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# *Writing skills*




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## **Writing is generally considered the most difficult of the four skills:**

- **It demands a great deal of work and concentration.**
- **It brings students a great sense of pride as they produce pieces of their own creation.**
- **It helps students to organize their thoughts.**
- **It is the skill that shows how well they control language.**



**What should teachers do when they want to make writing an active process with peer input, but some students show up without their written assignments ?**

- **Have students work hard at improving the work of classmates and / or do their own writing in class.**
- **Meanwhile, students who come prepared receive a lot of helpful feedback from their teacher and from peers. Students who once experience the “outcast position” might just not want to repeat it!**

# Challenges

- **Number of students in the classroom**
- **Level differences of the students**
- **Creating relevant real life tasks**
- **Time consuming both for students and teachers**
- **Motivation**
- **Assessment**



# *Activities*



## **THREE UNRELATED THINGS**

- 1. In plenary, ask students for the names of three things that have no relationship to each other. For example, students might suggest a snake, a piece of dirty paper, and a rainbow. Write this on the board.**
- 2. Tell students that they will write or tell a creative story that includes all three things. Give students one full minute to think about their story.**
- 3. Students write their stories.**
- 4. Pairs read these to each other and work together on both papers to correct errors.**
- 5. Display these on the wall for everyone to walk around and read.**
- 6. Each student chooses one story (not his or her own).**
- 7. Volunteers read some of these aloud and the class votes for their favorite story.**



## ACTING-OUT DICTACOMP

1. **Choose from the students' text a reading passage that involves a series of actions. (Examples: getting up in the morning, starting a car, getting on an airplane, hunting, taking a test, preparing a meal, finding an apartment)**
2. **With students' books closed, read the passage aloud slowly.**
3. **Elicit key words from the class and put these on the board.**
4. **Reread the passage at normal speed.**
5. **Mime the passage, as students write down each of your actions.**
6. **One volunteer at a time acts out the passage as other students call out the actions.**
7. **Students check their writing against the text.**



## Extension:

- Students create their own short “action passages” and in small groups act these out while fellow students write out what is being enacted.



# An Old Lady and The Lamp

Once upon a time there lived a beautiful [ ] lady in a [ ] hamlet. When the [ ] set the [ ] lady lighted a [ ]. The [ ] felt very [ ] of itself that it was the brightest object in the universe. One [ ] [ ] night the [ ] was blown off. It started [ ]. Then the [ ] lady told the [ ] not to be haughty. She again lighted the [ ]. Thereafter, it was quite humble and behaved well.

# A bad day

There I was [redacted] at the bar [redacted] at my drink when a [redacted], trouble-making [redacted] stepped up next to me, [redacted] my drink and [redacted] it down in one swig. "Well, whatcha gonna do about it?" he said, menacingly, as I [redacted] into [redacted]. "Come on, man," the [redacted] said, "I didn't think you'd [redacted]. I can't stand to see a man [redacted]." "This is the worst day of my life," I said. "I'm a complete failure. I wa[redacted]e to a meeting and my boss fired me. When I [redacted] to the parking lot, I found my [redacted] had been [redacted] and I don't have any insurance. I left my [redacted] in the cab I took home. I found my [redacted] in [redacted] with the [redacted] and then my dog [redacted] me." "So I came to this bar to work up the courage to put an end to it all, I bought a [redacted], I dropped a [redacted] in and sat here [redacted] the poison dissolve; then you, you jack-ass, showed up and [redacted] the whole thing! But enough about me, how's your day going?"



## **Dictogloss - Writing texts using memory and creativity**

- **Learners interact and cooperate reconstructing a text**
- **Learners try out new language and reactivate language they already know – a balance of memory and creativity**



## Stage 1

### Preparation for task

Pre-teaching vocabulary which makes the listening more effective as interest is heightened and learners are able to anticipate what they will hear.

## Stage 2

### Dictation of the text

Learners listen to a short text. The text is repeated and learners write down the key words. Key words should only relate to the content or information in the text as these will trigger the memory during the reconstruction stage.



## Stage 3

### Reconstruction of the text

Learners work in small groups to reconstruct the text using the key words.

Each group appoints a 'scribe' who writes down the text as it emerges through their discussions.

