

# 7

## This unit looks at

activities that

- help children to learn and practise handwriting
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## Writing in English

### Introduction

All the activities we looked at in the last unit can lead into writing activities. Here are some examples:

#### Reading activities using reading cards

- 1 matching words/phrases with pictures
- 2 labelling pictures or objects
- 3 predicting from initial sounds
- 4 re-arranging jumbled letters to make a word
- 5 classifying words into sets
- 6 ordering sentences in the correct sequence
- 7 guessing the missing word
- 8 games that involve recognizing words and meaning

#### Writing activities

- 1 copy/write from memory the word/phrase that matches the picture
- 2 write a label
- 3 finish the word st\_\_
- 4 write the whole word
- 5 copy/write the names of all the people in the story
- 6 copy/write out the story in the right order
- 7 copy the phrase/sentence putting in the missing word
- 8 bingo, writing races

Activities like this can prepare children for more creative writing.

### Handwriting

We have to remember two things that make a great difference when children are learning to write in English:

— their age

— their degree of familiarity with roman script.

When children write, they have to pay attention to several things at the same time:

— develop finger control and be tidy

— form letters

— become familiar with the relationship between sound and spelling in English

— keep the picture of the letters in their minds

— learn when to use capital letters and how to punctuate.

**7A****Singing the alphabet song and writing the alphabet**

TEACHER: OK, now let's sit down at the table and you need to get your pencils. Put your bags on the floor. Good, that's it. Put your bag on the floor. And now ...

CHILDREN: (*singing alphabet song*) *a b c d e f g h i j k l m n o p q r s t u v w x y and z ...*

Happy, happy, I am happy, I can do my *a b c*.

TEACHER: That's right. Now you need to write. OK. Yes, sit down at the table erm ... Has anyone got a pencil? Good, good and you need ...

TEACHER: There's a pencil. There you are. (*Teacher hands pencil to a child and child thanks teacher.*)

TEACHER: You're welcome. (*There is lots of mother tongue talk in this class. The teacher explains quickly and the children talk. They are about to start an alphabet writing session and the teacher is going around looking at what each child is writing.*)

TEACHER: Good. Oh good. That's a good *c*!

CHILD: Thank you.

TEACHER: Oh, how about purple?

CHILD: Teacher ...

TEACHER: Uh huh. Here's a little purple. There you are.

Oh good *a* Midori! How are you?

MIDORI: I'm fine.

TEACHER: Good. Who knows *d*?

Oh good *d* Miroshi! Yes. Good.

Erin with four to five year olds.

**Using computers**

Since many children are now using electronic aids/computers, they need to

- learn the keyboard layout
- learn how to type, ideally using all their fingers and sitting properly
- learn some English expressions for using a computer/email.

**Writing**

Like the other three language skills, writing is about meaning.

Early writing activities such as copying, tracing, and making letter shapes are handwriting practice.

Finding the letters for computer work is a matter of recognition and developing keyboard skills.

But children always have to think about the meaning of what they are writing.

And whatever the lesson focus is – handwriting practice or keyboard skills or expressing meaning, or a combination – children should enjoy the activity and feel successful.

**7.1 Practising the alphabet**

In Unit 6 on reading, we looked at the letters from the point of view of the sounds they can make. For writing and learning how to spell, children may need to know the formal names of the letters and the order of the alphabet. This also helps them look up words in a dictionary.



Listen to the very young learners in 7A (you heard them before in 2A). Their teacher uses a lot of singing in class and the children are singing as they do their *a b c*.

These very young learners enjoy

- singing the alphabet song
- making the letters
- writing in different colours
- chatting in their mother tongue while doing their writing.

Notice how the teacher praises and comments on the children's writing.

**LANGUAGE FOCUS 7.1a****Politeness phrases**

This teacher is very aware of the need to be polite both inside and outside the classroom. She uses *please* and *thank you* a lot, as well as language that is typical of conversations outside the classroom.

o- Can you also find:

- a an example of a child responding socially to a compliment (praise)
- b one exchange where a child responds using a polite social phrase. (*Clue: It is a three-part exchange, i.e. where the teacher initiates, a child responds, and the teacher follows up.*)

## 7B

## An alphabet writing race

TEACHER: OK, put your bag under your chair. Now two teams over here.

