

O Level English Language 1123

Unit 6: Directed Writing

Recommended Prior Knowledge

Students should be familiar with letters, newspaper articles, speeches and talks and they should understand the concept of selecting and retrieving information from a written text.

Context

This Unit should be done after Units 1 and 2, but it can be done before either of Units 3, 4, 5, 7, 8, 9 or 10, at the discretion of the teacher and dependent on the preference and skill of the students. It is recommended, however, that Units 8, 9 and 10 be done consecutively.

Outline

The Unit explores the conventions of directed writing: content, layout, audience, tone and register. It encourages students to analyse these. It takes students through the process whereby they will be able to produce pieces of directed writing. It provides opportunities for spoken English by encouraging pair, group and whole class discussion. It also provides opportunities for formative and peer assessment. Sample composition titles for directed writing are also available.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(iii) and (vii) (iii) and (vii)	To appreciate the differences between continuous and directed writing	Give a class-lesson in which students are given an example of a directed writing question and exact directed tasks are established, e.g. situation, character, audience, content, tone, register.	On-line: http://teachers.cie.org.uk , past question papers, 1123/1
		Put students into groups and ask them to discuss another given directed writing question and establish the exact directed tasks themselves.	On-line: http://teachers.cie.org.uk , past question papers, 1123/1
		Give a class-lesson in which you define and explain the nature of directed writing.	<i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner) Unit 2, Chapters 1,2,3 and 4
(iii)	To provide an opportunity for pair discussion	Ask students to work with a partner to make a list of possible directed writing tasks, and possible personae.	
(iii)	Appreciation of audience, tone and register in directed writing	Give a class-lesson on audience, tone and register, linked to personae.	

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(vii)	Appreciation of audience, tone and register in letter writing	Give a class-lesson on audience, tone and register in formal and informal letters.	<i>English for O Level</i> (Reynolds and Toner) Chapter 3
(vii)	Learning the layout of a letter	Give a class-lesson on punctuation and layout of a letter – address, date, salutation, valediction etc.	<i>English Language and Literature</i> (Toner and Whittome) Chapter 17 <i>English for O Level</i> (Reynolds and Toner) Chapter 9 <i>English Language and Literature</i> (Toner and Whittome) Chapter 17
(iii)	Appreciation of audience, tone and register of speeches / talks	Let class listen to a speech by a famous person e.g. Nelson Mandela.	
(iii)	To provide opportunities for pair discussion	Ask students to work with a partner to examine printed copies of the speech used above and write short commentaries on its merits of style, e.g. use of first person, introduction, rhetoric, repetition, and climax.	<i>The Penguin Book Of Twentieth Century Speeches</i> (ed. Brian MacArthur) <i>English for O Level</i> (Reynolds and Toner) Chapter 9
(iii)	Appreciation of audience, tone and register in newspaper report	Ask students to work with a partner to examine newspaper articles from a variety of newspapers – fact and opinion, editorial, authorial voice, sensational language etc.	<i>English Language and Literature</i> (Toner and Whittome) Chapter 17 On-line: http://www.timesofindia.indiatimes.com . http://www.dawn.com http://www.independent-bangladesh.com
(viii)	Learning layout of a newspaper report	Give a class-lesson on layout of newspaper reports – headlines, subheadings, interviews and statements, order of paragraphs etc. Ask students to work with a partner to examine layout of newspaper reports.	On-line: http://www.timesofindia.indiatimes.com . http://www.dawn.com http://www.independent-bangladesh.com

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(ix)	Appreciation of audience, tone and register in reports	Give a class-lesson on audience, tone and register in reports – use of first or second persons, rhetoric, repetition, climax etc.	On-line: http://www.timesofindia.indiatimes.com . http://www.dawn.com http://www.independent-bangladesh.com
(vii)	Producing directed writing, concentrating on content points	Ask students to work with a partner to produce a piece of directed writing.	<i>English for O Level</i> (Reynolds and Toner) Chapter 7
(vii)	Producing directed writing, concentrating on audience, tone and register	Ask students to work with a partner to complete the above piece of directed writing, concentrating on appropriate audience and tone. Ask students to swap their pieces of directed writing with their partners and write a commentary on their partner's piece of directed writing.	
(vii)	Producing pieces of directed writing.	Students to redraft piece of directed writing produced with their partner and assessed by their peers.	
(vii)	Producing pieces of directed writing	Teacher to provide topics for directed writing.	On-line: http://teachers.cie.org.uk , past question papers, 1123/1 <i>English for O Level</i> (Reynolds and Toner) Chapter 7