

O Level English Language 1123

Unit 2: Key Writing Skills Part 2

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 immediately after Unit 1.

Outline

The Unit continues to consolidate existing skills and is designed to build confidence in the basics of English language: punctuation of direct speech, use of parenthesis, appreciation of tone, audience, register and writer's standpoint. It offers help with words in English which are frequently confused as well as work on figurative language. It offers opportunities for class lessons, pair and group discussion, and self and peer assessment.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(ix)	Correct punctuation of direct speech	<p>Give a class lesson on the use of speech marks in direct speech and punctuating dialogue.</p> <p>Ask students to examine the punctuation of direct speech in given sections of text.</p> <p>Ask students to punctuate given sections of unpunctuated direct speech.</p>	<p>Photocopied section of school library novel</p> <p>English for O Level (Reynolds and Toner) Ch 3</p> <p>'Brick Lane' (Monica Ali). Sections of dialogue to be selected by teacher.</p> <p>Brick Lane' (Monica Ali). Sections of dialogue to be selected by teacher and punctuation removed.</p>
(iii)	To provide opportunities for pair discussion	Ask students to swap with a partner and check their partner's work. This leads to peer assessment.	<p>On-line:</p> <p>http://www.edufind.com</p>

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(ix)	Correct punctuation of parenthesis	<p>Give a class lesson on purpose and punctuation of parenthesis – dashes, brackets and parenthetical commas.</p> <p>Ask students to look at examples of parenthesis in selected sections of text.</p> <p>Ask students to add parentheses to given sentences.</p>	<p>Worksheet prepared by teacher</p> <p>Worksheet prepared by teacher</p> <p>Worksheet prepared by teacher</p>
(iii)	To provide opportunity for pair discussion	Ask students to swap their work with their partner and to comment on its merits and demerits. This leads to peer assessment.	
(ix)	Correct use of prepositions	<p>Give a class lesson on common errors in the use of prepositions.</p> <p>Ask students to correct sentences containing errors in the use of prepositions.</p>	<p>English for O Level (Reynolds and Toner) Ch 3</p> <p>Prepared worksheet</p> <p>On-line: http://owl.english.purdue.edu/</p>
(iii)	To provide opportunity for pair discussion	Ask students to swap some recent independent written work with their partner and correct each other's work. This leads to peer assessment	
(iii) and (iv)	To appreciate and be able to write in a variety of tones	Put the members of the class into groups and ask them to move from station to station looking at exemplars of different writing tones- formal and informal, sarcastic, ironic, humorous, tongue-in-cheek, conversational	Newspapers, recipes, autobiography, travel books, holiday brochures, instruction manuals, magazines
(iii)	To provide opportunities for group discussion	Put class into groups and ask them to find their own exemplars of a variety of tones	<p>On-line: http://www.timesofindia.indiatimes.com http://www.guardian.com http://www.dawn.com http://www.independent-bangladesh.com</p>

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(iii)	To provide opportunities for pair discussion	<p>Ask students to work with a partner and to write short passages in a variety of tones</p> <p>Ask students to swap notebooks with their partner and write a short commentary in which they identify tone and pick out words and phrases to support their opinion and follow this with discussion of effects achieved</p>	Texts taken from sources above plus students' own resources
(ix)	To appreciate audience and register	Give a class lesson on audience and register	<p><i>English for O Level</i> (Reynolds and Toner) Ch 3</p> <p><i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner) Unit 1, Chapter 10</p>
(iii)	To appreciate writer's standpoint	Give a class lesson on writer's standpoint – first and third person writing	Photocopied pages of <i>To Kill A Mockingbird</i> (Harper Lee) and <i>The Power And The Glory</i> (Graham Greene)
(iii)	To provide opportunities for group discussion	Ask students, working in groups, to examine examples of writing in both first and third persons and discuss the different effects achieved.	<p>On-line:</p> <p>http://ibelong.britishcouncil.org/</p> <p>(selected texts)</p>
(vi)	To appreciate the advantages and disadvantages of first and third person writing	Ask students to write paragraphs explaining the advantages and the disadvantages of first and third person writing.	<i>English for O Level</i> (Reynolds and Toner) Chapter 3
(iii)	Appreciation of the variety of audiences in pieces of writing	Give a class-lesson on audience.	Newspapers, autobiography, <i>The Diary Of Anne Frank</i> , magazines, holiday brochures
(ix)	Choosing a vocabulary suited to its	Ask students to work with a partner and make a list of	

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	purpose and audience	audiences for whom they might write.	
(vi)	To appreciate writers' standpoint	Ask students to work with given material to identify different audiences for different types of writing.	
(ix)	Choosing a vocabulary suited to its purpose and audience	Ask students to provide synonyms for vocabulary on given worksheets and to discuss the implications of their choices with a partner.	Prepared worksheet
(x)	Becoming aware of words frequently confused	Give a class lesson on words frequently confused e.g. 'avoid' and 'prevent'. Ask students to complete work on given worksheets on words frequently confused.	<i>English for O Level</i> (Reynolds and Toner) Chapter 3 Worksheet prepared by teacher
(vi)	Appreciation of imagery	Give a class lesson on simile, metaphor and personification. Ask students to identify and write comments on given passages containing simile, metaphor and personification. Ask students to work with a partner and write short passages to exemplify the use of simile, metaphor and personification.	<i>English for O Level</i> (Reynolds and Toner) Chapter 3 <i>English Language And Literature</i> (Toner and Whittome) Chapter 3 Worksheet prepared by teacher, using material from <i>As I walked out One Midsummer Morning</i> (Laurie Lee)
(vi)	To appreciate the ways writers make use of imagery	Ask students to work with a partner to insert metaphor, simile and personification into given image-free texts.	Worksheet prepared by teacher.
(vi)	To appreciate the ways writers make use of language	Students to work on website quiz.	On-line: http://www.quia.com