One team this way. Good. One, two, three, OK. Eh, Keiko, what's your team's name?

KEIKO: Pink.

TEACHER: OK, the pink team. And Maya what's your team's name?

MAYA: Orange.

TEACHER: OK, the orange team. Now do you know what we are going to do? You're going to write the *a b c*. Now one person at a time. *a* first and then back to the end of the line and the next one writes *b* and back to the end of the line and you have to do the whole thing until you're finished.

The whole ... *a b c d e f g h* ... all the way to *z*. So, er, here's a marker. Oh no, they're bad. Oh, let's use crayons.

Ah, now pink and orange. OK, ready ... Good, up behind the line. Come on. Good. One, two, three go. Now *a* first ...

Erin with four to five year olds.

## A writing race

🎧 Listen to Erin's class in 7B.



Later in the same class the teacher has a writing race. In this way she

- continues the focus on writing practice
- varies the activity
- allows the children to be physically active.

## LANGUAGE FOCUS 7.1b

## Intonation and stress for meaning

- 1 The instruction *put your bag under your chair* in 7B can have at least four different meanings according to which word you put the **stress** on. For example, if you mean *not under someone else's chair* you would say *Put your bag under your chair*.
  - ☞ Say it three more times so that it has each of these meanings:
    - a not *on* your chair
    - b not *under* your table
    - c don't just leave it *beside* your chair, where someone might fall over it.
  - ☞ Which one do you think the teacher meant in this classroom? Work with a colleague and choose different ways of saying this instruction. Can your colleague tell which meaning you gave it?
- RECORD Record yourself saying it four different ways and adding on a second phrase to support your children, for example, *Put your bag under your chair, not under someone else's/Taro's*. This kind of stress is called 'contrastive stress'.
  - ☞ 2 Now find these phrases in 7B. Underline the words where you think the teacher put the main stress, and say why, e.g. *the pink team* (not another colour, or orange)
 

|                                |                                  |
|--------------------------------|----------------------------------|
| — the orange team              | — you have to do the whole thing |
| — now, one person at a time    | — all the way to <i>z</i>        |
| — the next one writes <i>b</i> | — let's use crayons.             |
| (maybe two stresses here)      |                                  |



In some classes you might go on to explain in words what you mean, by rephrasing the instruction and adding *not...*

Practise doing this by finding a phrase that goes with one of the instructions above, and saying them both, one after the other, e.g. *You have to do the whole thing – not just up to 'p'.*

- not just the first half of the alphabet
- not markers – they've dried up
- not all of you together
- not just up to *p*
- not the pink team
- because *b* comes after *a*

### 🔊 Pronunciation point

#### 0-1 1 What sound?

Say the following words. What sound do the syllables in *italics* have in common?

*table, welcome, about, purple, under, marker, crayon, alphabet, remember, coloured, exercise, together, happens*

These words are in the different extracts in this unit. This is a very common sound in English and is spelt in many different ways.

#### 0-2 2 Sounds /i:/ and /ɪ/

Say the following words. What vowel sound is the odd one out?

*team need sit piece see eat*

**RECORD** Record yourself or work with a partner and say these pairs of words:

*it, eat... eat, eat... it, it... eat, it...*



### TEACHING TIPS

#### Writing the alphabet

- ✓ Practise letter shapes by
  - tracing over dot letters
  - using letters cut out of rough paper and stuck on cards
- tracing the shape in the air – air writing
- asking children to put their names or initials on their drawings and other artwork.

#### Extension ideas

*Palm-writing: feel the shape and say the letter.*

- Let children work in pairs.
- The first child has the letter.
- The second child closes his/her eyes.
- The first child draws the letter outline on the palm of the second child's hand.
- The second child says the letter.

*Back writing – feel the shape and write the letter*

- Let children work in pairs.
- The first child has the letter/short word.
- He/She draws the outline on the second child's back.
- The second child writes down the letter or short word.
- They check together.



