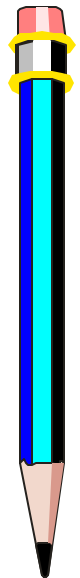
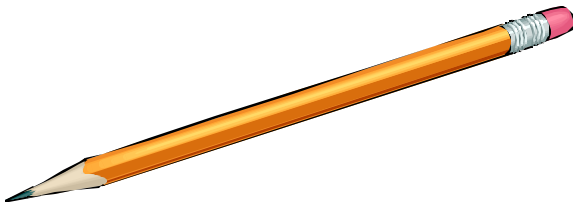
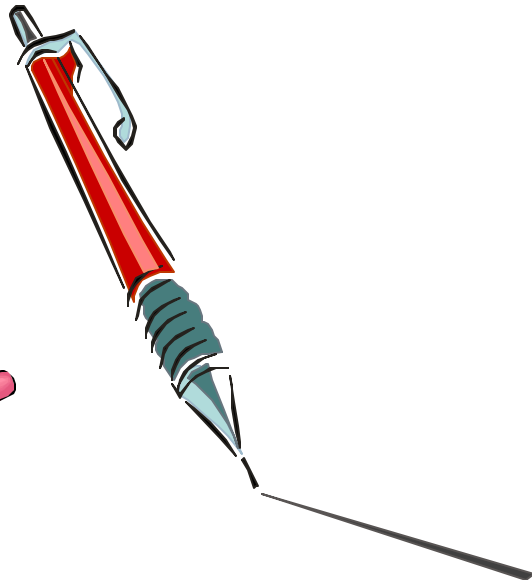
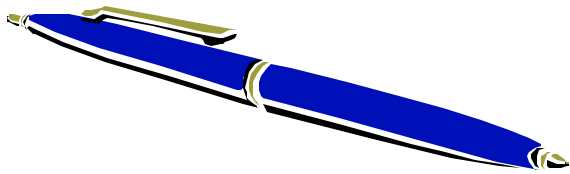
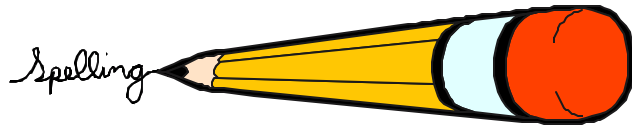


Writing



The purpose of this School-Based Training module is to help the preparatory teachers:

- ✿ Understand the writing skill and the types of writing activities.
- ✿ Discover and discuss the benefits of teaching writing.
- ✿ Learn some tips and techniques on how to teach writing.
- ✿ Experience different models on teaching writing in *Hello*.

Writing is a basic language skill just like listening, speaking and reading. It is mainly a thinking process. This means that it demands conscious, mental and intellectual effort on the part of the writer.

Writing is always a slower activity than face-to-face oral communication. Writers need time to generate, select, shape, order and express ideas. That is why students often have problems not only in a foreign language, but in the mother tongue as well. Educators and instructors should devote enough classroom time to training students in the skill of writing, especially in a foreign language. Writing is closely linked to the oral and reading practice. The most important difference between writing and speaking is the need for accuracy. A piece of writing (discourse) is often expected to be correct.

In *Hello*, there are two major types of writing activities:

- ✿ **Controlled writing**, in which the students' writing is controlled by various means. These could be questions to be answered, sentences to be completed, or pictures to be described.
- ✿ **Less controlled writing**, in which students' writing is not limited in any way, such as essays, compositions, and writing about a particular topic.

Why should we teach writing?

1) Reinforcement

- ✿ A major purpose of writing is to reinforce students' knowledge of the grammar and vocabulary learnt.
- ✿ Memorizing vocabulary and structures helps learners understand how language works.

2) Language Development

- ✿ Writing, like speaking, is a productive learning experience. It helps students to learn more language and more about language as they go along.
- ✿ The more students practice writing in a foreign language, the more their language proficiency develops. This means their command of English as a foreign language improves.

The Writing Lesson

Writing is a communicative learning experience. Writers, like speakers, convey messages. These messages should be comprehensive and have a clear purpose such as providing information and expressing opinions or feelings. Here are the steps teachers can follow to teach writing. The steps include what to do before, during and after class.

