A summary of S4 writing curriculum

| **Tasks** | **Text types** | **Topics** | **Task-specific writing skills** | **Language features and their communicative functions** | **Elements of Elective Part** |
| --- | --- | --- | --- | --- | --- |
| 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 |
| 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” |
| 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** |
| 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 |
| 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 |