*Keyboard preparation – finding letters and putting them in order*

- Let the children work in pairs.
- Give each pair a set of alphabet cards with capital letters (you could prepare these on the computer).
- Call out the letters in the sequence they appear on the keyboard your children will be using. The children have to put them in order – but not all at once!
- Start with four letters from the centre row.
- Continue with the rest of the letters from this row.
- Then move to the top row and then to the bottom row.
- Let the children play with the letters, for example, mix up four letters first, then mix up one row at a time, and put them in sequence again.



## 7.2 From speaking to writing and from reading to writing

### From speaking to writing: making memory games and quizzes

When children can physically make the letters of the alphabet or use a keyboard, they can do activities to practise their writing, e.g. tracing by hand, finishing words, or copying by hand or on the computer.

But as meaning is the most important aim of writing, it is always important to link these activities with what children already know and what they are learning.

#### REMEMBER

Children should write about what they have talked about or read about.

You can use listening, speaking, and reading activities to prepare for their written work.

Writing for someone else, not just the teacher, is important. For example, children can write puzzles or quizzes for another pair or team to do. And with computers they can send these to other groups in their school and in other schools. This gives a purpose to writing.

Look again at classroom extract 5E (page 62).

- The children were talking about themselves – where they live – what they like.
- When pupils finish this kind of activity you can ask them in pairs to write down two descriptions they remember.
- They don't write the name, just the description, for example, *She has two brothers and no sisters and she likes comics and cartoons. Who is she?*
- They can then read it out (or give it to another group to read) and let the others guess who it is.

**Extension ideas***Memory game*

Children in pairs can write, on a piece of paper, the same descriptions but leave one or two gaps, instead of writing the words. They pass it to another pair to read and fill in.

*Question and answer*

Children in pairs write, on a piece of paper, two or three questions about a picture they can all see. The teacher then takes the picture down, and they give their questions to another pair to answer from memory, in writing.

**From reading to writing: making lists**

Read the poem 'A party at Croco Bay'.

## A PARTY AT CROCO BAY

|   |   |
|---|---|
| <i>Come to Croc's party at Croco Bay</i>              | <i>Are all coming to the feast</i>            |
| <i>Wonderful things are on today</i>                  | <i>To the great party of the beasts</i>       |
| <i>There are lollipops, toffees, peppermint canes</i> | <i>On the merry-go-round and on the swing</i> |
| <i>Things to drink and lots of games</i>              | <i>All the animals in a ring</i>              |
| <i>We'll play bingo, football, hide and seek</i>      | <i>They hop, they run, they jump around</i>   |
| <i>And we'll have fun for a whole week</i>            | <i>They play on trees and on the ground</i>   |
| <i>The bat, the monkey and the hedgehog</i>           | <i>Croc is happy and Al is fine</i>           |
| <i>The snake, the kangaroo and the frog</i>           | <i>See, they're all good friends of mine.</i> |

**7C****Finding words and making lists**

TEACHER: OK. What is the rhyme about?  
It's about Croc's party. Now, look again at the rhyme and underline. What is underline?

CHILD: Under.

TEACHER: Uh uh ...

CHILD: The word ... here ...

TEACHER: Uh uh ...

*(Lots of children say what they think.)*

TEACHER: Yes draw a line under the word ... like this. So now underline all the words that have to do with food.

OK. So, on your own in the rhyme you underline all the words that have to do with food. OK?

CHILDREN: Yes ... yeah.

*(Later)*

TEACHER: OK, did you find all the food? ... all the food in the rhyme?  
OK let's write it. Erm ... What did you find Giulia?

GIULIA: Lollipops.

TEACHER: Lollipops. Very good. I'll write lollipops on the board. And Federica, what did you find?

Flaviana with nine to ten year olds.



- Listen to Flaviana and her pupils in 7C. You have already listened to them in other units. In this class, the children
- have been reading this rhyme about Croc's party in their coursebook
  - understand the 'party' vocabulary because they know the story
  - are looking for words about food
  - are going to underline other sets of words, for example, *animals, games* so they can write them out later.