Before the Class

- 1) Find the writing lesson in the teacher's guide and read it.
- 2) If it is a controlled practice, make sure that the grammar and vocabulary required are not new for the pupils. If it is a free practice, make sure that you choose a topic the students are familiar with.
- 3) Think of ways by which you will motivate your students to write. Preparing charts, role-playing or other tricks will get them started.
- 4) Plan and change any writing activity to a communicative writing task.

During the Class

- 1) Introduce the situation and the task. Then, make sure that the pupils understand your instructions.
- 2) Model the activity with an example or two.
- 3) Let the students work individually.
- 4) You may sit quietly or walk around the room. Offer corrections while the students are writing if they ask for it.
- 5) Check the writing by peer correction for short controlled writing exercises. However, for evaluation, collect the notebooks or paper to mark later.

After the Class

- 1) Read all the essays.
- 2) Praise the good points in the writing and resist the temptation to limit your comments to what is wrong.
- 3) Use abbreviations and symbols as well as arrows. For example, use sp for spelling and gr for grammar. Make sure the pupils know what the symbols and abbreviations refer to.
- 4) You could use a correction key chart and distribute it to the students.
- 5) Make a plan to discuss with the whole class in detail the common errors and how to avoid them.

Let's Get Started

On the following pages you will find four model lesson plans followed by a model for marking. All four models are based on writing exercises found in the *Hello* books. The last model shows you how you can mark written assignments. The titles of these models are:

Controlled Sentence Writing

Writing from a Table

Writing a Letter

Less controlled Writing

Marking Written Assignments

These types of activities occur throughout the *Hello* books. When you understand which type of writing activity goes with each model, you will be able to choose the correct model for your lesson plan. In addition, the activities that go with each model are listed at the end of it.

Model 1 - Controlled Sentence Writing

Controlled writing is very useful. It is suitable for all stages of learning not just for beginners. In controlled writing, pupils can focus on one variable at a time such as a connector or verb formation.

Here are the typical steps you need to follow when you teach this model:

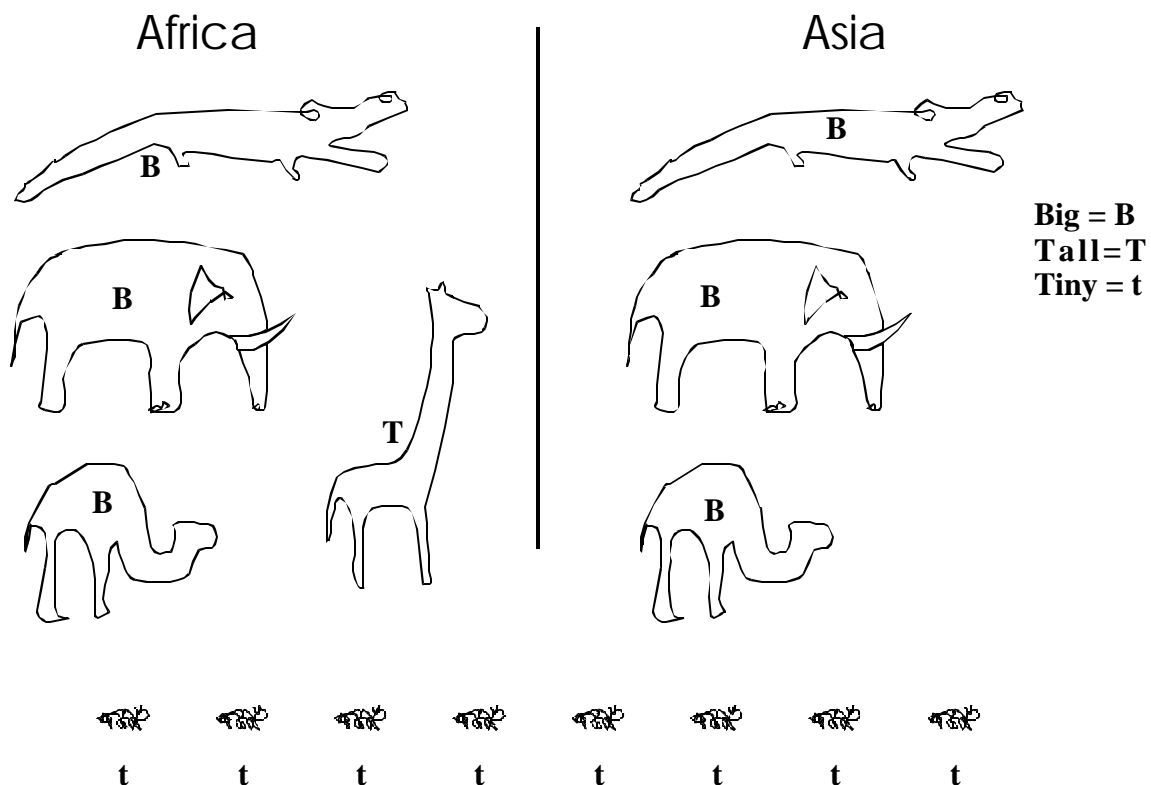
- 1) Revise the structure.
- 2) Revise the vocabulary.
- 3) Ask the students to write individually.
- 4) After they finish, ask each student to exchange their papers with the student sitting next to him/her.
- 5) Write the correct sentences on the board.
- 6) Ask the students to check, mark and grade each other's writing.

