

Lesson 17: Text Transformations

Curriculum links

Key Concepts	1.1 Competence a Being clear, coherent and accurate in spoken and written communication	1.2 Creativity b Taking risks and playing with language	1.4 Critical understanding d Analysing and evaluating spoken and written language to appreciate how meaning is shaped
Key processes 2.3 Writing	d Adapt style and language appropriately for a range of forms, purposes and readers h Use clearly demarcated paragraphs to organise meaning l Use formal and impersonal language and concise expression r Summarise and take notes t Use the conventions of standard English effectively		
Range and content 3.3 Writing 3.4 Language structure and variation	<p>In their writing pupils should: c Present ideas and views logically and persuasively</p> <p>The forms for such writing should be drawn from different kinds of: e Stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, etc.</p> <p>The study of English should include: b Variations in written standard English and how it differs from standard and non-standard spoken language</p>		

Framework substrands and APP links

Strand	8 Composition: shaping and constructing language	9 Conventions: drawing on conventions and structures
Substrand	8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen	9.1 Using the conventions of standard English
APP links	AF3 AF4	AF2 AF3 AF4 AF5 AF6
Level 4	<i>Make ideas and purpose clear by using paragraphs and linking words and phrases</i> <i>Shape the organisation, sequence and presentation to convey ideas clearly</i>	<i>Understand the conventions of standard English and how to use them</i> <i>Understand and use degrees of formality according to context, purpose and audience</i>
Level 5	<i>Use a range of devices to connect ideas within and between paragraphs</i> <i>Experiment with different ways of presenting texts</i>	<i>Understand the importance of standard English and the ways writers use non-standard forms to create particular effects, and how to use this when appropriate</i> <i>Use knowledge of why writers vary the degrees of formality and make similar choices in own writing</i>
Level 6	<i>Shape and craft language within paragraphs to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind</i> <i>Use a range of text formats and layouts to create impact and engage the reader</i>	<i>Write fluently and sustain standard English for a range of purposes and audiences</i> <i>Understand the range of formal and informal styles used by writers and use them in own writing to create a wide range of effects matched to task, purpose and reader</i>
Other substrands covered	2 Speaking and presenting 2.1 Developing and adapting speaking skills and strategies in formal and informal contexts (Speaking and listening AF1, AF3, AF4)	

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Resources

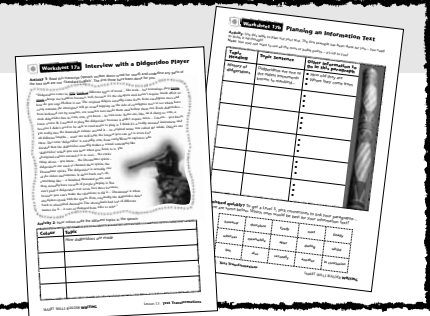
Main lesson stimulus

'A didgeridoo player talks about his hobby ...'
(Student's Book p 29)

Worksheets

Worksheet 17a:
Interview with a Didgeridoo Player

Worksheet 17b:
Planning an Information Text



Teaching progression

Starter

Put students into pairs (A and B). Student A must talk for 30 seconds about a hobby. Student B must try and jot down everything that they say (in note form, if necessary). When 30 seconds is up, ask students what they noticed about:

- The organisation of the talk (was it well ordered?)
- Grammar – did they speak in whole sentences?
- Did they speak fluently for the entire 30 seconds?

Main/development

Ask students to suggest differences between how they speak and how they write. Answers may include: speaking might use slang words; changing subject halfway through a sentence; being able to change pace and volume; using voice to emphasise a point.

Explain the task for the lesson – to transform a transcript of a speech into a structured information text for a leaflet about didgeridoos. Read 'A didgeridoo player talks about his hobby ...' to the class. Students should underline on **Worksheet 17a** anything they notice that makes the speech different from written or 'standard' English.

Feed back ideas. Draw out the fact that the speech isn't organised into clear topics and jumps around a lot. Ask students in pairs to colour-code the speech, and create topic headings for the information. Feed back ideas, and discuss ways of re-ordering the information. Ask students why they need to think about the topics in a piece of text – in order to form organised paragraphs.

In pairs, direct students to use **Worksheet 17b** to decide on topic sentences that will introduce each paragraph and fill in the rest of the table to plan ideas. Students should then rewrite the speech using topic sentences, paragraphs and editing parts of the speech so that it is written in standard English – with no features of spoken English remaining. Tell students that they can make any vocabulary changes that they think are necessary, too.

Plenary

Hear some paragraphs. Ask students to evaluate each other's texts and assess whether the information is well-structured. Ask students to explain what changes they made to the speech, and why.

Homework/extension work

Students could produce a final version of the leaflet, including images. They could also write an information leaflet on their own hobby, or research a hobby that they are interested in.

Curriculum opportunities

4.3 Writing

a Develop independence in writing

Parents and teachers have hobbies, too! Students could 'interview' a relative or teacher about a hobby and write it up as a more formal information text to be included in a school newsletter or school webpage.