

# OHTs for Modelling

*Teacher's notes*

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General editors for Literacy in Context series: Joan Ward and John O'Connor

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PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE  
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS  
The Edinburgh Building, Cambridge CB2 2RU, UK  
40 West 20th Street, New York, NY 10011-4211, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
Ruiz de Alarcón 13, 28014 Madrid, Spain  
Dock House, The Waterfront, Cape Town 8001, South Africa  
<http://www.cambridge.org>

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First published 2003

OHTs printed in France by SMIC. Teacher's Notes printed in the United Kingdom at the University Press, Cambridge  
*Typeface Delima System* QuarkXPress®

A catalogue record for this book is available from the British Library

ISBN 0 521 53741 X

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## A letter to Miss Richell

## What Jenna wrote

Dear Miss Richell

I know I have apologised so many times, but this time I mean it. I want to say 'sorry' for all the things I have done wrong.

Friday afternoon was a disaster. I know I shouldn't talk during the register, but Debbie was saying things about me. I ignored you when you said 'be quiet' and I was mumbling under my breath when you told me off.

It was Debbie's fault I was in a bad mood. We had an argument at dinner time so it's not fair on you. I'm really very, very sorry. You're right to say I deserved a detention because I shouldn't have argued with you. I really do apologise for swearing. I know that is wrong.

Mr Watson warned me that I'd have to go to Ms. Steel instead of tutor room for registration if I do it again and I don't really want to. The thing is, I know I've got to buck my ideas up before it's too late. I do like this school and I do want to stay in your tutor group.

I'm so sorry I don't know how to say it. The problem is I'm already in detention on Tuesday for History and Mr Patel will give me an hour if I don't go this week. So please will you give me some extra work to do and I'll bring it to you tomorrow morning.

Will you accept this apology from me?

From Jenna

(The one in your tutor group)

P.S. Keep this letter to yourself.



# Letter of apology



**Student's Book link:**

*Language to persuade, argue and advise*  
Unit 1: Apologies!

**Objectives**

**Year 7**

Word	14 Meaning in context; 15 Dictionary and thesaurus
Sentence	9 Main point of paragraph; 12 Sequence paragraphs; 13e Persuasion; 15 Formality
Text: Reading	7 Identify main ideas
Text: Writing	15 Express a view; 16 Validate an argument
Speaking and listening	15 Explore in role; 17 Extend spoken repertoire

**Key words for display** persuasion personal first person topic sentence

**You will need:** One copy of OHT 1 per pair (Introduction).

## 10 Starter suggestions

**Average:** Give students a scenario in which they need to apologise (e.g. they are late for a lesson). Students write five different ways of apologising as if they are a) desperately sorry; b) genuinely sorry; c) quite sorry; d) slightly sorry; e) not at all sorry. Students share their work – draw out some of the vocabulary and styles used.

**More able:** Students work with a thesaurus to find as many synonyms for ‘sorry’ and ‘apologise’ as they can in four minutes. They note these down and then have three minutes to rank them in order of sincerity. Take feedback and write notes.

### A letter to Miss Richell

Makes the purpose clear.

First person.

Present tense for apology.

Topic sentences followed by explanations providing excuses for behaviour.

Repetition emphasises apology – persuasive device.

**More able:** Auxiliary verbs used to provide emphasis.

Repetition of apology to conclude.

**Letter of apology**  
A letter to Miss Richell

OHT 1

What Jenna wrote

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Friday afternoon was a disaster. I know I shouldn't talk during the register, but Debbie was saying things about me. I ignored you when you said 'be quiet' and I was mumbling under my breath when you told me off.


It was Debbie's fault I was in a bad mood, we had an argument at dinner time so it's not fair on you. I'm really very, very sorry. You're right to say I deserved a detention because I shouldn't have argued with you. I really do apologise for swearing. I know that is wrong.

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Will you accept this apology from me?

From Jenna  
(The one in your tutor group)  
P.S. Keep this letter to yourself



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Unit 1: Apologies!  
Language to persuade, argue and advise

Past tense for explanation.

Informal language creates persuasive, personal style.

Explanation for behaviour sequenced in paragraphs.

Adverbs indicate degree of apology.

Offer of action as recompense for behaviour.

Explain the objectives to the class.

**Shared reading:** Lead shared reading of the text, identifying the main ideas in it.

**Text-marking:** Model annotating the first two paragraphs as indicated, labelling features of persuasive writing and the effects they have on the reader. Ask students, in pairs, to look for these or any new features in paragraph 3. Add feedback to the OHT.

Ask pairs of students to text-mark the remaining paragraphs. Take feedback and draw out any remaining features. Focus on the sequence of paragraphs and how topic sentences introduce the main point and are supported by detail within each paragraph. Ensure that the main features and key words are noted on the OHT for the class to see.

### Speaking and listening focus

**Scaffolding:** Ask students to work in pairs on one of the following ‘one-minute apology’ scenarios:

- One student has broken the other’s personal CD player.
- A student has broken one of their mum’s favourite ornaments.
- A student has forgotten an arrangement to visit the cinema with another student and has agreed to go with someone else.
- A student has lost their temper and been rude to their best friend.
- A student has fallen asleep in assembly and must apologise to the head teacher.

They should decide whether the apology is genuine, half-hearted or grudging, and should make decisions about language use, tone and level of formality according to who they are speaking to. Take feedback.

**Independent/Guided work:** Students plan and rehearse a one-minute apology scenario, using the language of persuasion and some or all of the techniques exemplified in the letter. Work with groups as necessary to support ideas and remind them of features.



### Plenary

Students list the main features of persuasive language on whiteboards or paper. Ask several pairs to present their scenarios whilst the rest of the class listen and tick any features of persuasive language they notice. Take feedback on which were the most successful presentations and why.

### Extension work / Homework

Students script a short section of their presentation, marking the persuasive features with a different colour and adding annotations to describe the effects.

### Writing focus

**Scaffolding:** Introduce the task, which is to write a letter of apology: use scenarios from the Speaking and listening focus or ask students to think of their own situation. Provide a letter-writing frame based on the OHT text:

- Opening statement
- Sequence of four paragraphs to give reasons for behaviour – topic sentence followed by explanation
- Offer of recompense
- Repetition of apology.

**Modelling:** Model the first few sentences of your own letter on the OHT, using this format and explaining your choices of language and content. Ask students to work in pairs to think of one further paragraph. Take feedback to check that they have grasped the main features.

**Independent/Guided writing:** Students now work in pairs to draft their own letters. Work with groups as appropriate to extend understanding.



### Plenary

Students choose one paragraph of their letter to read out. Ask the class to comment on successful features and the effect they have on the reader.

### Extension work / Homework

Students could complete their letters if they did not do so in class. They then choose a paragraph to text-mark, drawing out key features of persuasive language and the effects of these.