

Writing

Hi everyone! Welcome to this short but intensive Writing program. Over our six hours, I hope we can cover some Writing Skills that can help you and your students. We will do a variety of writing tasks and look at a little bit of theory. *The main focus of the program is to help you and your students write.*

We will not be able to cover everything I have included in the program due to time constraints. In our classes I will look at **Section 5. Drawing up a Syllabus** and we will work through some activities to help you and your students with writing. The uncovered material (*Sections 1-4 & 6-10*) can be found online at www.teflsites.com and referenced later if needed.

Activities will be based on **Part 5: Drawing up a Syllabus**

All activities will supplement the book and will be given to you during class. They will also be available to download online from www.teflsites.com.

1. Ascertaining Goals and Institutional Constraints
2. Deciding on Theoretical Principles
3. Planning Content
4. Weighing the Elements

5. **Drawing up a Syllabus**
 - a. Structural – **Fly, Finger, Worm, Korea**(Activity)
 - b. Skills and Processes – **My Favorite Teacher**(Activity)
 - c. Functional
 - i. Definition Paragraphs – **Flower**(Activity)
 - ii. Process Analysis Paragraphs – **Cake**(Activity)
 - iii. Descriptive Paragraphs – **Hershey's Kisses**(Activity)
 - iv. Opinion Paragraphs – **Lotteries**(Activity)
 - v. Narrative Paragraphs – **The Magic Sword**(Activity)
 - d. Topical – **MERS**(Activity)
 - e. Situational – **Application Letter**(Activity)
 - f. Tasks – **A Class Magazine**(Activity)

6. Selecting Material
7. Preparing Activities and Roles
8. Choosing Types and Methods of Feedback
9. Evaluating the Course
10. Reflecting on the Teacher's and Student's Experience

We will also complete daily tasks: **Writing Warm-ups, Paragraph Editing** and **Reflective Writing**(Extra Uploaded Material)

Note: Extra Uploaded Material and Links will be provided online at www.teflsites.com for further reference.

5. Drawing up a syllabus

We will look at 6 Writing Skills, normally found in writing courses.

For each writing skill, we will look at definitions and example paragraphs, followed by an **Activity**.

Writing Skills

Hour 1	a. Structural b. Skills and Processes
Hour 2	c. Functional i. Definition Paragraphs
Hour 3	c. Functional ii. Process Analysis Paragraphs
Hour 4	c. Functional iii. Descriptive Paragraphs
Hour 5	c. Functional iv. Opinion Paragraphs v. Narrative Paragraphs
Hour 6	d. Topical e. Situational f. Tasks

Hour 1

a. Structural

Writing courses, particularly at beginning level can be organized around grammar and sentence patterns. A present tense paragraph one day, a past tense paragraph and so on. Structural courses nowadays are often organized by patterns of writing forms or genres: paragraphs with topic sentence, descriptions, analyses and so on.

Example 1: Paragraph Structure

Topic Sentence

The Body

- a supporting sentence
- a supporting sentence
- a supporting sentence

The Concluding Sentence

a. Topic Sentence

My Sundays

I enjoy being at home on Sunday. I feel comfortable and peaceful at home. I clean up my bedroom and take care of my dog. On Sunday, I have enough time to talk with my mom about my friends and school life. I like to be alone in my bedroom. I read books, draw pictures, and listen to music there. My Sundays are not too exciting, but I am happy with my quiet Sundays.

b. The Body: Supporting Sentences

1. Saturday is my favorite day.
 - a. Every Saturday, I play soccer with my friends outside.
 - b. Sometimes I go to the movies.
2. Seoul is an important city.
 - a. It is the capital of Korea.
 - b. Its population is about 15 million.
3. My brother has very good study habits.

- a. He has a set time to study every day.
- b. He has a set place to study.

c. The Concluding Sentence

My Healthy Grandfather

My grandfather cares about healthy eating. First of all, he tries to choose a diet with plenty of vegetables, fruits, and grain products. He is also careful about cutting down on sugar and salt. In addition, he rarely eats food that has a lot of fat and cholesterol. Like many of his friends, my grandfather tries to keep in shape and stay healthy.

