A summary of S4 writing curriculum

| **Tasks**  | **Text types** | **Topics**  | **Task-specific writing skills**  | **Language features and their communicative functions** | **Elements of Elective Part** |
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| W1 | Blog entry   | **A day with a celebrity** * a challenge faced
* ways to overcome it
* things learnt from the celebrity
 | * Describe feelings and experiences
* Use an informal/semi-formal tone
* Evaluate and make use of given information to complete specific tasks
* Plan and outline one’s writing
* Include an opening and a closing paragraph
* Create logical flow of ideas
* Edit in the writing process to improve target language features
 | * Conversational, informal/semi-formal language to recount events and express one’s feelings
* Adjectives to describe people, places and things
* Adverbs to provide more information about how, when or to what extent something happens
* Vibrant language to keep readers engaged
* A variety of sentence patterns
 | * Appreciate the **song** *Counting Stars* and understand how lyrics create images and meanings
	+ Deduce main message of the song
	+ Understand the use of literary devices e.g. symbolism
* Create an album cover
* Appreciate emotions expressed in **poems** about overcoming challenges
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| W3  | Newspaper report  | **A Spartan Race participated*** information about the details of the race and the winners
* external factors like weather and how it affected racers’ performances
 | * Describe feelings and experiences
* Write good headlines and leads
* Include authentic quotes to increase reliability of tasks
* Contrast writing with a subjective and an objective tone
* Use appropriate cohesive devices
* Evaluate and make use of given information to complete specific tasks
* Use appropriate tone, style and register
* \*Identify negative tones used
* Review specified part of peers’ work
 | * The past tense to talk about events that have finished
* Direct speech to quote interviewees to increase authenticity
* Third-person pronouns to establish an objective tone
* Time markers to show when events happened and in what order
 | * Understand the structure and appreciate a **narrative poem** about swimming
* Learn poetic device – **simile**
* Appreciate the **song** *Everything at Once* in which similes are used + \*rewrite lyrics
* Understand and appreciate **shape poems**
* Create a narrative/shape poem
* Write a theme song for the Spartan Race to enter the “Sayings of Wisdom (SOW) Creative Singing Contest”
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| W4 | Feature article  | **Cyberbullying** * potential impact
* ways to deal with it
 | * Write definitions
* Relate events and their causes and effects
* Paraphrase ideas extracted from reading texts
* Build paragraphs with elaboration of ideas, authentic statistics, case studies and/or direct quotes from experts or critics
* Evaluate and make use of given information to complete specific tasks
* Use appropriate tone, style and register
* Create multimodal texts appropriate to the purpose, context and audience of a project
 | * Emotive words to evoke personal responses
* Simple present and present perfect to present facts, opinions, results or phenomenon
* Rhetorical questions to trigger internal response
* Modal verbs and adverbs to talk about possible consequences
* Expressions and sentence structures to compare and contrast ideas and show cause-and-effect relationships
 | * Create **imagery** with five senses
* **To “show” not to “tell”**
* Appreciate **poems** and **songs** about cyberbullying
* Learn **metaphor** through the **song** *Firework*
* Understand the structure and appreciate **acrostic poems**
* **Diversified modes** of learning products including **rap**, **jingle**, **poem** or **song**
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| W5 | One-sided argumentative essay | **50 hours of compulsory community service** | * Write a more effective and engaging introduction
* Present and elaborate main ideas and supporting details with coherence
* Use appropriate discourse markers to signal development of ideas
* Use a variety of structures and linguistic devices to achieve intended purposes
* Present arguments clearly and logically
* Draft, revise and edit a piece of writing
* Evaluate and make use of given information to complete specific tasks
 | * \*Lexical and grammatical cohesion
* Present tense to talk about opinions and facts
* \*Inversion to emphasise ideas
* Paraphrasing skills to write introduction
* Persuasive language to put forth arguments
* Signposting stems to introduce or expand ideas
 | * Appreciate a **poem** on volunteering and express views on the topic
* Appreciate and understand the use of **metaphor** in the **song** *Try a Little Kindness* and recall experiences of kindness
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| W6 | Speech | **Public speaking competition** | * Plan and produce coherent and structured texts
* Use appropriate rhetorical devices to persuade readers
* Use strategies to arouse and sustain readers’ interest
* Evaluate and make use of given information to complete specific tasks
* Use appropriate tone, style and register
 | * Use loaded verbs/nouns to evoke listeners’ emotions
* Use rhetorical devices to engage listeners
* First person to talk about feelings and reflections
* Past tense to talk about anecdote
 | * Appreciate the **song** *What a Wonderful World*/*Photograph*\*
* Identify the use of **rhetorical devices**
* Understand the **message** of the song
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