**LANGUAGE FOCUS 7.2a****Reading and talking with expression**

- 1 Listen to 7C again, and this time, talk along WITH the teacher, trying to mirror her stress and intonation. Try this two or three times.
  - 2 Practise reading the rhyme out loud, making it sound as dramatic and exciting as you can.
- RECORD Record yourself doing this, and play it back.  
How does it sound?

**7D****Remembering vocabulary sets and spelling**

TEACHER: OK, sh ... sh ... sh ... listen please. Stay in your teams and sit down together at your tables. What you are going to do now is ... now listen ... very very carefully. I'm going to give you a piece of paper and put your group name on the top. OK.

Now, you are going to work together to try and remember these words. I'm going to write some of the words we read today on the blackboard and you have to look very carefully at the words because this is a writing competition.

Let's see if your team can remember all the words. When I write up the words look at them and remember. Now when I rub them off try to write as many words as you can. But not the same as the rest of the team. Work together in your team. (There is lots of mother tongue talk as children explain to one another.)

TEACHER: Very good. Now you all understand what you have to do? OK, don't write yet. Can you see the board?

Cristina with nine to ten year olds.

**Extension ideas**

After this kind of activity, the teacher could play a memory challenge game.

- Write the words on the board in separate lists, for example, *food, things they can do at the party, etc.*
- Ask the children to look carefully at the lists and try to remember them.
- Rub out the lists (or just some of the words from each list).
- Ask the children to work in groups of three or four and write out as many words as they can remember from a particular list.



This is exactly what Cristina does in her class. Listen to 7D.

**LANGUAGE FOCUS 7.2b****Useful phrases for group writing**

- Read transcript 7D. Find the following and practise saying them fast:
  - four sentences with *going to* in the first half of the extract
  - six expressions that have to do with working as a group (look for phrases with the words *team, group, together*)
  - two sentences with *what* clauses (one near the start and one near the end).
- 1 Look at the list of phrases below. Find two pairs that are opposite in meaning and one odd one out.
 

|                               |                              |
|-------------------------------|------------------------------|
| a So, on your own.            | d Look at them and remember. |
| b I'll rub them off.          | e Let's write up the words.  |
| c Work together in your team. |                              |

**Spelling**

Spelling is a link between reading and writing.

Today, with more telephone communication, people often have to spell names and addresses out loud.

**LANGUAGE FOCUS 7.2C****Phrases with *spell***

- 2 Practise the phrases below. Mark the phrases
  - that might be useful for children to learn to say when in pairs or groups with a C
  - that are useful for a teacher with a T. (Some might be useful for both.)

|   |   |
|---|---|
| a Who knows how to spell <i>flowers</i> ? | d Can you help me with my spelling?               |
| b Who can spell out this word?            | e Can you just check that spelling?               |
| c How do you spell <i>enough</i> ?        | f Can you spell that for me, please?              |
|   | g I don't know how to spell <i>strawberries</i> . |

RECORD Practise four teacher phrases and four learner phrases and record them on your cassette.

### Extension ideas

#### A questioning game

- Get each child to write down (in secret) a word they can see in the classroom. (If they label things in the classroom you will have a lot of words on the walls.)
- The whole class can then play a question game (spoken or written) to guess the word. They can either say the questions, or write them and give them to the teacher or another child to read out loud.



Remember this word - we need it to start our class tomorrow - sssh! The secret word is ... bottle.



#### TEACHING TIP

##### Linking with other skills

- ✓ Use a new password each day in class. Ask children to write it the day before so they learn it and can say how it is spelt in their next class.

### TOPIC TALK

#### Parties

With a colleague, plan a class party. Work out how the children can help you plan a party as a class project. Think of things you could talk about in English, read about, and write about in class. What food and games would you have? Would you invite a visitor/s? Who? Why?

### 7.3 Writing with other children

So far in this unit, we have focused on writing individual words, phrases, and single sentences. But children also need help in writing longer, continuous pieces of writing, such as recipes or short stories. You can use a familiar story as a basis for a class writing activity.

When children work together as a class, they can learn to help one another and co-operate.

