Writing

1º BACH/BATX 1
Writing
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Actividad comunicativa de la lengua. PEL de secundaria/
DBHko HPErako jarduera eredua

Actividad/Jarduera: ACL1ºBACH write ing alum 041229
Destreza/Trebetasuna: Write
Nivel-Maila: 1º BACH/BATX 1
Nivel descriptores/Adierazle maila:B1/B2
Duración/Tenporalizazioa: 3 sesiones / 3 saio
Writing
1º BACH/BATX 1

Writing
You are going to write about 150 words on one of the following topics:
1. Pros and cons of … (the teacher will choose the subject)
2. Yesterday/Last week/month/year…something funny/surprising/terrible happened to me when…

But before you start writing let’s do some practice to warm up:
Exercise 1:

Decide which rule goes under each heading:

<table>
<thead>
<tr>
<th>Word order</th>
<th>Punctuation</th>
<th>Capital letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People’s names and countries begin with it</td>
<td></td>
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<tr>
<td>2. The subject comes before the verb</td>
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<td>3. An adjective comes before a noun</td>
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<td>4. A question ends with a question mark</td>
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<tr>
<td>5. Days and months begin with it</td>
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<td>6. A sentence ends with a full stop</td>
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<tr>
<td>7. The word I is always written starting with it</td>
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<tr>
<td>8. An adverb of frequency (never, often, sometimes…) comes after the verb to be</td>
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</tbody>
</table>

Exercise 2:
Just to reinforce the message about how important correct punctuation is, have a look at this. How should it be punctuated? Play around with it and see what you come up with
Can you see how the meaning of the sign changes every time the punctuation alters?

**Exercise 3:**
Group discussion. Read the table on the features of **text types**. Match the topics 1 (Prons and cons...) and 2 (Yesterday...) of the writing above with two of the following: narrative/recount, instructions, information report and exposition/discursive. Remember that you don’t need to understand every word to do the exercise properly.

<table>
<thead>
<tr>
<th>Text type</th>
<th>Purpose of writing</th>
<th>Structure of writing</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative/recount:</td>
<td>To entertain, create, imagine; to tell what happened</td>
<td>imaginative, descriptive, informal, personal language and style</td>
<td>time connectors later, after, before, in the end...</td>
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<tr>
<td></td>
<td></td>
<td>orientation: who, where, when</td>
<td>dialogue</td>
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<td></td>
<td></td>
<td>usually past tense</td>
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<td></td>
<td></td>
<td></td>
<td>action verbs</td>
</tr>
<tr>
<td>Instructions:</td>
<td>To describe how something is done using a sequence of steps</td>
<td>goal: “How to…”</td>
<td>use of action verbs (turn, put)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>list of materials and equipment</td>
<td>time connectors: first, then, after that, next, finally...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Steps to achieve goal</td>
<td></td>
</tr>
</tbody>
</table>
Information Report:
Explanation or general description

To provide clear, interesting and detailed information about a class of things.

- general statement identifying the subject of the information report
- information about habits, behaviour, colour shape
- present language
- present tense
- technical terms

Exposition/discursive:
Argument or reasoning; advantages and disadvantages

To argue, persuade or advise. To put across a particular point of view

- introduction to the subject
- reasons and evidence for every argument made
- conclusion which leaves the reader with the writer’s opinion
- linking words associated with reasoning: on the one hand, on the other hand, however, moreover, anyway, in conclusion, to sum up…
- usually present tense

Which words or phrases of the table helped you find the answers? Underline them.

Exercise 4:

Match the paragraphs with the text types in the table above:

a) How to fix a puncture:

First, take the wheel off the bike. Then remove the inner tube. Next, repair the puncture. Finally, put the wheel back on the bike. TEXT TYPE: ......................

b) Gold fish:

Gold fish are good pets because they are not expensive to buy. In addition, they don’t eat a lot of food or require long walks. TEXT TYPE:......................

c) School trips:

I have a number of reasons for believing that school trips are important to pupils. The most important reason is that school trips help pupils to understand the topics that they have been studying in their lessons.
In addition, these visits offer pupils the opportunity to see and experience new and interesting places. Finally, pupils enjoy going on school trips and learn important life skills.

d) End of a writing:

......Then I woke up and it was all a dream. TEXT TYPE: ..............................

e) Food quality:

About the quality of school dinners, students have a range of opinions. Some feel that there is still too much unhealthy junk food. They want more vegetarian food and some dishes from around the world. Others say they wouldn't eat the healthy food and would just bring in their own food or go out to the chip shop in town. In my opinion, the canteen could offer a wider selection, including more healthy options, for one term, and see whether it is successful. If it is, and we see more students using the canteen and eating the healthy options, the canteen could make this change permanent. Therefore in conclusion, the solution seems clear: if a good selection of food is provided then everyone will be happy – and the canteen will almost certainly gain more customers.

f) Frogs:

