



# Guided reading worksheet

## Chapter 20

### Issues

**Rewrite the following statements so they reflect your own opinion.**

- 1 Owing to the pre-eminence of email, teaching language associated with more formal writing (standard phrases and expressions) is a waste of time in an EFL environment.  
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- 2 Despite the omnipresence of technology and communication protocols based on texting, handwriting and spelling skills are still extremely relevant for students.  
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- 3 The main role of the teacher when teaching writing skills is to give feedback on errors, to ensure the students learn not to make the same mistakes again.  
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- 4 The main objective of teaching creative writing skills is to allow the students room for self-expression and self-discovery.  
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- 5 Dictation has absolutely no role to play in a modern classroom environment as a method of teaching writing skills.  
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- 6 Assessing student writing based on a portfolio of their writing representing their work over time is much fairer than exam-based testing of writing skills.  
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### Discuss

**If you have someone to discuss these issues with, find out how they would rewrite the statements. If their statements are different from yours, talk about why this is and find out where you agree and disagree. Look at Chapter 20 again and see how far your opinions and arguments are supported.**

### Check

**1 Choose a word or phrase from the box to complete the sentences.**

literacy    story circles    coherence    genre    phoneme    cohesion

- 1 One of the reasons that spelling is difficult in English is that a single sound, or a single ....., can have very different spellings, e.g. (*how, mouse, Taoism*, etc.).
- 2 Digital ....., the ability to understand and manipulate a set of tools and encoded meaning associated with online communication, is becoming increasingly important.
- 3 Students need to develop an understanding of ....., so that they can create texts with ideas which flow in a logical and connected manner.
- 4 ....., the building up of lexical chains in a text by repetition of words, use of related words or synonyms, etc., is critical for students who wish to improve their writing skills.
- 5 One way to explain ..... is as an accepted norm of writing in a particular social and linguistic community.
- 6 Teachers often use the creating and telling of narratives to engage their learners. ...., a collaborative activity where students create texts together, is a popular activity with many.

**2** Take a few minutes to brainstorm questions which your students might ask you about spelling and punctuation. Write down the questions and your answers in notes below. An example for each (without answers) is given.

**1** Spelling

Example: *Which spelling should I learn: American or British English?*

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 .....

**2** Punctuation

Example: *How can I learn the rules for using commas when writing in English?*

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 .....

**Evaluate**

**3** Understanding the needs of the students is vital to providing relevant and motivating classroom activities. Look at the following genres of writing, and match them to one of the three main contexts of writing. Some answers may fit in more than one context.

song lyrics    a letter of application    a holiday postcard    an advert    minutes of a meeting  
 an email to arrange a meeting    a story    a report    a blog article    a poem  
 a set of instructions on how to find a place in your city    an interview with a celebrity

Writing contexts	Genres
Everyday writing	..... ..... ..... ..... ..... ..... .....
Work-related writing	..... ..... ..... ..... ..... ..... .....
Creative writing	..... ..... ..... ..... ..... ..... .....

**4** Think of more examples of genres of writing which are relevant for your students, and add them to the table above. Which do you think should be your priorities for teaching, and why?

**5** What is the main difference between a process-oriented approach to writing and a product-oriented approach?

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**6** Note down at least one advantage and one disadvantage of the process-oriented approach.

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**7** What is your own view of the advantages and disadvantages of these two approaches, and what impact does this have on your classroom practice?

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**8** Look at these examples of the favourite activities of different teachers for helping their students to practise the generic 'nuts and bolts' writing skills: handwriting, spelling, punctuation and cohesion/coherence. Which skill is practised in each activity?

**1** I write short descriptions of the story of popular films which I know my students like. Then I cut them up and ask the students to reconstruct the descriptions from sentence fragments, a bit like a jigsaw reading. When they have put the story together, I ask them to underline the words which connect the different sentences and ideas and keep the story moving forward.

**2** I create word clouds from simple texts we have read in class by typing them into [www.wordle.net](http://www.wordle.net). Then I ask the students to write a copy of the word cloud, taking care to use clear handwriting, but they have to replace five of the words in it with their own words. Finally, they show each other their handwritten word clouds and try to find the five differences in 60 seconds.

**3** Take a short text and remove all the capital letters, commas, inverted commas and full stops. Write everything you remove on the whiteboard, and then ask the students to put them back into the text in the right place, either individually or in pairs.

**4** I like to take a short newspaper article and rewrite it for my students, but with ten spelling mistakes involving words which are important for them to learn. You can create a good classroom dynamic by putting the students into teams and having them compete against each other to see who can find and correct the mistakes in the fastest time.

**9** What is your favourite classroom activity for practising each of these skills? Write down a short description and share it with your colleagues. Ask them for their favourite activities.

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**10** How could you exploit the following short work-related text to teach writing skills to your students, using some of the above techniques?

Hi Peter,  
I'm really sorry but I need to postpone our meeting tomorrow until next week. It's not a lack of commitment to the project. It's just that an important customer has 'demanded' a presentation at short notice so I had to prioritise this! Can we go for next Friday instead – say 10.00 your time? By the way, could you leave a note on Paul's desk about this? His emails keep bouncing back and I need to let him know.  
Apologies,  
John

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### Action

**11** Group collaborative learning is a great way to practise a range of writing skills for different genres in an engaging way. Note down two group collaborative learning classroom techniques outlined in Chapter 20, and think about ways to integrate them into your future lessons.

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**12** Ask your colleagues to recommend other engaging techniques involving collaboration, which you can use to build your students' commitment to learning writing skills. Write down the best idea:

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**13 Plan to use a new collaborative learning exercise in your own teaching practice in the next four weeks. Decide:**

- which genre you will select for collaborative learning and why;
- which collaborative learning technique you will use and why;
- what materials you need to prepare for the activity;
- which colleague to ask in advance about the activity;
- when to run the activity and how you will evaluate its success.

**14 Finally, run the activity, evaluate its success and note down your own learning as a teacher across the whole process from planning to delivery of the lesson.**

10 (Suggested answers) For handwriting practice, the students could be asked to simply write/duplicate the text. For punctuation, you could write/rewrite the text with all the punctuation marks and capital letters removed. Then ask the students in groups to punctuate the text and insert capital letters, using a list of the punctuation marks removed which you provide on a separate piece of paper. For cohesion and coherence, you could ask the students to underline examples of both in the text, and to propose alternative language which could replace the actual examples.

9 **1** cohesion/coherence **2** handwriting **3** punctuation **4** spelling

8 **1** cohesion/coherence **2** handwriting **3** punctuation **4** spelling

7 **Advantage:** It gets to the heart of different writing skills. **Disadvantage:** It can take time to teach awareness and skills like this.

6 A product-oriented approach values the outcome of the writing more than understanding and developing the processes and sub-processes of writing in different genres.

5 **Creative writing:** song lyrics, an advert, a poem, an interview with a celebrity  
**Work-related writing:** a letter of application, minutes of a meeting, an email to arrange a meeting, a report, a blog article, an advert  
**Everyday writing:** a holiday postcard, an email to arrange a meeting, a set of instructions on how to find a place in your city, a blog article

4 (Suggested answers) **3** It is desirable to learn both the main American and British English spelling conventions.  
**2** There are a number of strategies for learning how to use commas, including formal study in class (ask your teacher for a lesson on commas), consulting a good English grammar (ask your teacher for a recommendation), searching the internet for 'rules on using commas in English' and checking your research with your teacher.

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2 (Suggested answers) **1** 1 phoneme **2** literacy **3** coherence **4** cohesion **5** genre **6** story circles

