

Rationale

Encouraging independence is a key part of the teacher's role at this level. Focusing on the learning that takes place while the learner is drafting a piece of writing, rather than on the final product, helps learners to look critically at their writing and identify errors in their text. Specific tasks to develop proofreading skills can foster greater autonomy. When learners talk **about** language, rather than **using** language, they use different skills which can help them to use a variety of strategies to improve their communicative competence.

Aim: To enable learners to proofread their own work

Can be used: from Unit 4 onwards

Activity: Individual and pair work

Focus: Writing

Materials: One copy of Worksheet 7.1 per pair, cut up into sets of sentences, problems and symbols; one copy of Worksheet 7.2 per learner, cut into three sections; one copy of Worksheet 7.3 per learner; coloured pens (optional)

Estimated time: 30–40 minutes

These activities work well after learners have written a free-writing text, at any point in the course after Unit 4. The original text can be found on Coursebook p37.

Worksheet 7.1

- 1 Ask learners to discuss the kinds of mistakes they tend to make in their own writing. They may come up with problems with spelling, tenses and verb forms, articles, word order, etc. Collate their suggestions, but don't give them any suggestions at this stage.
- 2 Check that learners understand the key terminology: *missing article*, *wrong tense*, *spelling*, *punctuation* and *word order*. Introduce the correction symbols.
- 3 Put learners into pairs and hand out one set of sentences to each pair. Explain that each sentence contains an error. Ask them to discuss what is wrong with each sentence.
- 4 Hand out one set of problems and correction symbols to each pair and ask them to match the problems with the symbols.
- 5 Ask learners to find two examples of each of the problems among the sentences they were discussing.

Worksheet 7.2

- 1 Put learners into pairs and hand out Exercise 1 of Worksheet 7.2. Ask them to read the text aloud and concentrate on each individual word as they do so. Tell them to underline or highlight the mistakes in coloured pens and write the number of mistakes in each line in the right-hand column.
- 2 Ask each pair to declare how many mistakes they have identified. This can be done orally, by asking each pair to hold up a number, or asking them to write the answer on the board. Give a prize for the pair who identifies the correct number of mistakes; make sure the learners are aware of how many mistakes there are. Do not check what the mistakes are at this point.
- 3 Hand out copies of Exercise 2 and ask learners to complete the final column of the table. Make sure they are able to correctly identify the mistakes. (It is possible that they may have given the correct number, but not correctly identified the mistakes.)
- 4 Hand out copies of Exercise 3 and ask learners to decide how many mistakes of each type they can find in the text.

WRITING ESSENTIALS 7 continued

Answers

	Number of mistakes	Symbol
One <u>sunny</u> morning a man was walking through the city on his way	2	sp T
to work. He <u>was wearing a</u> smart suit and tie and talking on his	2	T ^
mobile phone. <u>Suddenly</u> , the sun went in and it started	2	P P
<u>raining heavily</u> . The man saw a taxi and started <u>running</u>	3	sp wo sp
towards it. As he ran, a \$5 note <u>fell</u> from his pocket onto	1	sp
<u>the</u> ground, but he <u>didn't</u> notice. He got into <u>the</u> cab and shut	3	^ T ^
the door and the cab <u>drove away</u> .	2	wo P
Total number of mistakes:	15	

Worksheet 7.3

This is a useful worksheet for drafting and re-drafting texts.

- 1 Ask learners to select a short piece of text they have written recently and hand out copies of Worksheet 7.3.
- 2 Tell them to highlight all the nouns in their text. Learners then follow the proofreading checklist for *Missing articles*.
- 3 Repeat the procedure for *Verbs*, *Punctuation* and *Spelling*.
- 4 The *Proofreading checklist* can be used for any future writing to establish good practice for self-correction.