Frogs belong to a group of animals called amphibians. Amphibians have two stages in life: water and land. Frogs have four legs and no tail. Some frogs have spots and stripes. Their colour helps to camouflage them.

g) Wind:

The wind blew through the trees standing against the moon. The moon disappeared and appeared from behind the cloud. Rain fell on the windows of the huge house. A shutter opened and closed in the wind. Old, tatty curtains hung in one window, where a face looked out.

h) Nasty weather:

Yesterday, I had a very rough day. I got up early to go shopping, but as soon as I stepped out of the door, it began to rain, so I had to go back to the apartment and get my umbrella. The elevator was out, so I had to climb six flights of stairs to get to my place. When I got back downstairs, I was so exhausted that I had to sit down on a bench to rest. By that time, it had stopped raining, but the ground was still wet. A brown dog came to where I was sitting and begged for something to eat. I tried to ignore him, but he splashed water all over my brand new shoes. Finally, the bus came, and I was on my way to the supermarket.

Can you underline the link words and connectors in the texts above?
Exercise 5:

Now you can write the essay.
Exercise 6

Read the following code for correction used by your teacher. Look at your mistakes and exchange ideas with other students in the class to improve and correct each other’s work.
How to write a discursive essay. Discussion or exposition
(giving two points of view)

• Opening statement.
  Some people think that …….
  Others believe that ……
  claim that ……
  say that …….

• Arguments for (with evidence).
  (Several paragraphs)
    On the one hand ……..
        …… because ……..
    Another argument is …….. (because)
    Another point in favour is ………
    In addition/ Moreover/ Furthermore………..

• Arguments against (with evidence).
  (Several paragraphs)
    On the other hand ……..
        …… because ……..
    You could also argue that ……..
        …… because ……..
    In addition/ Moreover/ Furthermore………..

• Summary and conclusion.
  Considering the pros and cons ……..
  Having looked at the different points of view ……..

        …… I consider that ……..
        …… my opinion is ……..
        …… in my opinion ……..
  Therefore………..
  In conclusion………..
  Finally………..
  To sum up………..

• Start a new paragraph for each new point you want to make.

  Useful words and phrases:
  However - Nevertheless - Although - Even though - On the contrary
  (These words are usually used to begin sentences.)

Check your work carefully.
How to write a recount
How to write a discursive essay
### Adierazleak: Idatzi

<table>
<thead>
<tr>
<th>Nivel / Maila</th>
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<tr>
<th>Can?</th>
<th>Helburua</th>
<th>Ikaskidearen ebaluazioa</th>
<th>Irakaslearen ebaluazioa</th>
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</tbody>
</table>

1. Gai naiz testu labur eta xumeak idazteko, non ematen ditudan arrazoiaik eta azalpenak nire iritzien gainean. Akats gramatikalak egiten ditut baina oro har testuak ulertzen dira (B1 inguruan)

2. Errealitate edo fikziozko pasadizoak kontatzen dituzten testu narratibo eta deskriptiboak idazten ditut (B1)

3. Iraganeko errealitate edo fikziozko pasadizoak kontatzen dituzten testu narratibo eta deskriptiboak idazten ditut (B1)

4. Gai naiz argudioak ematen dituzten testuak idazteko, non nire iritziak defendatzen eta gai baten aldeko eta kontrako ideiak ematen ditudan (B2)

5. Gai bati buruzko ikuspuntu bat azaltzen ahal dut idatziz, aukera ezberdinen abantailak eta desabantailak erakutsiz (B2)

6. Gai naiz ikuspuntu baten alde edo kontra argudiatzeko (B2)

7. Gai naiz funtsezko ondorioak identifikatzeko testu argumentatiboetan, argi azaldu baldin badira betiere (B1)

8. Arrazonamenduaren haria antzematen dut testu batean, xehetasun guztiak ulertzen ez baditut ere (B1)
<table>
<thead>
<tr>
<th>Adierazleak: Idazteko estrategiak</th>
<th>Can?</th>
<th>Helburua</th>
<th>Ikaskidearen ebaluazioa</th>
<th>Irakaslearen ebaluazioa</th>
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<tbody>
<tr>
<td>9. Nire idazlanen aurkezpenean arreta jartzen dut</td>
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<td>10. Nire idazlanak paragrafoen bidez antolatzen ditut.</td>
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<td>11. Lokarriak erabiltzen ditut</td>
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<td>12. Esaldien arteko etenak markatzeko komak zuzen erabiltzen ditut</td>
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<td>13. Goraki irakurtzen ditut nire idatziak eta orden logikoa mantentzen ote duten egiaztatzen dut</td>
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<tr>
<td>14. Nire idazlanak hobetzeko asmothan, ikaskide bati eskatzen diot idatzia irakurtzea eta zerbait aldatu edo zuzendu behar dudan esatea</td>
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<tr>
<td>15. Idazlanak berriro irakurtzen ditut ortografia edo puntuazio akatsak ote dauden egiaztatzeko</td>
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