

Specific Forms of Writing

ACTIVITY OVERVIEW

ACTIVITY 1

**Label on a
supermarket product**

ACTIVITY 2

Recipe

ACTIVITY 3

Movie review

ACTIVITY 4

**Writing about
a picture, a photo,
or a painting**

ACTIVITY 5

Letter to a penfriend

ACTIVITY 6

**Telephone
conversation**

ACTIVITY 7

**Report on
a famous writer**

ACTIVITY 8

**Report on
a non-fiction book**

ACTIVITY 9

Your own activity

Teacher guide notes

USEFULNESS

- Familiarising with a wide range of specific forms of writing.
- Experiencing discussion, research, and practical work.
- Developing a strong understanding of these specific forms of writing. (i.e. their types, their features, their uses)
- Promoting a greater degree of interest in these specific forms of writing. (i.e. by studying them and students making their own versions)
- Helping the student to become a more versatile and accomplished writer.
- Designing and creating their own activity.

MAIN IDEAS FOR THE LESSON

- Activity 1 is directed to the teacher and Activity 2 to Activity 9 is written to the student.
- Take a small group of photos and create a slide show based on the specific form of writing for the day's lesson.
- Present the slide show on your smartboard. Hold a discussion about it with general questions and specific questions. Alternatively, bring physical examples into the classroom for the students to examine. Hold a discussion with general questions and specific questions.
- Discuss the different features of the specific form of writing for the day's lesson.
- Prepare a summary sheet of the slide show and discussion or the physical presentation. It can be handed out to the students on the following day or whenever you have timetabled the lessons for their working time. They can use it as a reminder and guide sheet.
- Explain your expectations and requirements for the day's lesson.
- Hold an open forum about the day's lesson. Discuss students' questions and queries. Check for their understandings.
- Activity 1 and 9. Ask students to plan and design their own activity. They show it to you. They explain the steps and the things they need for it. It may need to be modified or changed in the beginning. You can give them suggestions and directions for it at any stage. You can approve it when you feel it is ready to go. They start working on it.
- Activity 2 to 8. Ask students to complete the activity in the given format. They may need to go to the library or the computer laboratory for research.
- Allow approximately 40 minutes for the slide show and discussion or the physical presentation. Allow two 50 minute lessons for the completion of the activity. You can add a 3rd lesson if the students need more time.

OTHER IDEAS FOR THE LESSON

- Create a collective display of the student work on the classroom wall or in the school library or in another prominent place (e.g. public library, supermarket, shopping centre, video shop, café, restaurant, and so on).
- Ask a guest speaker to give your class a talk and presentation based on the specific form of writing and the day's lesson (e.g. a supermarket manager, a designer from an advertising agency could speak to your class about labels, a video shop manager could speak to your class about movie reviews, a chef could speak to your class about recipes, and so on).
- The students could make a find-a-word puzzle or another type of puzzle based on the specific form of writing.
- The student work could be given as gifts to family members and friends.
- The student work could be turned into laminated place mats, interesting jigsaw puzzles, or other things (e.g. unique wrapping paper, additions to individual or family scrapbooks, supplements to cook books, compiled into books for the school library, and so on).
- The student work could be sorted into different compilations and shared with schools in nearby areas or other parts of the state.

Specific Forms of Writing

ACTIVITY 4

WRITING ABOUT A PICTURE, A PHOTO, OR A PAINTING

The things to consider about a picture or photo or painting

1. Select a picture, a photo, or a painting (i.e. from a magazine / a book / the library / or the internet).
2. Make a copy of it.
3. It should be glued to a separate sheet of paper and placed next to your writing page.
4. It can be given a border.
5. It can be given a title.
6. Are you going to write about it in a factual style or a fictional style (e.g. you could pretend you are the photographer who took the photo or the artist who drew it or painted it; you could pretend you are in that place; you could pretend you are the owner; you could pretend it is part of your collection and you write about it; you could pretend to email it to a friend and write about it; you could pretend it is in your diary or journal and you write about it; you could make a mini-story out of it; and so on)?
7. How can you write about it in an interesting way?
8. Do you like it or dislike it and why?
9. What is in it?
10. Where would you find it?
11. Are there some special things in it?
12. When is it happening?
13. Are there some positive and negative things in it?
14. Are there any other things that you could include in your writing?
15. You should answer these questions in your head and not in writing.
16. You should think carefully about your answers.
17. They will help you to write a longer and more interesting piece of writing.

Homonyms

ACTIVITY 3

SCENT / SENT AND 3 OTHER PAIRS

1. What does it mean and how can it be used?

a) scent _____

b) sent _____

2. Can you choose the correct word for the sentence?

a) There is a rose in our neighbour's garden which has a lovely (scent / sent).

b) His parcel was (scent / sent) by airmail to Austria.

3. Can you write a sentence for each word?

a) scent _____

b) sent _____

1. What does it mean and how can it be used?

a) scene _____

b) seen _____

2. Can you choose the correct word for the sentence?

a) Her (scene / seen) in the movie had to be changed slightly.

b) A blood cell can be (scene / seen) clearly under a microscope.

3. Can you write a sentence for each word?

a) scene _____

b) seen _____

1. What does it mean and how can it be used?

a) weak _____

b) week _____

2. Can you choose the correct word for the sentence?

a) In the third (weak / week) of the term, most of the test scores had improved a lot.

b) An official report stated that a (weak / week) link in the chain had caused the injury.

3. Can you write a sentence for each word?

a) weak _____

b) week _____

1. What does it mean and how can it be used?

a) queue _____

b) cue _____

2. Can you choose the correct word for the sentence?

a) I'll take my (queue / cue) from the director because it's a difficult part of the play.

b) They'd been waiting in the noisy (queue / cue) to meet the famous author.

3. Can you write a sentence for each word?

a) queue _____

b) cue _____

Building Words into Paragraphs

ACTIVITY 7

10 GROUPS OF WORDS AND 10 PARAGRAPHS

Instructions

1 Choose 1 word from each group.

2 Build those 6 words into a paragraph.

3 Use any style of writing for it.

4 Write 5-8 sentences for it.

5 Edit it.

6 Proofread it.

Activities

Group 1

keyboard	allocated
appealing	reluctantly
often	framework
colouring	scrumptious
openly	into

Group 2

background	releases
spacious	intensely
behind	mountain
climbed	studious
cleverly	around

Group 3

airport	arrives
cluttered	expertly
between	harbour
created	decisive
weirdly	through

Group 4

colleague	collecting
significant	properly
underneath	assistant
compiled	persistent
stubbornly	beside

Group 5

enemy	examining
handy	faithfully
above	batch
combined	aromatic
peacefully	towards

Group 6

destruction	renovates
positive	gradually
below	improvement
screened	protective
defensively	away

Digging in the Dictionary

ACTIVITY 7

7 WORDS AND 1 SENTENCE

Instructions

1. Make 4 groups of words from your dictionary.
2. The number tells you the amount of letters.
3. The given letter tells you the section.

Activities

H
4
5
6
7
8
9
10
WRITE A SENTENCE FOR ONE OF THE WORDS

N
4
5
6
7
8
9
10
WRITE A SENTENCE FOR ONE OF THE WORDS

I
4
5
6
7
8
9
10
WRITE A SENTENCE FOR ONE OF THE WORDS

O
4
5
6
7
8
9
10
WRITE A SENTENCE FOR ONE OF THE WORDS