## Stage 4

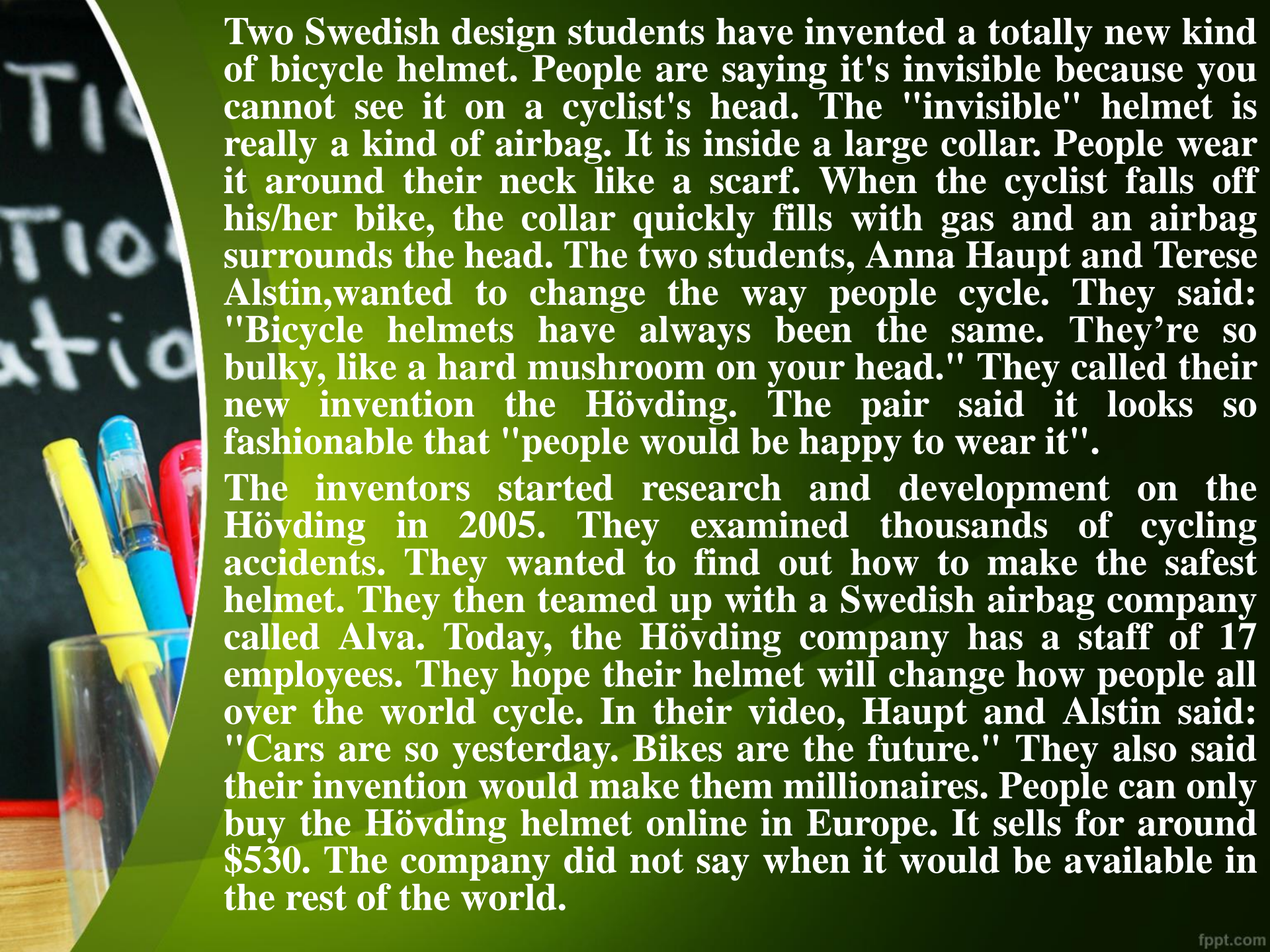
### Analysis

This stage not only corrects but provides options for alternative language forms.

Learners compare and discuss language options with other groups.

**Write down the key words and  
reconstruct the story**





Two Swedish design students have invented a totally new kind of bicycle helmet. People are saying it's invisible because you cannot see it on a cyclist's head. The "invisible" helmet is really a kind of airbag. It is inside a large collar. People wear it around their neck like a scarf. When the cyclist falls off his/her bike, the collar quickly fills with gas and an airbag surrounds the head. The two students, Anna Haupt and Terese Alstin, wanted to change the way people cycle. They said: "Bicycle helmets have always been the same. They're so bulky, like a hard mushroom on your head." They called their new invention the Hövding. The pair said it looks so fashionable that "people would be happy to wear it".

The inventors started research and development on the Hövding in 2005. They examined thousands of cycling accidents. They wanted to find out how to make the safest helmet. They then teamed up with a Swedish airbag company called Alva. Today, the Hövding company has a staff of 17 employees. They hope their helmet will change how people all over the world cycle. In their video, Haupt and Alstin said: "Cars are so yesterday. Bikes are the future." They also said their invention would make them millionaires. People can only buy the Hövding helmet online in Europe. It sells for around \$530. The company did not say when it would be available in the rest of the world.



## I Like Fall! A Rebus Story Read the story.



I like the  season the best. I can put on a  in the fall. I can see the pretty  in the fall. I can  in the  in the fall. I can go to the  in the fall. I can make a  in the fall. I can play  in the fall. The  season is fun.

### Key:



jack-o'-lantern



football



fall



pumpkin patch



sweater



leaves



jump



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*Writing is a way of talking without being interrupted.*

**Jules Renard**

## Resources

- Zero Prep – Activities for All Levels (*Laurel Pollard, Natalie Hess – Alta English*)
- [www.britishcouncil.org/me](http://www.britishcouncil.org/me)
- <http://ddeubel.edublogs.org/2009/09/22/teaching-writing-activities-and-ideas/comment-page-1/>
- <https://www.abcteach.com/documents/fall-season-full-color-rebus-i-abcteachcom-12287>
- <https://breakingnewsenglish.com/1311/131114-hovding.html>