Activity 1: Structural – Fly, Finger, Worm, Korea

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 1

b. Skills and Processes.

Skills and processes such as generating ideas, organizing ideas, revising, writing fluently, writing effective beginnings and endings, and developing an argument to convince a reader.

Example 1: Planning a Paragraph

a. Prewriting

My Favorite Teacher

Jung, Lee	long, black hair	told interesting stories
34 years old	energetic	cared about students
tall and thin	excellent	talked to students a lot
walked around	funny	helped us to present school plays
put energy into teaching	taught us to love literature	loved classical music
single	played jokes	liked color black



		excellent	<ul style="list-style-type: none">• taught us to love literature• helped us to present school plays
Jung, Lee	My Teacher	energetic	<ul style="list-style-type: none">• walked around• put energy into teaching
	tall and thin	funny	<ul style="list-style-type: none">• played jokes• told interesting stories
34 years old		caring	<ul style="list-style-type: none">• loved students• talked to students a lot
single	long, black hair	<ul style="list-style-type: none">• loved classical music• liked color black	

b. Outlining

My Favorite Teacher

Example 1:

Life	taught Korean	34 years old	single	loved classical music	liked color black
Character	energetic	walked around		funny	put energy into teaching
	played jokes	told interesting stories		caring	talked a lot to students
	excellent	taught us to love literature			
Appearance	tall and thin	long, black hair			

Example 2:

	My Favorite Teacher
Life	taught Korean 34 years old
Appearance	tall and thin long, black hair
Character	a. energetic – put energy into teaching
	b. Funny – played jokes, told interesting stories
	c. excellent – taught us to love literature
	d. caring – talked to students a lot

Topic Sentence _____
Supporting Detail 1 _____
- _____
- _____
- _____
Supporting Detail 2 _____
- _____
- _____
- _____
Supporting Detail 3 _____
- _____
- _____
- _____

c. The First Draft

My Favorite Teacher

My favorite teacher was Jung, Lee. He was 34 years old and taught Korean.

He was a tall, thin man. He had black hair. In the classroom, he was energetic.

He wore thick glasses

When he teaching he put his energy into teaching. He was also funny. He told jokes

and interesting stories in class. He was also an excellent teacher. He taught us love

literatre. Mr. Lee cared a lot of for his students too. He had time to talk to students

He helped us to present a school play every year
about their problems. I miss him very much.

d. Revising

My Favorite Teacher

My favorite teacher was Jung, Lee. He was 34 years old and taught Korean. He was a tall, thin man. He had black hair. He wore thick glasses. In the classroom, he *with black hair* was always energetic. When he teaching he put his energy into teaching. He was also funny. He told jokes and interesting stories in class. He was also an excellent teacher. He taught us love literature. He helps us to present a school play every year. Mr. Lee cared a lot of for his students too. After school He had time to talk to students about their problems. I miss him very much.

e. Proofreading

My Favorite Teacher

Jung, Lee is a teacher to remember. He was a tall, thin man with black hair. He *, = ?* wore thick glasses. In the classroom, he was always energetic. When he teaching he put *, = ?* his energy into teaching. He was also funny. He told jokes and interesting stories in *was ?* class. He was an excellent teacher. He taught us love literature. He helps us to present a *to ? literature? helped ?* school play every year. Mr. Lee cared a lot of for his students too. After school He had *of ?* time to talk to students about their problems. I hope I can meet him again someday and *he ?* somewhere.

f. The Final Draft

My Favorite Teacher

A Teacher to Remember

Jung Lee is a teacher to remember. He was a tall and thin man with black hair, and he wore thick glasses. In the classroom, he was always energetic. When he was teaching, he put his energy into teaching. He was also funny. He told jokes and interesting stories in class. He was an excellent teacher. He taught us to love literature and helped us to present a school play every year. Mr. Lee cared a lot for his students too. After school, he had time to talk to students about their problems. I hope I can meet him again someday and somewhere.

Activity 10: Skills and Process –My Favorite Teacher

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 2

c. Functional

i. Definition Paragraphs

What is a definition paragraph?

