighting relevant sections students should try to write short pieces where they try to employ the style of the original to describe setting and character. Reading aloud and discussion of these shorter pieces may help to redraft and refine the writing. Further work on description in Unit 5 will be helpful.</p>	<p>Passage for Comment 6</p>

4	<p><u>Characterisation and Dialogue</u></p> <p>These aspects can lend insight into our understanding of the passage. Reading the passage aloud and saying dialogue in different tones can also offer help. Students also need to bear in mind the influence of Voice when considering these matters; for example, the author or narrator may have adapted a satirical or ironic tone to foreground our responses to the characters.</p>	<p><i>Passage for Comment 6</i> could be used to show how the different reactions of characters to one figure or issue can form the structure of a story. The contrasting attitudes of the characters to Aunt Daisy, their actions and the words they utter express their personalities. Students should highlight and colour code these sections and try to replicate them in short pieces of writing.</p>	<p>Passage for Comment 6</p>
5	<p><u>Voice</u></p> <p>Students should assess the tone of the passage carefully. Is it an authorial voice? Is it an ironic or satirical tone? Is it a lyrical or descriptive tone?</p>	<p>Ask students to <i>Passage for Comment 6</i> out in short sections; ask them to consider the role and tone of voice of the narrator. Further work on narrative in Unit 4 will be helpful.</p>	<p>Passage for Comment 6</p>
6	<p><u>Language and Style</u></p> <p>Students should be encouraged to explore descriptive language, especially the use of adjectives, colour, sensory words and phrases, patterns of imagery, contrasting patterns of imagery, issues of stillness and movement.</p>	<p>Students could explore the imagery in particular of <i>Passage for Comment 6</i> and draft their own brief sections and try to replicate some of the phrases of the original. Students could finally draft the shorter sections they have produced into a final piece, keeping the original in front of them all the time. Teacher involvement in producing his/her own model answer can help share the process and discussion.</p>	<p>Passage for Comment 6</p> <p>Further information and exercises on directed writing can be found in <i>Do Brilliantly: AS English Language and Literature</i> [Collins ISBN 0-00-712606-9] S. Jeffrey</p>