

O Level English Language 1123

Unit 5: Narrative Writing

Recommended Prior Knowledge

Students should understand the terms *narrative writing* and *fiction*, and they should have had some experience in both the reading and writing of narrative writing, however short.

Context

This Unit should be done after Units 1 and 2, but it can come before either Unit 3 or Unit 4, or after Units 6,7,8,9, or 10, at the discretion of the teacher and dependent on the preference and skill of the students. It is recommended, however, that Units 8, 9 and 10 be done consecutively.

Outline

The Unit explores examples of good narrative writing and encourages students to analyse these. It takes students through the process whereby they will be able to produce narrative writing. It provides opportunities for group and whole class discussion. It also provides opportunities for formative and peer assessment. Composition titles for narrative writing are also available.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(vi) and (vii)	To appreciate the techniques of good narrative writing	Give a class-lesson on a short story. Lead a class discussion on character, simplicity of plot, setting, theme, possible plot twists, opening and ending.	<i>The Telegram</i> (Iain Crichton Smith), <i>The Landlady</i> (Roald Dahl), <i>Secrets</i> (Bernard MacLaverty)
(iii) and (vi)	To develop oral skills in English	Read another short story to the class. Put students into groups and ask them to discuss key points e.g. simplicity of plot, characterisation, setting, theme, ending and opening. Appoint a leader for each group. Ask the group leaders to report back on the findings of the group.	
(vi)	To appreciate the skills of good narrative writers	Give a class lesson on the key factors of good narrative writing.	<i>English Language and Literature</i> (Toner and Whittome), Chapter 14

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(iv) and (vi)	To enhance writing skills through reading	Ask the class to read at least two more short stories	On-line: http://creativewritingworld.britishcouncil.org/ <i>English For O Level</i> (Reynolds and Toner) Ch 8
(vi)	Analysing narrative writing	Ask the students to choose a short story and write a commentary on relevant points of its style e.g. plot, characterisation, ending, opening, setting, theme.	On-line: http://creativewritingworld.britishcouncil.org/
(iii)	Giving a solo talk	Ask some students to give a talk to the class about their chosen short story, in which they justify the claim that it is a good piece of writing.	<i>English Language and Literature</i> (Toner and Whittome), Chapter 13
(vii)	Writing about plot	Put students into groups and ask each group to produce a simple plot outline for a particular genre, e.g. one group working on crime genre, another on mystery, another on science fiction.	<i>English Language and Literature</i> (Toner and Whittome), Chapter 13
(vii)	Writing about character	Keep students in the same groups and ask each group to make a list of two or three characters for their genre. They are to write three sentences describing each character.	<i>English Language and Literature</i> (Toner and Whittome), Chapter 13
(vii)	Writing about setting	Keep students in the same groups and ask each group to create a setting for their genre. They are to write three sentences to describe their setting.	<i>English Language and Literature</i> (Toner and Whittome), Chapter 13
(vii)	Writing endings	Keep students in the same groups and ask each group to work out a possible twist for the piece of narrative writing.	<i>English Language and Literature</i> (Toner and Whittome), Chapter 13
(viii)	Paragraphing	Keep students in the same groups and ask each group to produce a paragraph plan for their piece of narrative writing.	
(ix)	Punctuation of direct speech	Give a class lesson that focuses on re-capping the rules for	On-line:

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(vii)	Producing narrative writing	<p>direct speech/ dialogue as a useful ingredient of narrative writing.</p> <p>Ask students to write a short section of dialogue for a piece of narrative writing.</p> <p>Put students into groups and ask them to compile a list of words to use instead of 'said' in direct speech. This can be made into a wall frieze.</p> <p>Ask students to produce a piece of narrative writing based on their previous group work.</p>	http://www.edufind.com
(vii)	Redrafting and improving narrative writing	<p>Ask students to swap their narrative pieces with a partner, Ask each partner to write a short commentary outlining the merits and de-merits of the given piece. Ask students to redraft their work</p>	<i>English For O Level</i> (Reynolds and Toner) Ch 3
(vii)	Producing more narrative writing	<p>Students to be given a list of narrative topics and choose one to write about.</p>	<i>English For O Level</i> (Reynolds and Toner) Ch 8 On-line: http://teachers.cie.org.uk , past question papers, 1123/1