A definition paragraph defines something. The word definition comes from the verb to *define*, which means “to state the meaning of a word or to describe the basic qualities of something.” In a definition paragraph, the writer’s main purpose is to tell you what something is.

A definition paragraph

- Explains what something is
- Gives facts, details, and examples to make the definition clear to the reader

Example Definition Paragraph

Gumbo	
<p>The dictionary definition of gumbo does not make it sound as delicious as it really is. The dictionary defines gumbo as a “thick soup made in south Louisiana.” However, anyone who has tasted this delicious dish knows that this definition is too bland to describe gumbo. It is true that gumbo is a thick soup, but it is much more than that. Gumbo, one of the most popular of all the Cajun dishes, is made with different kinds of seafood or meat mixed with</p>	 A photograph of a white bowl filled with gumbo, a thick Cajun soup. The gumbo is served over a bed of white rice. It contains various ingredients including large shrimp, chunks of meat, and vegetables like green onions and bell peppers. The bowl is garnished with fresh green herbs and is placed on a green textured surface.

vegetables such as green peppers and onions. For example, seafood gumbo contains shrimp and crab. Other kinds of gumbo include chicken, sausage or turkey. Regardless of the ingredients in gumbo, this regional delicacy is a tasty dish.

Activity 2: Definition Paragraph - Flower

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 3

c. Functional

ii. Process Analysis Paragraphs

What is a Process Analysis Paragraph?

In a process analysis paragraph, you divide a process into separate steps. Then you list or explain the steps in chronological, or time, order. Special time words or phrases allow you to tell the reader when a particular step occurs. The process analysis paragraph ends with a specific result – something that happens at the end of the process.

A process analysis paragraph

- Explains a sequence or process
- Presents facts and details in chronological order
- Uses time words or phrases
- Ends with a specified result

Example Process Analysis Paragraph

Applying to an American University

Although the process for applying to an American university is not complicated, it is important to follow each step. The first step is to choose several schools that you are interested in attending. Next, write to these schools to ask for information, catalogues, and applications. You may also want to visit the schools' websites. After you have researched several schools, narrow the list to three to five. Then mail all the required forms and documents only to your final list of three to five schools. If the school of your

choice requires you to take a standardized test such as the SAT, ACT or TOEFL, be sure to do so early. In addition, ask various school officials and teachers to write letters of recommendation for you if the university requires them. Finally, almost all schools have an application fee. This should be sent in the form of a check or money order. One last piece of advice is to start early because thousands of high school students are all applying at the same time.

Activity 3: Process Analysis Paragraph - Cake

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 4

c. Functional

iii. Descriptive Paragraphs

What is a Descriptive Paragraph?

A descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. If you only wanted to explain to someone what a *samovar* is, for example, you could write a *definition* paragraph because a definition paragraph does not include how the writer feels. However, if you wanted to tell about the feelings you had when you drank a cup of Russian tea that was made in a samovar, you would write a descriptive paragraph.

A descriptive paragraph

- Describes
 - Gives impressions, not definitions
 - “shows” the reader
 - Creates a sensory* image in the reader’s mind
- * related to the five senses: hearing, taste, touch, sight, smell

Example Descriptive Paragraph

Samovar Memory

Every time I have a cup of strong Russian tea, I remember my sweet grandma and her magical samovar. When I was a little girl, my grandmother would make tea for me in this giant, gleaming tea urn. I was fascinated by the samovar and its tasty contents. Its copper sides were decorated with beautiful red and black swirls. Grandma told me that the intricate decorations were painted by skilled craftsmen from her village. I can still remember the smell of the dark tea that my grandma made using the urn. Its leaves always filled her tiny apartment with an exotic aroma, and the rich brew tasted like liquid velvet.



Activity 4: Descriptive Paragraph – Hershey’s Kisses

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 5

c. Functional

iv. Opinion Paragraphs

What is an Opinion Paragraph?

An opinion paragraph expresses the writer's opinion. A good writer will include not only opinion, but also facts to support his or her opinion. For example, if a writer says "Smoking should not be allowed anywhere," the writer must give reasons for this opinion. One reason could be a fact, such as "Thirty thousand people died in the United States and Canada last year because of lung cancer - a known result of smoking." This fact supports the writer's opinion.

