

Resource Books for Teachers

series editor Alan Maley

Writing

Second edition

Tricia Hedge

OXFORD
UNIVERSITY PRESS

Acknowledgements

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:

- p. 21 The Reader's Digest Association Limited for permission to reproduce extract from *Family Encyclopedia of World History* edited and designed by Reader's Digest Association Limited, London.
- p. 61–2 Extract from *My Family and Other Animals* by Gerald Durrell © Gerald Durrell, 1956. reprinted by permission of Curtis Brown.
- p. 71 Penguin Group (UK) for permission to reproduce extracts from 'A wife's thoughts, III' by Hsü Kan, 'In imitation of Hsü Kan' by Wang Jung, and 'In imitation of "Since you, sire, went away"' by Fan Yün from *The Penguin Book of Chinese Verse* translated by Robert Kotewell and Norman L. Smith and R. H. Kotewell, 1962.
- p. 99 Oxford University Press for permission to reproduce the book cover, Introduction and first page of Chapter 1 of *Oxford Bookworms: Phantom of the Opera* by Jennifer Bassett. © Oxford University Press 2000.
- p. 120 Chart of assessment criteria from the *Cambridge First Certificate Handbook* reproduced by permission of the University of Cambridge Local Examinations Syndicate.

SOURCES:

- p. 21 *Evening Class* by Maeve Binchy Orion, Copyright © 1996 Maeve Binchy.
- p. 47–9 *Debrett's Guide to Etiquette and Modern Manners* edited by Elsie Burch Donald
- p. 91 *Pen to Paper* by Tricia Hedge, Thomas Nelson and Sons Limited © Tricia Hedge 1983.
- p. 110–11 *Freestyle* by Tricia Hedge, Thomas Nelson and Sons Limited © Tricia Hedge 1985.
- p. 97–8 *Using Readers in Language Teaching* by Tricia Hedge, Macmillan.

ILLUSTRATIONS:

- p. 37 Map of Ealing reproduced by permission of Geographers' A-Z Map Co. Ltd. Licence no. B2870. © Crown Copyright 2004. All rights reserved. Licence number 100017302.
- pp. 41 and 111 by Paul Dickinson

- p. 70 Alamy Images (basketball game/Photofusion Picture Library), and Travel-Ink (Tucson, Arizona/Colin Weston).
- p. 91 Getty Images (man pouring coffee in kitchen/Trujillo-Paumier/Stone+), Oxford University Press (smiling woman/PhotoDisc); Punchstock (man with coffee cup/PhotoDisc).
- p. 101 Alamy Images (smoke/Stockfolio).

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Contents

	The author and series editor			1	
	Foreword			3	
	Changes to this edition			5	
	Introduction			7	
	How to use this book			17	
	Level	Time (in minutes)	Aims	Page	
1	Communicating			20	
1.1	Exchanging letters with your students	Elementary to advanced	10	To provide an opportunity to write more extensively to the teacher as participator in real communication	24
1.2	Sharing journals with students	Elementary to advanced	10	To provide an opportunity to exchange ideas, reflections, and opinions with the teacher as participator	26
1.3	Keeping a reading journal	Intermediate to advanced	40–50	To provide writing practice integrated with reading	29
1.4	Sharing cultural information	Intermediate	40–50	To use cultural information as a prompt for sharing writing	31
1.5	Making a class magazine	Elementary to advanced	40–50/week	To encourage responsibility and autonomy in self-selected extensive writing	32
1.6	Carrying out mini-projects	Elementary to advanced	40–50/week	To provide a project framework for generating topics for writing	34
1.7	Giving directions	Elementary to intermediate	40–50	To use the principle of task dependency to create an audience and the need for clear and coherent writing	37
1.8	Asking for and giving advice	Intermediate to advanced	40–50	To create an incentive for writing by providing other students as an audience	38

	Level	Time (in minutes)	Aims	Page
1.9 Jigsaw story writing	Elementary to upper-intermediate	40–50	To use the principle of information gap to motivate group writing	40
1.10 Writing a newscast	Elementary to advanced	40–50+	To give an opportunity for writing in order to perform for an audience of fellow-students	42
1.11 Internet greetings	Elementary to intermediate	50+	To write real messages to other students using the Internet	43
1.12 Using emotive language	Intermediate to advanced	40–50+	To help students appreciate the use of emotive language to create dramatic style	44
1.13 Changing style	Intermediate to advanced	40	To help students appreciate differences between formal and informal style according to audience	45
2 Composing				50
2.1 Making mind maps	Lower-intermediate to advanced	30+	To introduce and encourage the pre-writing strategy of making notes	56
2.2 Using a diagram of ideas	Intermediate to advanced	30+	To introduce a logical pre-writing activity for writing a formal 'for and against' essay	58
2.3 Pyramid discussion	Lower-intermediate to advanced	40–50+	To help students generate ideas and organize them for a description	59
2.4 Brainstorming	Intermediate	50+	To help with the task of generating ideas before writing	60
2.5 Making linear notes	Intermediate	40+	To help with the pre-writing activities of listing ideas, selecting and grouping, and organizing them into a plan for writing	62
2.6 Imagining dialogues	Elementary to upper-intermediate	30+	To help students write relevant content by imagining the reader's questions	63
2.7 Working from opening sentences	Beginners to advanced	40–50+	To help students develop a sense of direction in narrative writing	65
2.8 Freewriting	Lower-intermediate to advanced	30+	To provide a strategy for dealing with writer's block	66
2.9 Cubing	Intermediate to advanced	40+	To provide an invention process of considering a topic from six different perspectives	68

