

### **1. Discuss the questions in pairs.**

- Think about your best writing lessons. Why do you think they were best?
- Think about your students. How can you make writing seem to be more attractive for them?
- Think about the writing tasks you did with your groups. Can you change any of the tasks so that they will be more interesting for your students to do?
- Think about the students who always struggle with writing. How can you support them?

### **2. Read the article. Check if any of your ideas are mentioned in it.**

#### **THREE TIPS FOR TEACHING INSPIRING WRITING LESSONS**

1. \_\_\_\_\_

Writing is supposed to be done for a reason, which **might** be to share the news, ask for advice or write a story to amuse somebody. **Think** about it - we hardly ever write any piece of work, so it won't be read by anybody. Consequently, **one good idea is to** let your students write their composition to real people, such as pen friends from an online website or other students from other groups.

2. \_\_\_\_\_

**Imagine** yourself asking your students to write a composition with the title 'What we can do to protect the environment.' I doubt that the learners will be enthusiastic about the task. However, what would happen if you told them to write about how NOT to protect the environment? They would be much more willing to rack their minds and spend their time doing the task. So, **another possibility to make your writing lessons more inspiring is to** set an interesting writing task.

3. \_\_\_\_\_

Quite often students lack ideas and don't know where to start, so why not tell them to include some words in their compositions? It will be more fun if the words are completely random, though **it will be a good idea to** ask them to use some of the words they learned during the previous lessons, too. **Another option is to** give them some pictures instead of words. For example, if they are writing about the thing they've bought recently, you can give them pictures with some unusual and weird products, such as a sleeping hat or trombone, and tell them to write how and why they bought them and what they like about their purchases.

### **3. Read the article again and write the headings in the right place.**

What are you writing?

Who are you writing to?

How are you writing?

### **4. Find in the text:**

- 2 imperatives: \_\_\_\_\_

- 5 words / phrases to express possibility: \_\_\_\_\_

### **5. You're going to write an article with three tips on the following topic. In groups of 3 think up of as many tips as you can:**

HOW NOT TO TEACH AN INTERESTING WRITING LESSON

### **6. Work in groups of 3. Decide which 3 tips you are going to write about with your group. Then decide who will write which tip. Don't forget to use the imperatives and phrases / words to express possibility from exercise 3.**