DEMONSTRATION

Demonstration Lesson: Hello 3, Unit 21, Exercise C, Page 33

- 1) Ask your pupils to open their book page 33. Then, divide the board into 2 parts.
- 2) Ask the pupils questions about ex. A & B such as:
 - What are crocodiles?
 - Where are they found?

Revise the whole list of animals and every time the students add new information, try to draw figures on the board. Your drawing doesn't have to be perfect.



- 3) Write on the side of the board the 3 adjectives that are useful:
B=Big T=Tall t=tiny
- 4) Ask the students to come to the board to write one each animal an appropriate letter, e.g. T on the giraffe for tall.
- 5) Label the different parts of the animals that the pupils need to describe in their writings such as trunk and teeth.

A Ask and answer questions about the animals

Where are crocodiles found?
 Crocodiles are found in Africa and Asia.

crocodile
Africa and Asia

ASIA
AFRICA

elephant
Africa and Asia

camel
Africa and Asia

ant
all over the world

giraffe
Africa

B Make sentences

Write sentences about the animals in your exercise book.
 The first one is done for you.

1 Crocodiles/big animals/sharp teeth
Crocodiles are big animals with sharp teeth.

2 Elephants/big animals/long trunks

3 Giraffes/tall animals/long necks

4 Ants/tiny insects/six legs

5 Camels/big animals/one or two humps

C Writing

In your exercise book, write about the animals from Exercises A and B, like this.

*Crocodiles are big animals with sharp teeth.
 They are found in Africa and Asia.*

- 6) Ask them to look at the model sentence on page 33 then write five sentences to describe the animals in their book or on the board. They may add one animal not on the board but from their imagination. Ask them to organize the animals from the biggest to the smallest or the most dangerous to the least dangerous. Tell them to imagine that they are writing this information to their younger sister who happen to know how to read English.
- 7) After they finish ask them to exchange their papers with the student next to them.
- 8) Write all the sentences on the board. Each student should look at the board and correct the paper in their hand.
- 9) Collect the notebooks to have a look at them.

POST DEMONSTRATION DISCUSSION QUESTIONS

After the demonstration, write the answers to the following questions:

1) Is the pre-writing activity too long?

2) Do you think that the pupils will like correcting each other's papers?

3) Do you expect many mistakes in this kind of written work? Why or why not?

Model 2 - Writing from a Table

Tables usually contain information in different categories, which can be transferred to an organized written essay. This time we will teach the lesson in a cooperative learning method.

Here are the typical steps you need to follow when you teach this model:

- 1) Ask the student to look at the table.
- 2) Divide them in pairs and ask them to discuss the information and ask questions.
- 3) Ask them to write the essay and limit the time.
- 4) Collect and mark.

DEMONSTRATION

Demonstration Lesson: Hello 4, Unit 17, Exercise G, Page 18

- 1) Ask the student to look at the table on page 18 and make sure they understand the information.
- 2) Discuss with the student the information and the model paragraph.
- 3) Divide the class into pairs. Ask each pair to imagine that they are journalists working for "London News." They should imagine that the research department provided the information in the table.
- 4) Tell them to revise the table together and write two paragraphs about Egypt. Each paragraph should consist of two or three sentences. It should describe Egypt in a catchy way and incorporate the words in the table. The two students should take turns writing sentences.
- 5) Limit the time to 15 minutes. Let the student talk to discuss the ideas. Do not force them to be quiet. Move around the room to check the writing but do not interfere.
- 6) Choose one or two pairs and let them read their essays as models for the whole class. All pupils could take part in correction and modifying the text.
- 7) Collect the paper then mark them.

