

Contents

| Page | Aims | Level | Time | Aims | Page |
|----------|---------------------------------------|----------------------------|--------------|---|-------------|
| | | | (in minutes) | | |
| | | | | The author and series editor | 1 |
| | | | | Foreword | 3 |
| | | | | Changes to this edition | 5 |
| | | | | Introduction | 7 |
| | | | | How to use this book | 17 |
| | | Level | Time | Aims | Page |
| | | | (in minutes) | | |
| 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 |

| Page | Aims | Level (in minutes) | 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 |

| | Aims | Level (in minutes) | 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 |

| | Aims | 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 |

Tricia Hedge began her teaching career in Britain, teaching English to first and second language learners in secondary schools, where her interest in writing projects first developed. Since 1972 she has taught students and teachers in universities in Sweden, Japan, and the UK on a wide variety of programmes: English for Academic Purposes, English for Professional Purposes, and both pre-service and in-service teacher education. She has always maintained a strong interest in the teaching of writing, working with students to help them improve their writing skills, exploring writing techniques and tasks with them, and learning from the process. She is now a Senior Lecturer in the School of Education at Nottingham University, where she works with teachers from around the world.

Tricia's international reputation has led her to travel extensively in order to undertake writing workshops with teachers and to work on writing in development projects in Central Europe. Her recent research has been concerned with writing task development and forms of verbal feedback in the teaching of writing. Her other books for teachers include *Using Readers in the Language Classroom* (Macmillan 1985), *Power, Pedagogy, and Practice* (1994, co-edited with Norman Whitney), and *Teaching and Learning in the Language Classroom* (2000), the last two published by Oxford University Press. Tricia was designer and founder editor of the *Oxford Bookworms* series of graded readers and was editor of *ELT Journal* between 1992 and 1996.

Alan Maley worked for The British Council from 1962 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Representative in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. From 1993 to 1998 he was Senior Fellow in the Department of English Language and Literature of the National University of Singapore, and from 1998 to 2003 he was Director of the graduate programme at Assumption University, Bangkok. Among his publications are *Literature* (in this series), *Beyond Words, Sounds Interesting, Sounds Intriguing, Words, Variations on a Theme*, and *Drama Techniques in Language Learning* (all with Alan Duff), *The Mind's Eye* (with Françoise Grellet and Alan Duff), *Learning to Listen and Poem into Poem* (with Sandra Moulding), *Short and Sweet*, and *The English Teacher's Voice*.