

O Level English Language 1123

Unit 1: Key Writing Skills Part 1

Recommended Prior Knowledge

Students should have a reasonable working knowledge of the conventions of written English e.g. punctuation, paragraphing, spelling and grammar. They should have a reasonable proficiency in the reading of English texts. They should have some knowledge of parts of speech, and be familiar with the idea of range of tone, register and vocabulary.

Context

As this Unit is to build on existing skills, it should be tackled first.

Outline

The Unit consolidates existing skills and is designed to build confidence in the basics of English language: parts of speech, types of sentences and sentence structure, paragraphing, agreement and spelling. It offers opportunities for class-lessons, pair and group discussion, and self and peer assessment.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(x)	Overview of parts of speech	Give a class-lesson in which the functions of noun, verb, pronoun, adjective, adverb, and conjunction are revised.	<i>English For O Level</i> (Reynolds and Toner) Chapter 3 On-line: http://www.edufind.com http://www.onestopenglish.com/Grammar/Reference
(ix)	Overview of the noun	Ask students to select six examples of each part of speech from given sections of text	Photocopied pages of 'Brick Lane' (Monica Ali), pages to be selected by teacher

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		<p>Give a class-lesson on the proper noun, collective noun and abstract noun</p> <p>Ask students to write ten sentences showing their own examples of proper, collective and abstract nouns</p>	<p>On-line: http://owl.english.purdue.edu/handouts/grammar/</p>
(ix)	Overview of the verb	<p>Give a class-lesson on the function of the verb, explaining that one verb makes a simple sentence</p>	<p>On-line: http://owl.english.purdue.edu/handouts/grammar/ http://www.onestopenglish.com/Grammar/Reference/index.htm</p>
(x)	Sentence structure	<p>Give a class-lesson on sentences joined by 'and' and 'but', explaining that two sentences joined this way makes a compound sentence</p>	<p>On-line: http://www.edufind.com/english/grammar/toc.cfm</p>
(x)	Complex sentences	<p>Give a class-lesson on sentences with more than one verb, explaining that such a sentence, without 'and' and 'but' makes a complex sentence. Combine this with lesson on main and subordinate clauses</p>	<p>On-line: www.timesofindia.indiatimes.com</p> <p>Photocopied pages from <i>Brick Lane</i> (Monica Ali). Pages to be selected by teacher <i>English For O Level</i> (Reynolds and Toner) Chapter 3.</p>
(ix)	Using conjunctions to combine sentences	<p>Give a class-lesson on conjunctions other than 'and' and 'but' and their use</p>	<p>Photocopied page of any school library novel</p>
(ix)	Using the present participle to combine sentences	<p>Give a class-lesson on the present participle and its use</p>	<p>Photocopied pages of novel of literary merit, e.g. <i>Pride And Prejudice</i> (Jane Austen)</p>

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(ix)	Using the relative pronoun to combine sentences	<p>Give a class-lesson on the relative pronoun (who, whose, whom, which, that) and its use</p> <p>Ask the students to complete exercises in combining sentences using conjunctions, relative pronouns and present participles</p> <p>(NB Depending on the rate of students' progress, the above lessons could be combined as appropriate)</p>	<p><i>English For O Level</i> (Reynolds and Toner) Chapter 3 and Chapter 27</p> <p>Photocopied pages of novel of literary merit, e.g. <i>Pride And Prejudice</i> (Jane Austen)</p> <p><i>English For O Level</i> (Reynolds and Toner) Chapter 3 and Chapter 27</p> <p><i>English For O Level</i> (Reynolds and Toner) Chapter 3 and Chapter 27</p> <p>On-line: http://www.arts.uottawa.ca/writcent/hypergrammar</p>
(viii)	Using correct paragraphing	<p>Ask students to write paragraphs, using variety of sentence structure, from lists of given notes</p> <p>Give a class-lesson on topic sentences in paragraphs</p> <p>Ask students to identify and select topic sentences in given paragraphs</p>	<p>Work sheet prepared by teacher</p> <p><i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner) Unit 1, Chapters 12 and 14</p> <p>On-line: http://www.geocities.com/fifth_grade_tpes/longfellow.html</p> <p>Photocopied pages of any school library book</p> <p><i>English For O Level</i> (Reynolds and Toner) Chapter 3.</p>

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(viii)	Identifying topic sentences	Ask students to write paragraphs around given topic sentences Give a class-lesson to revise use of full stops, capital letters and commas	<i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner) Unit 4, Chapter 3 Work sheets prepared by teacher <i>English For O Level</i> (Reynolds and Toner) Chapter 3. On-line: http://www.edufind.com/english/grammar/toc.cfm http://www.onestopenglish.com/Grammar/Reference/index.htm
(ix)	To develop knowledge about punctuation and build on existing skills	Ask class in groups to look at exemplars of punctuation from selected sections of simple texts	 Any class library book
(ix)	Using correct punctuation	Ask class to re-write with correct punctuation unpunctuated sections of text	<i>English For O Level</i> (Reynolds and Toner) Chapter 3 and Chapter 28 <i>English For O Level</i> (Reynolds and Toner) Chapter 3 Photocopied sections of <i>Pride And Prejudice</i> (Jane Austen)
(ix)	Using the colon and semi-colon correctly	Give a class-lesson on use of colon and semi-colon Ask class in groups to look at exemplars of colon	

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		and semi-colon from selected sections of more complex texts	Overhead transparency prepared work sheet
(ix)	Using the question mark and exclamation mark correctly	Ask students to write a short paragraph where colon and semi-colon might be used. They should then swap with their partner and check their work	
(ix)	To develop knowledge about agreement and to build on existing skills	Give a class-lesson to revise use of question mark and exclamation mark Ask students to produce ten sentences showing the use of the question mark and ten sentences showing the use of the exclamation mark. Ask students to swap with their partners and check their work	Worksheet prepared by teacher
(ix)	To develop knowledge about agreement of verbs and to build on existing skills	Give a class-lesson on use of singular and plural	Worksheet prepared by teacher
(iii)	To provide opportunities for group discussion	Ask students to correct errors of agreement of noun and verb in given sections of text	<i>English For O Level</i> (Reynolds and Toner) Chapter 3
(iii)	To provide opportunities for pair discussion	Ask students to correct examples of provided sentences containing errors of verb agreement.	<i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner) Unit 1, Chapter 13
(xi)	Spelling accurately the words within the working	Put students into groups and ask them to select verbs and their subjects from provided sentences and to check their agreement	On-line: http://www.spelling.hemscott.net/

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	vocabulary	Ask students to swap notebooks and correct each other's work. This facilitates peer assessment	
(xi)	Spelling accurately the words within the working vocabulary	<p data-bbox="636 379 1200 406">Give class-lesson on commonly mis-spelt words</p> <p data-bbox="636 443 1200 534">Ask the class to work with a partner and check partner's work for spelling errors. This can be a recently completed writing assignment</p> <p data-bbox="636 598 1223 689">Class can be taught to re-write mis-spelt words in margin of their notebooks to produce personalised dictionary for further reference.</p> <p data-bbox="636 753 1223 842">Students can be taught to re-write each mis-spelt word in a sentence; personal notebooks can be provided for this</p>	Personal spelling notebooks