G Composition

Read the two paragraphs about farming in Syria and fill in the table

Farming is very important in Syria. It earns 20% of the country's income, and 23% of the country's workers work in farming. The most valuable crops are cotton and wheat. Fruit and vegetables are also important.

Syrian farmers keep goats and chickens. They keep the goats for milk and meat, and the chickens for meat and eggs.

Farming in Syria	
Percentage of Syria's income from farming	%
Percentage of people who work in farming	%
Most valuable crops	
Other important crops	
Animals	
Most important animal products	

Use the information in the table below to write two paragraphs about farming in Egypt. Write the paragraphs in your exercise book.

Farming in Egypt	
Percentage of Egypt's income from farming	18%
Number of farmers and farm workers	44%
Most valuable crops	cotton, rice
Other important crops	wheat, fruit, vegetables
Animals	goats, sheep, chickens
Most important animal products	meat, milk, wool, eggs



POST DEMONSTRATION DISCUSSION QUESTIONS

After the demonstration, write the answers to the following questions:

1) How do you feel about cooperative learning (e.g. pair work; class discussions)?

2) Can it be carried out successfully in our classes? Why or why not?

3) Do you think that the students will like to imagine they are journalists? What else may motivate them?

Model 3 - Writing a Letter

In this type of activity, pupils write a letter according to a given plan. The format of the letter is standard and the pupils should memorize it. However, the content and information in the letter varies from one activity to another.

Here are the typical steps you need to follow when you teach this model:

- 1) Review the format of a letter.
- 2) Explain the content required.
- 3) Show a model letter.
- 4) Tell them who they are, who they are writing to, and why.
- 5) Give them time to write.
- 6) Collect the letters and mark them.

DEMONSTRATION

Demonstration Lesson: Hello 5, Unit 3, Exercise H, Page 15

- 1) Introduce the task by asking the students to read the exercise on page 15 silently.
- 2) Elicit the meaning of the task from the students by asking questions like:
 - How many paragraphs are you going to write?
 - Who are you writing to?
 - Where is she?
 - Where are you?
- 3) Remind your pupils of the letter format. Explain where they should put the address and date. Remind them how to begin and end each paragraph.
- 4) Ask them to look at the model on page 11. (An alternative would be to give out a real letter that you would write to the teacher in the next class if she/he were away in another country. Here in these modules, you will find a letter that Dina El-Araby wrote to Nashwa Fayek. It is always more interesting and motivating to the students to touch reality through the teacher.)
- 5) Give them 5 minutes to read it.
- 6) Tell them to write a letter to a friend. (Or ask them to write a letter to a student in the next classroom.) They should imagine that the student traveled to Saudi Arabia with his/her parents for a year. They are sending this letter to update their friend about the news of school and family. They should use the same guidelines on page 15 exercise H. Tell them to use a friendly/informal style like that on page 11 exercise A.
- 7) Collect the letters and mark them.

G Making suggestions and replying

COMMUNICATION SKILLS

Look up **Making suggestions and replying** on page 71 of the Communication Skills section. Then look at the pictures and make dialogues from the table. Use some of your own ideas.

Why don't we	go swimming? have lunch now??	That's a great idea! Good idea!
Shall we	watch a video? go and see Ali??	Why not? OK. Well...
Let's	stay at home. have a party.	I'm not very keen. I really don't feel like it.



H Composition

Look at Exercise A on page 11 again. Write your own letter to somebody abroad in your Workbook, page 10. Write five paragraphs giving him or her your news. Follow this plan

Paragraph 1 Greet your friend.

Paragraph 2 How long have you been back at school?
How long have you been at that school?
What interesting things has your class done this term?

Paragraph 3 Tell your friend about things that two people in your family have done.

Paragraph 4 Tell your friend about something your classmates have done.

Paragraph 5 Say goodbye.