An opinion paragraph

- Gives the writer's opinions about a topic
- Interprets or explains facts
- Is often about a controversial issue
- Makes the reader think
- Considers both sides of the argument

Example Opinion Paragraph

Dying with Dignity

The U.S. government should support the legal use of ‘medicide,’ which happens when people with terminal diseases choose to end their lives rather than continue living. One reason the government should do this is because people should not be forced to continue living if they are in severe pain and cannot live with it. A second reason is that staying in the hospital for a long time often causes a financial burden on the family. Terminally ill people often worry about the hardship that this will casue their families. Finally, people who are dying sometimes lose hope. Even if they are alive, they can often only lie in bed, and for some people, this is not “life.” In the end, while many people believe that medicide is an “unnatural way to die” and should remain illegal, the government should allow sick people the legal right to end their lives if they want.

Activity 5:Opinion Paragraph - Lotteries

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 5

c. Functional

v. Narrative Paragraphs

What is a Narrative Paragraph?

The narrative paragraph can be fun to write because you tell a story or relate an event.

Narratives have a beginning, a middle, and an end. Any time you go to a movie or read a fiction book, you are looking at a narrative. Narrative paragraphs often describe events from the writer's life.

A narrative paragraph

- Tells a story
- Gives background information in the opening sentence(s)
- Has a beginning, a middle, and an end
- Entertains and informs

Example Narrative Paragraph

My Macy's Nightmare

I will never forget the first time I got lost in New York City. I was travelling with my parents during the summer vacation. We were in Macy's department store, and I was so excited to see such a huge place. Suddenly, I turned around to ask my mom something, but she was gone! I began crying and screaming at the top of my lungs. A salesclerk came up to me and asked if I was okay. She got on the public address (P.A.) system and notified the customers that a little boy with blue jeans and a red cap was lost. Two

minutes later my mom and dad came running toward me. We all cried and hugged each other. Every time I see a Macy's, I am reminded of that terrified boy.

Activity 6: Narrative Paragraph –The Magic Sword

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 6

d. Topical

Themes: housing, health, education, or abstractions such as success or courage - Content course writing.

Example 1: Health

The Black Death

The difference between an epidemic and a pandemic is the distance they cover. An epidemic is a contagious disease that spreads throughout a community. A pandemic, on the other hand, spreads over a larger area, sometimes across many countries. Based on these definitions, we can categorize the "Black Death," which devastated Europe in the 1300s, as a pandemic. By the time it ended, it had killed about 25 million people – roughly a third of Europe's population. This terrible disease, also called the plague, began in Asia and was brought to Europe through an act of war.

Example 2: Courage

Courage

Courage is mental and moral strength to venture, persevere, and withstand danger, fear or difficulty. It is the firmness of mind and will in the face of danger or extreme difficulty. It suggests an ingrained capacity for meeting strain with fortitude and resilience. A person who is mentally and physically strong, is normally found to be courageous.

Courage is of two kinds: physical and moral. Physical courage depends upon one's physical strength. A weak person is rarely physically courageous. But the beasts are sometimes seen to be physically courageous. Physical courage is needed in the event of any danger for bringing immediate relief or protection to the victim, as in the case of fire or war.

Moral courage belongs to an honest person. Even a physically weak person can

have moral courage. It is really rare and found in one in a million. A person possessing physical courage may be able to save a victim from drowning or burning, by jumping courageously into the scene of accident.

But there are a few in the society to verbally protest against unfair or unjust deeds they come across. A person of moral courage is not a coward. He always revolts against injustice and wrong-doings.

Moral courage comes from conviction and purity of character. A person of moral courage sticks to his own principles, and does not compromise with evil forces. He is ready to sacrifice any kind of self-interest for his moral character.

Activity 7: Topical Paragraph - MERS

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 6

e. Situational

Situational transactions, such as applying for a job, complaining to a landlord, writing letters to the newspaper, writing a business memo, TOEIC...or writing essays to pass a course.

Example 1:Applying for a Job (Cover Letter)

Dear Sir/Madam:

I am writing to apply for the upcoming position available within your department. I am interested in the position of European Studies visiting English language professor, which I found advertised online at www.daveseslcafe.com, dated 12th June 2009. I was also made aware of this position from one of your colleagues, a Mr. Jones, who works with your advertising department.