In this section the children are writing about a story they know. They are not just going over language – they are also learning how to write a story.

Children know a lot about stories. They understand the structure, that stories have a beginning and a middle where you tell what happens, and that there are different ways to end. Children can be quite sophisticated in the way they tell stories. This is part of the knowledge they bring to class.

See Unit 9 for more about storytelling.

#### 7E

##### Preparing to write about a well-known story

TEACHER: And now are they happy?

CHILDREN: They're happy.

TEACHER: And they sit at the table and eat ... what?

CHILDREN: Jam and cakes.

TEACHER: Very good. Jam and cakes.

Very good. OK, now we're going to write the story and to draw it. OK, now how does the story begin? Can you remember the first part of the story? Uh uh. Can you start? Who can start? Who wants to start?

OK, Patricia ...

PATRICIA: This is the story of Little Red Riding Hood.

TEACHER: Good, very good. And what happens to her? What happens? *(the children all talking together)*

TEACHER: Just one person. Now what's next? What comes next? Giada?

GIADA: 'Go to Granny's' Mummy says ...

TEACHER: Good. Mummy says 'Go to Granny's'. Now let's write that much.

Flaviana with nine year olds.



Listen to Flaviana, the teacher in 7E. She has been telling the story of Little Red Riding Hood to her pupils – the extract starts at the end of the story, with Little Red Riding Hood and her grandmother safely having tea together.

The children

- know the story in their mother tongue
- have talked about the people in the story
- are going to **summarize** the story themselves
- are going write down what they remember with the help of the teacher
- will then draw a set of pictures to show what happens in the story.

#### LANGUAGE FOCUS 7.3

##### Story questions



RECORD

Listen to the extract again and underline all the teacher's questions. Practise saying them after the CD with the same intonation as this teacher. Choose five to record on your cassette.

##### Story summary

- Divide your page into two columns.

In the left column, write out very simply, the basic story of Little Red Riding Hood – either in past or present simple tense – on alternate lines (leaving a space between each line).

In the right column, opposite each line, write two questions: one that you can use to check comprehension and a second to ask children if they can add something to the line.

Red Riding Hood lived in a house with ...  
her mother.

Who did she live with?

Can you tell me what the house was like?

## 7.4 Children writing freely

In this section we are going to look at some activities that can help children move to writing freely and creatively.

When children write individually about what they know or feel themselves

- they are writing to communicate with others
- they are developing self-confidence.

As a teacher you know that

- all creative effort should be praised and encouraged
- spelling and handwriting can be looked at separately
- the child's message is most important.

### Writing about people

To help children write freely you can start with the kind of personal **presentation** we looked at first of all in 5E and then in a more imaginative way in 5F (pages 62 and 63).

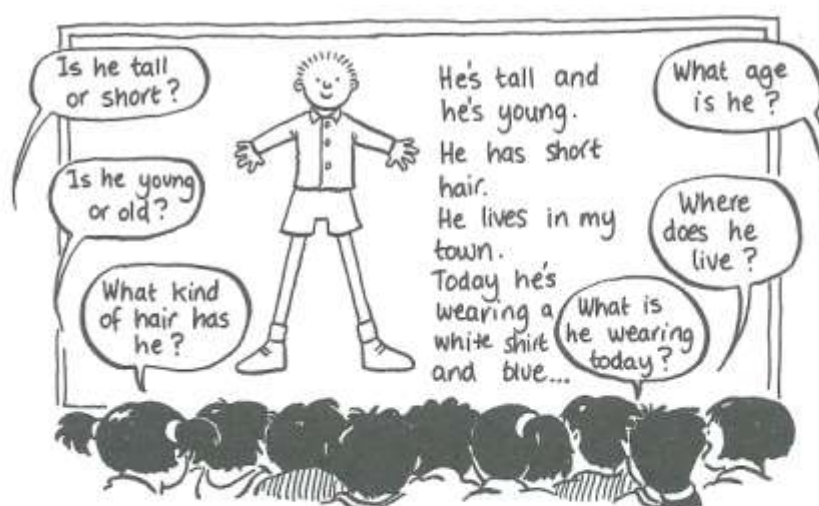
Children should first of all be able to say what they are going to write.