A Quick silent reading: A letter to England

Ahmed Ragab has a pen friend in England. His name is Robert Wilson. Match these ideas with the paragraphs of Ahmed's letter.

- (a) Information about a friend (b) Information about his family
 (c) Saying goodbye (d) Saying hello
 (e) Information about school

54 Mohammed Hussein St
Nasr City
11th November

1 Dear Robert,

2 Greetings from Egypt. I am writing to give you my latest news. The holidays are over and we have been back at school since the middle of September. This is my last year at prep school. I've been at this school for just over two years, and next September I'll go to secondary school. But I will be sorry to leave this school. My classmates are great fun and the teachers are very good, so I have learned a lot. Our class has been on two interesting trips this year. A month ago we went to the zoo and last week we went on a picnic to Port Said.

3 My family are all very well. My Dad has bought a new car. He got it two months ago and he is very proud of it. My uncle has changed his job. He is working in the office of a factory that makes TV sets. My sister, Soha, and I have been to Sinai. We went there on a diving holiday. It was fantastic. Have you ever been diving?

4 But I'm afraid I've got some bad news, too. My friend, Hassan, has had an accident. He was cycling home from school when his bike went into a big hole in the road. He fell off and broke his arm. He has been in hospital since last Monday.

5 That's all for now, Robert. Write soon and tell me your news.

Best wishes,
Ahmed

11

POST DEMONSTRATION DISCUSSION QUESTIONS

After the demonstration, write the answers to the following questions:

1) Will teachers be able to share with their students any personal information?

2) Will the students want to share personal information?

3) What will be the problem if they don't?

Model 4 - Less Controlled Writing

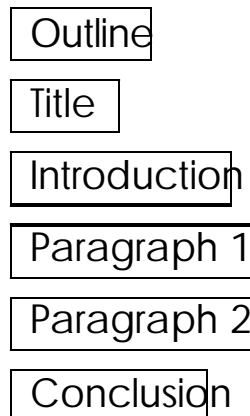
Encouraging the students to write freely is the ultimate goal of teaching writing. One of the main features to be taught, however, is organization. Teachers help students not only in what words and ideas to write but also in how to organize them. Here are the typical steps you need to follow when you teach this model:

- 1) Write the composition question on the board.
- 2) Brainstorm ideas.
- 3) Discuss organization.
- 4) Collect and mark.

TEACHING STEPS

Could be: Hello 5, Unit 9, Exercise G, Page 43 or the following

- 1) Write on the board the following: "Write a composition about a wedding. You are writing to your cousin in Kuwait. You will tell him/her about your neighbors' wedding that you attended. Mention all the exciting events of the evening. Write an introduction, two paragraphs and a conclusion."
- 2) Ask the pupils to copy the question down in their notebook and think about some ideas related to it.
- 3) Erase the board then divide it into 2 parts. On the first part, draw a circle and write wedding in it. On the second part, write "outline" at the top.



- 4) As the students give suggestions be sure to write them all down. Do not discard any of them. Show how related ideas can branch out like dress -> white.
- 5) Under outline write: Title, Introduction, Paragraph 1, Paragraph 2 and Conclusion.
- 6) Ask the students about what should be written in each part. Repeat good suggestions.
 - Title: Wedding, My Neighbor's Wedding, An exciting Evening.
 - Introduction: Who is getting married? When? What does the word wedding mean?
 - P1 & P2: any two ideas from the list. Do not write all!

- Conclusion: your feelings about the evening.
- 7) Give them up to 25 minutes to finish the composition.
- 8) Collect the compositions and correct them.

G Composition

When you write a composition, you should begin by making a plan. Before making your plan, read Lesley Smith's composition and match the main ideas with the paragraphs below.

(a) Family and friends (b) Introduction
(c) Description of Northwood (d) Opinions of Northwood

1 My name is Lesley Smith. I live near London in a small town called Northwood.

2 I live with my family - my Mum and Dad and my brother Terry, who is 19. My Dad is a bank clerk and he works in London. My Mum and brother both work in Northwood. My Mum works in a shop and Terry works in a garage, mending cars. I go to school here. My brother and I both have lots of friends round here because we have lived here all our lives. My best friend is called Amy, and my brother's best friend is Chris.

3 Northwood isn't very big, but it has two cinemas, a theatre, a sports centre and quite a lot of shops. Most people in Northwood work in small factories and offices, and there are some nice parks where they can go at lunchtime.

