

YEAR 11G/H English Language (IGCSE) DISTANCE LEARNING PLANS

Name of Teacher: Sr. Nelly

Class and Section: YEAR 11G

Subject: English Language (IGCSE)

Week 4: 20th Sep. to 24th Sep. Number of lessons - 4

Student access to work: Work sent through Google Classroom

Topic: **FORMS OF WRITING – To Inform, Explain, Describe**

Learning Objective (L.O):- given for the lessons

Success Criteria (S.C):- given for the lessons

Resources: Developing Skills in Writing

Aim High in Edexcel GCSE English

Student Book English Language A

| DATE | WRITING TO INFORM, EXPLAIN, DESCRIBE |
|-------------|---|
| WEEK | 20TH SEP. – 24TH SEP. 2020 |
| | <p>Lesson 1 Zoom</p> <p>L.O:- Identify the purpose of your writing</p> <ul style="list-style-type: none">- Organize and present your answer effectively- Use language to communicate clearly and in detail- organise information for particular audience- Explain something effectively so that readers know exactly what and how they should be doing <p>Introduction:</p> <p>There are four writing triplets that reflect the different types of writing:</p> <ol style="list-style-type: none">1. Imagine, explore, entertain2. Inform, explain, describe3. Persuade, argue, advise4. Analyse, review, comment <p>This week, we will focus on one pair of these forms of writing. You will then explore the qualities of answers at different grades and assess your skills through writing and answer to a question that is similar to the one you will meet in the exam.</p> <p>INFORM, EXPLAIN, DESCRIBE</p> <p>When you write to <u>inform</u>, <u>explain</u> and <u>describe</u>,</p> <ul style="list-style-type: none">• You focus on giving information to the reader.• Sometimes you give factual information and sometime detailed explanations. |

- Common forms of writing are letters, leaflets. Media scripts (i.e. radio) autobiographical writing and newspaper articles.

INFORM

When you inform people about something, you put together relevant information, present it clearly to get their attention and make it easy to scan.

Examples of writing to inform include; **survey** and **an advertisement**.

Writing to inform focus on:

1. Planning and including subheadings and topic sentences.
2. Organizing sentences.
3. Using language targeted for specific purpose and audience.

Note:- when you write to inform:

- Your response should be factual and relevant.
- Use clear and direct language.
- Structure your response carefully to guide the reader through the information.

EXPLAIN

Writing to inform gives a clear and detailed account of a situation. You explain why and how something is done, how something works or why something happened.

Writing to explain focus on:

1. Recognizing the features.
2. Organizing your ideas well.
3. Using the passive

Features of Explanatory Writing:

- Clearly organised into paragraphs.
- Complex as well as simple sentences are used.
- Connectives such as ‘before’, ‘next’ and ‘once’ **show the chronological order in which things happen.**
- Connectives such as ‘because’, ‘since’, ‘owing to’ and ‘as a result of’ **show cause and effect.**
- The passive emphasizes things and actions rather than people.
- Words such as ‘may’, ‘seem to’, and ‘apparently’ **show when something is not proven.**

Explanatory writing can be in:

- The first person, ‘I’ if you are explaining something you did or experience.
- The second person, ‘You’ if you are explaining how to do something.
- The third person, ‘he’, ‘she’, ‘it’, when you are explaining something outside your own experience.

Class Activity 1.

Writing to inform question.

| | |
|---|---|
| | <ul style="list-style-type: none"> - The producer of a radio programme for retired people is trying to bridge the generation gap by inviting teenagers to talk about an aspect of their lives that older people may find difficult to understand. <p>L.C:- I can:</p> <ul style="list-style-type: none"> - show awareness of audience, purpose and form - use relevant ideas and information - Organise writing so that it is presented clearly and is easy to scan. - Order an explanation so that it is easy to follow - use passive form, appropriate connectives |
| <p>23rd Sep. 2020 Wednesday 1st period</p> | <p>Lesson 2 Zoom L.O:- - Create a vivid pieces of descriptive writing.</p> <p><i>Discussion of Homework</i></p> <ul style="list-style-type: none"> - Two or three students to present to the class their answer to the homework question with open class participation. <p>DESCRIBE Descriptive writing includes a whole range of purpose and audiences in both fiction and non-fiction.</p> <p>Focus:</p> <ol style="list-style-type: none"> 1. Writing from different points of view. 2. Create a vivid mental picture 3. Adding variety by using synonyms <p>The main purpose of descriptive writing is to give readers a mental picture of what they are reading about. It can be subjective or objective.</p> <ul style="list-style-type: none"> • Explain Subjective and Objective <p>Class exercise Decide whether the example below would be more likely to use subjective or objective description.</p> <ol style="list-style-type: none"> 1. A description of a holiday in a letter to a friend <p>L.C:- I can:</p> <ul style="list-style-type: none"> - show awareness of audience, purpose and form - use relevant ideas and information, descriptive language - Organise writing so that it is presented clearly - |
| <p>24th Sep. 2020 Thursday 5th & 6th period</p> | <p>Lesson 3 Zoom L.O:- Identify the purpose of your writing</p> <ul style="list-style-type: none"> - Organize and present your answer effectively - Use language to communicate clearly and in detail - Put together information for particular audience |

- Explain something effectively so that readers know exactly what and how they should be doing
- Create a vivid pieces of descriptive writing.

ACTIVITY 2

Copy and complete the chart below. Decide under which heading in the chart each of the following examples should go. You may feel that some belong in more than one category.

For example: a travel brochure informs people about holiday destinations and prices; it may also describe resorts and hotels. Then add some more examples of your own.

- Ingredients listed on a tin of baked beans.
- Guide book for visitors to your area, town or city.
- Railway timetable.
- Travel brochure.
- Letter to parents about school trip.
- Review of a new CD.
- Account of a visit to Taj Mahal
- Make-up tips.
- Missing-person poster.
- Newspaper report of a football match.
- Recipe for pancakes.

| Inform | Explain | Describe |
|---|----------------|-----------------|
| <i>Ingredients listed on a tin of baked beans</i> | | |

ACTIVITY 3

Important points to note when writing

Below are the characteristics of a good answer and of a weak answer. Find the pair of comments that match. This activity will focus your attention on the qualities that will help you to gain marks in writing.

| A good answer | A weak answer |
|--|---|
| <ul style="list-style-type: none"> • Use paragraphs to present the information in a clear way | <ul style="list-style-type: none"> • Includes lots of information in no particular order |

F Uses paragraphs to present the information

H Adapt the language and tone to the precise audience and purpose of the task

B Thinks carefully about what the question is asking before writing

I All sentences are the same type and length

J Include lots of information in no particular order

C Uses range of sentence structures

E Includes very rhetorical or emotional writing

G writes at length without checking spelling and punctuation

A Pays attention to spelling and punctuation

D Doesn't spend time identifying key words in the question

Lesson 4 GC

Exam Question Practice.

Write a letter to a friend who has never visited you, giving information about the room you spend most time in.

You should:

- Describe what this room is like
- Explain what you think of
- Say how you would like to improve it.

To be submitted at the end of the lesson.

L.C:- I can:

- **communicate clearly interesting ideas and information**
- **show awareness of audience, purpose and form**
- **Develop key ideas**

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|--|---|
| | <ul style="list-style-type: none">- Create variety with synonyms.- Explore subjective and objective.- organize ideas in paragraphs- use accurate spelling, punctuation and grammar |
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