Extension

- Ask learners to look back at a recent piece of work and see if they can use the correction symbols on their own work.
- Ask learners to write a paragraph relating to the unit they are currently studying. When they have finished, they should first proofread their own work, before exchanging their paragraph with a partner. They then correct each other's work, using the correction code.
- Ask learners to look back at any texts they have written recently and to consider the underlying reason for errors they have made.

WRITING ESSENTIALS 7

Worksheet 7.1 Proofreading

Sentences	Problem	Symbol
My first job was cleaning in a local shop.	<i>spelling</i>	sp
I started my English course two years ago.		
I live in capital city, London.	<i>missing article</i>	^
I am student in a language school in London.		
I have come to the UK with my friend in 2009.	<i>tense</i>	T
I lived here since 2002.		
I like very much my job.	<i>word order</i>	wo
I think is not the situation here very easy.		
I looked after my friends children.		
I left Germany in December 2007 and came to the UK. Because lots of my relatives are living here.	<i>punctuation</i>	P

WRITING ESSENTIALS 7

Worksheet 7.2 Proofreading

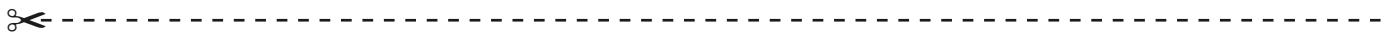
1 Read this text. How many mistakes can you find in each line? Underline the mistakes.

	Number of mistakes
One <u>suny</u> morning a man <u>walked</u> through the city on his way to work. He wore smart suit and tie and talking on his mobile phone suddenly, the sun went in and it started heavily raining. The man saw a taxi and started runing towards it. As he ran, a \$5 note fel from his pocket onto ground, but he doesn't notice. He got into cab and shut the door and the cab away drove	2
Total number of mistakes:	



2 Look at Exercise 1 and check that you found all these mistakes. Write the type of mistake each one is.

	Number of mistakes	Type of mistake
One <u>sunny</u> morning a man <u>was walking</u> through the city on his way to work. He <u>was wearing a</u> smart suit and tie and talking on his mobile phone. <u>Suddenly</u> , the sun went in and it started <u>raining heavily</u> . The man saw a taxi and started <u>running</u> towards it. As he ran, a \$5 note <u>fell</u> from his pocket onto <u>the</u> ground, but he <u>didn't</u> notice. He got into <u>the</u> cab and shut the door and the cab <u>drove away</u> .	2	sp T
	2	
	2	
	3	
	1	
	3	
	2	
Total number of mistakes:	15	



3 Look at your answers to Exercise 2. Complete the table with the number of each type of mistake.

Type of mistake	Number of mistakes
^ missing article	3
T wrong tense	
sp spelling	
P punctuation	
wo word order	

WRITING ESSENTIALS 7

Worksheet 7.3 Proofreading

Look at your piece of writing and complete these questions.

Missing articles

- 1 Is the noun singular?
Yes Go to the next question.
No You may not need an article. Go to question 3.
- 2 Is it countable?
Yes Go to the next question.
No You may not need an article.
- 3 Follow the rules for *a* and *the*.

Verbs: tense and agreement

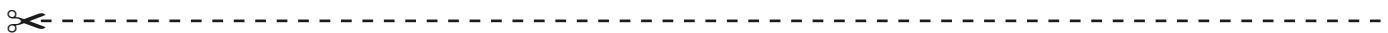
- 1 Am I talking about past, present or future time? _____
- 2 Do I need a continuous or simple verb? _____
- 3 Do the verb and subject agree? _____

Punctuation

- 1 How many sentences are there? _____
- 2 How many full stops do I need? _____
- 3 How many capital letters do I need? _____

Spelling

- 1 Which words do I find difficult? _____
- 2 Have I used a dictionary to check spelling? _____
- 3 Have I used *Look, Say, Cover, Write, Check* to learn difficult words? _____



Proofreading checklist

	Yes	No
I have checked for missing articles.		
I have checked the tense and agreement of the verbs.		
I have checked the punctuation.		
I have checked the spelling.		
I have checked the word order.		