If you look again at 5E, you will notice how the teacher asks questions to help the children talk about themselves.

You can use a similar pattern to help children start writing.

Show the children what to do by

- drawing a simple outline of a boy or girl on the board
- letting them decide how to answer the questions. They can vote on a name or age, etc.
- writing the answers on the board, in the order the children ask them
- showing them how their answers can become a written description of the person
- showing them how to organize their answers into information sections, for example, what the person looks like/where the person lives/what the person likes to do in their free time.



When they are familiar with this writing process, let children draw a person they know or let them make up an imaginary person.

They can do this in pairs or individually.

They can work in pairs to help one another write about their person by answering questions they think are important.

#### TEACHING TIPS

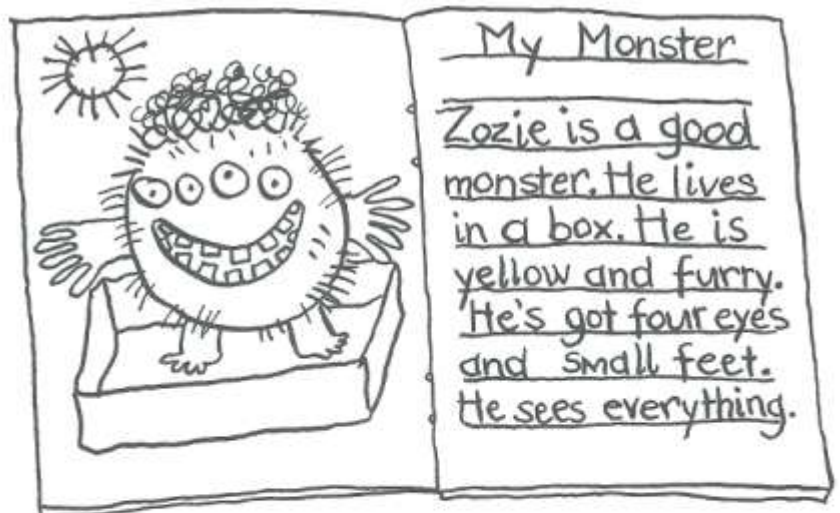
##### Writing about other people

- ✓ When they start doing this activity on their own, children may want to keep the same questions you used on the board but you can encourage them to ask other questions and answer them. This will make their descriptions individual.
- ✓ If they don't put in the name of the person they are writing about, the activity can become a guessing game. Let the other pupils read the descriptions and guess who this is.
- ✓ Children learn from reading one another's work. You can display what children have written on the wall. They can pick the funniest/the best or guess who the person is if it is not said.
- ✓ If your pupils can use a computer, they can describe characters that they and the other children know, e.g. favourite cartoon characters, and use them for a computer quiz. And they can use the spell-checker.

##### Having fun making a book

Children enjoy making books. It gives them a feeling of achievement. They can write out the story by hand or use a computer and leave spaces for pictures to be stuck in later on.

- You can adapt the activity 'Writing about people' (page 91).
  - Let the children start by drawing a person or, for fun, an imaginary creature like a monster or a creature from outer space.
  - They can write a description as they did for 'Writing about people'.
  - Then they can write about something the person does.



Show children how to make a big book.

- This will give a lot of opportunity to use 'listen and make' instructions (see Unit 3).
- Let the whole class make a big storybook for another class/other classes (see Unit 9).
- They can share the work, for example, the drawings, the colouring, the writing, etc.

See Resources (pages 141–2) for more books with art and craft ideas.

Later you can divide the class into groups

- Let them write short stories for each group and draw pictures.
- If the class enjoys this activity you can let individual children write their own small books. They don't have to be very long.
- They can make up adventures for their favourite character, for example, *Zozie has a bad day*, *Zozie at school*.

Children can also make a book using a computer. They can

- write up their work
- use a program like 'Paint' for drawings
- print out uncoloured drawings and colour them in by hand with felt tips or markers.