4 I like Northwood a lot, because it is quiet and friendly and I know a lot of people. Terry does not like it. He says it is too quiet and boring. He wants to go and live in London, but it costs a lot to get a flat in London, and he does not make much money here.

Now, make notes on Lesley's composition.

1 Introduction
Name of town
Where is it?

2 Family and friends
Family
Friends

3 Description of home town
Places
Jobs

4 Opinions of home town
Me
My brother

Finally, plan and write a composition about where you live on page 35 of your Workbook.

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POST DEMONSTRATION DISCUSSION QUESTIONS

After the demonstration, write the answers to the following questions:

1) In this kind of exercise, do you expect only the clever students to participate in the discussion? If yes, how can you insure the participation of the weak ones?

2) What do you feel about getting the students to write drafts and you having to read them? Is that feasible?

Model 4 - Marking Writing Assignments

Marking is an important part of the writing lesson for both the teacher and the student. If the teacher asks the students to write an essay in order to evaluate the student's writing, he/she should not waste time to mark all the mistakes. The teacher can read it, count the mistakes and give the grade. Usually when the composition is marked and given a grade, the students just put it in their bag. However, if the teacher wants to teach the students how to write, they must allow time to review the writing, comment gently about mistakes, have meetings with the student, ask them to rewrite essays, re-read and soon until it is perfect. Also, the writings should be in a notebook or portfolio so that the teacher can keep track of the student's progress.

Marking Test Compositions

When students are asked to write an essay in a test, then the main goal here is to evaluate them. It is very important for the teacher to carry out this activity in order to evaluate the pupil's performance as well as the teacher's performance. Also, parents expect reports to follow up on their children's progress.

To mark this kind of essay the teacher needs to divide the score into five main categories that weigh differently.

Category	Description	Weight
Mechanics	Spelling / Punctuation / Capitalization	10%
Content	Ideas	20%
Vocabulary	Choice of words	20%
Grammar	Verbs/Articles/Conditionals/etc...	30%
Organization	Title/Paragraphs/Flow of ideas	20%

As a result, the best composition shows mastery in all categories. When a student does well in selection of vocabulary, grammar, organization, and had brilliant ideas but messed completely on mechanics, then he should obtain a final grade of 90%. You needn't mark the details because it will only frustrate the student. If you have the time, you can sit with him or explain to the whole class in general what you expected in the essay and get them to check it themselves.

Marking Class Writing

When students are asked to write an ordinary writing assignment, then the goal here is to teach the student how to write. The students should receive comprehensible, constructive feedback about both their strengths and weaknesses.

As a result, you may want to focus on only one of the previous categories to mark but you need to explain to the students that you will do so. For example, you may want the students to write a composition about a sport and tell them that you are not going

to mark anything but their ideas. Or vice versa, you can concentrate only on punctuation and spelling. Another idea is to focus on a subpart of a category like subject-verb agreement. In all cases, the teacher must tell the focus to the students and stick to it when marking. Later, the teacher can collect the common mistakes and present them to the whole class for revision and class discussion.

For more advanced students, the teacher may use abbreviations, symbols, arrows, circles and lines to mark mistakes.

Here are some examples:

sp	Spelling
p	Punctuation
^	Missing Letter
gr	Grammar
¶	Paragraph

The most important thing is that the students know what your symbols stand for in order to understand them. Also, it is important to praise the good work of the students. They need to be encouraged when they are doing a good job even if it is only a partial success.

In sum, the process of writing should be as follows:

- 1) Selection of topic by teacher (or students and teacher).
- 2) Discussion of Content and Outline (whole class/pairs/groups).
- 3) Instruction about Writing and Marking Focus (teacher).
- 4) Students write draft (individually/in pairs/in groups).
- 5) Teacher indicates good points and adds comments and suggestions.
- 6) Students write final essay.
- 7) Students proofread.
- 8) Teacher evaluates writing.
- 9) Teacher assigns follow-up tasks to fix common mistakes.

POST DEMONSTRATION DISCUSSION QUESTIONS

After the demonstration, write the answers to the following questions:

Would you be able to follow this marking scheme?

.....

Is this difficult to apply?

.....

Will you have time to go through all steps?

.....