I would particularly welcome the opportunity to work for your University and as you will notice from my attached curriculum vitae, the position you are offering matches both my personal and professional interests.I believe that I have obtained a vast amount of worthwhile experience from my years in teaching. I am sure that this, together with my understanding of the needs and expectations of your University and students, would be extremely relevant to the position. I am a dedicated teacher and I have a responsible attitude to my work and have the organisational skills to cope with the necessary tasks ahead. Along with this I am always open for self-development, listening to the advice, suggestions and help of others. I am well able to work alone and take responsibility for all aspects of course development and teaching and I relish the opportunity to achieve this with your department. As a person and as a teacher, I hope that my experience, skills and personality can be of use to you and your students.

I would like to take this opportunity to thank you for considering me for the position available within your University. I would be pleased to discuss with you my curriculum vitae and any other queries you might have in more detail. In the meantime, please do not hesitate to contact me if you require further information. I look forward to hearing from you soon.

Respectfully yours,

Sean Clifford

Activity 9: Situational Writing–Cover Letter

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com

Hour 6

f. Tasks.

Problem-solving activities, such as producing a class magazine of accounts of student trips; comparing the structure of texts written for different audiences and purposes; writing, editing and producing a play; and examining the difference between ESL textbook situations and the expectations of the student's culture.

Example 1: A class magazine

Class projects can be an excellent way to focus the whole class and get them working together towards a common goal. Taking some 'time out' from regular classes and doing something completely different can really help group dynamics and you may also give quieter or less able students a chance to shine. Making a class magazine is a project that will appeal to most groups as it allows individuals to work on what interests them. Starting a project from scratch can seem a little daunting to begin with so here's a simple step-by-step guide on how to make a class magazine.

Planning

- Bring in some magazines. Let your students have a look through them. You could do a class survey on magazines at this stage or simply chat to your class about the type of magazines they like.
- On the board brainstorm the different sections that magazines have. Try to include as much variety as possible so there's something for everyone. (Horoscopes, beauty tips, sports pages, film reviews, cinema news, fashion, photo stories, comic strips, puzzles, technology pages, music, interviews with famous people, recipes, jokes, problem pages etc. etc.)
- Ask your students if they would like to make a magazine in English. Hopefully they'll be keen to! Ask students for ideas for a name for the magazine and hold a class vote to decide on the name.

Organising the project

- Now you need students to choose who they want to work with (pairs or small groups) and what section they want to produce. Make a list of what everyone is going to do, in case you, or they, forget by the next class.
- Set the deadlines and plan the sections. Negotiate with your students about how long they will need to produce their section and allow sufficient class time for you to be able to help each group with their section and provide language input and error correction. You can also encourage students to look for information at home, on the internet etc. Set a date where everyone must bring their completed work to

class and try to stick to it. Having said that, if your students get really into it and are producing good work you could always extend the deadline if you think their time is being well spent.

- Collect all the sections and work with your class to decide on the order they will go in. Students can now make a contents page and a cover for their magazine.
- Put the magazine together with a book spine or by stapling it. Before you do this you may want to make several copies of the magazine. If you have the facilities to do so, one for each student could be really nice and they can take it home to show their parents. If that's not possible, make a couple of copies and hang them in the classroom for other students to look at.

Exploiting the magazine

- If you teach several classes of a similar level you can take the magazines in to show your other groups and make some activities based around it or simply let the students read it and do the puzzle pages. You may even inspire your other groups to make one too.
- If you have access to a computer room you could really make a professional looking magazine but don't worry if you don't, a homemade looking one can be just as good.
- Having an end product to work towards can be really motivating for a class. Making a class magazine should be an enjoyable experience for you and the students and it will also give you a chance to stand back a little and observe your students in action. You should be available to guide them and offer support and advice but it will also give you a chance to find out more about their interests which will help you to plan for following lessons.

Activity 11: Task – A Class Magazine

This activity will supplement the book and will be given to you during class. It will also be available to download online from www.teflsites.com