	Level	Time (in minutes)	Aims	Page	
2.10	Using visuals to focus a description	Elementary to advanced	20–30+	To help students see the importance of selection and focus in writing a description	69
2.11	Writing poetry	Lower-intermediate to advanced	15+	To create an opportunity for expressive writing	70
2.12	Using opinionnaires	Lower-intermediate to advanced	30–40+	To provoke response and reaction to a topic as preparation for composing	73
2.13	Using journalists' questions	Intermediate to advanced	45+	To encourage the collection of facts from various sources in order to create a text	76
2.14	Reporting interviews	Elementary to intermediate	45+	To encourage generating content for writing through interviews	78
2.15	Conducting a survey	Lower-intermediate to advanced	40+	To encourage research for report writing	79
3	Crafting				81
3.1	Describing a person	Elementary	40–50	To organize content for an informal description of a person in a letter to a friend	90
3.2	Writing a biography	Intermediate to advanced	40–50	To select and organize content for a biography	92
3.3	Developing an argument	Advanced	60+	To organize a set of arguments into a structure of statement, point, and evidence	94
3.4	Organizing a contrast and comparison essay	Upper-intermediate to advanced	50+	To organize points in a contrast and comparison essay	95
3.5	Writing a book review	Elementary to advanced	50+	To select categories of content and organize ideas for a book review	97
3.6	Writing instructions	Lower-intermediate to advanced	40+	To give warnings using imperatives in a public notice	100
3.7	Developing a cause and effect argument	Intermediate to advanced	50+	To organize ideas in a leaflet explaining effects, using appropriate logical connectives	102
3.8	Organizing a classification	Upper-intermediate to advanced	30–40+	To develop an understanding of the organization of a formal scientific classification	104
3.9	Using connectives of addition	Intermediate	40–50+	To elaborate an argument using connectives of addition	106
3.10	Using connectives of concession	Intermediate	30+	To practise connectives of concession in a letter of complaint	107

	Level	Time (in minutes)	Aims	Page	
3.11	Time sequencing in a story	Intermediate	50+	To describe events in a fictional narrative using time adverbials for sequencing	109
3.12	Organizing general and supporting statements	Advanced	40–50	To understand how paragraphs can be used to organize information in academic writing	113
3.13	Working with language using dictogloss	Elementary to advanced	30+	To focus on grammar and sentence structure in writing	115
4	Improving				117
4.1	Raising awareness about writing	Elementary to advanced	30+	To encourage students to think about their own approach to writing	126
4.2	Raising awareness about text quality	Elementary to advanced	30+	To raise awareness about what makes a good piece of writing	128
4.3	Evaluating plans	Intermediate to advanced	30+	To encourage students to review their ideas and organization after initial planning	129
4.4	Writing in a group	Lower-intermediate to advanced	30+	To encourage a shared process of revision through group discussion	130
4.5	Conferencing	Elementary to advanced	5	To encourage writers to talk about their writing and reflect on the process	131
4.6	Reviewing a draft for content	Elementary to advanced	30+	To encourage individual revision with the use of guidelines	133
4.7	Using taped comments on first drafts	Elementary to advanced	10	To help students revise their writing using verbal comments from the teacher	134
4.8	Peer conferencing on drafts	Upper-intermediate to advanced	10+	To aid revision by encouraging student feedback on each other's work	136
4.9	Reformulating	Upper-intermediate to advanced	20+	To give students the opportunity to analyse and discuss organization and accuracy in their own and each other's work as part of the revision process.	137
4.10	Peer editing using an editing code	Elementary to advanced	40	To give students practice in identifying errors in their own and fellow students' work	139
4.11	Self editing for language accuracy	Elementary to advanced	30+	To encourage students to take responsibility for checking accuracy in their own work	140

	Level	Time (in minutes)	Aims	Page	
4.12	Making your own dictionary	Elementary to advanced	20+	To encourage students in autonomous learning in relation to self-help sources for writing.	143
4.13	Keeping a language notebook	Intermediate to advanced	30	To encourage students in autonomous learning in relation to self-help sources for writing	145
	Appendix				147
	Bibliography				149
	Further Reading				151
	Index				153