When children make things for others to see, they

- have a real audience so want to write something interesting
- have a real reason to be neat and tidy, to have clear handwriting, to check their spelling and generally to present their work well
- can learn how to go over their work and improve it if they like
- bring outside knowledge into the classroom
- compare what they are doing with other children's work.

### Writing to penpals



As well as writing about people they know or imagine, children love to find out about other children. Lots of children around the world are learning English. So your pupils could write to other children anywhere in the world, not just to children whose mother tongue is English.

- Writing to penpals is a very practical way to use English.
- It lets children see the real value of learning another language – to communicate and find out about other people.

- When children do this they are learning about other attitudes and ways of doing things. They are not just practising their English – they are opening their minds to the rest of the world.

Lots of teachers are interested in finding penpals for their pupils. You may be able to contact a penpal agency or contact other schools through teachers' magazines or organizations, or by using the Internet.

In the past children only wrote letters by hand. If you have access to a computer in your school, you can be in almost immediate contact with other schools and children all over the world through email.

- Children enjoy getting messages from friends on computer.
  - Short messages are more like a chat.
  - Regular contact helps to develop confidence and interest.
  - Key pals or e-pals can be found on special Websites (see Resources, page 142). Make sure you know who your pupils are writing to.
- If children become aware that English can be used to talk to or write to people in different countries, they will begin to understand why they are learning this new language.

#### TEACHING TIPS

##### Writing freely

- ✓ Give the children as much control as possible over what they are going to write about and how. Let them write about what they are interested in – their home – parents – interests or hobbies – friends or imaginary people and things that happen at school.
- ✓ Have regular days for checking mail and particular days for emailing so that children can plan and think about what they are going to write.
- ✓ Encourage the children to be autonomous, e.g. send them to other sources to teach them how to solve problems – dictionaries or spell-checker for spelling, information sources on the computer or other books for ideas, etc. (Of course you are there if they really need more help. You can judge this.)
- ✓ If children make a book as we described above, they can add other books with the same characters. Their characters can go on to have different experiences, e.g. *Zozie's holiday*, *Zozie's great adventure*, etc.

#### THINK ABOUT WRITING

- Writing is a physical skill and a language skill.
- Writing comes after other language work – so you usually have time to prepare children to start to write.
- Accept that pupils will make handwriting and/or spelling mistakes.
  - These mistakes can be corrected over time with practice.
  - They are not as important as the children's efforts to communicate.
- Praise and respect all efforts – no matter how small.
- Display as much of the pupils' writing as you can.
- Keep all their written work and reuse it in other ways if you can.
- When children are preparing to write they need
  - support and preparation before they write
  - to listen to you
  - to talk and comment.

**TOPIC TALK****Food**

- 1 Design a **mind map** (or list of topics) on the subject of food that you could use with ten to twelve year old children.

What questions might you ask them?

- 2 How would you prepare a pizza/a curry? What would be the **yummiest** (best) and **yuckiest** (worst) pizza toppings you could imagine?
- 3 Prepare to tell someone how to make your favourite dish. What are the ingredients? How do you make it?

**RECORD** Record yourself.

**Further ideas**

- 1 Think back over some of the speaking activities you used in class. List three. How could you use them to prepare children for writing?
- 2 Read Chapter 7 (pages 76-83) from Brewster, Jean, Gail Ellis, and Denis Girard. 1992. *The Primary English Teacher's Guide*. London: Penguin, and/or Chapter 4 from Philips, Sarah. 1993. *Young Learners*. Oxford: Oxford University Press.
- 3 Look at the writing activities from this unit, or from one of the books above, or from your coursebook. Think of how you could use two of them with your class. Plan what instructions you would give your pupils.

**RECORD** Record what you would say to the class when introducing the idea, and the instructions for the activities.

- 4 Check out the Website

<http://www.startwrite.com>

This site lets you write out your own text in dotted letters. The children can then trace over the letters. You can write what they say, so that their handwriting practice has a meaningful purpose as well. Think of an activity you could use it for in class.

- 5 Look up the Website

<http://www.ks-connection.org/penpal/penpal.html>

and see if there is a class or teacher you would like to contact.

**NOTE**

Children should only use the Internet under supervision.