

Drafting written work

Some practical considerations and solutions

Edmund Dudley



In this session

Drafting writing

Drafting written work

The difficulties

Why is it hard?

What do students need?

How can we help?

Towards solutions

Raising awareness

Strategies and techniques

Activities and tips

Drafting writing

The difficulties

- What are some of the problems **your students** have?
- What are some of the problems **you** have?



Drafting writing

The difficulties

Lack of skills

What are some of the problems **your students** have?

Lack of interest

Lack of practice

Desire to be finished

Not enough time

What are some of the problems **you** have?

Not enough energy

Text A – pre-intermediate, 16 yo

How would you correct it?

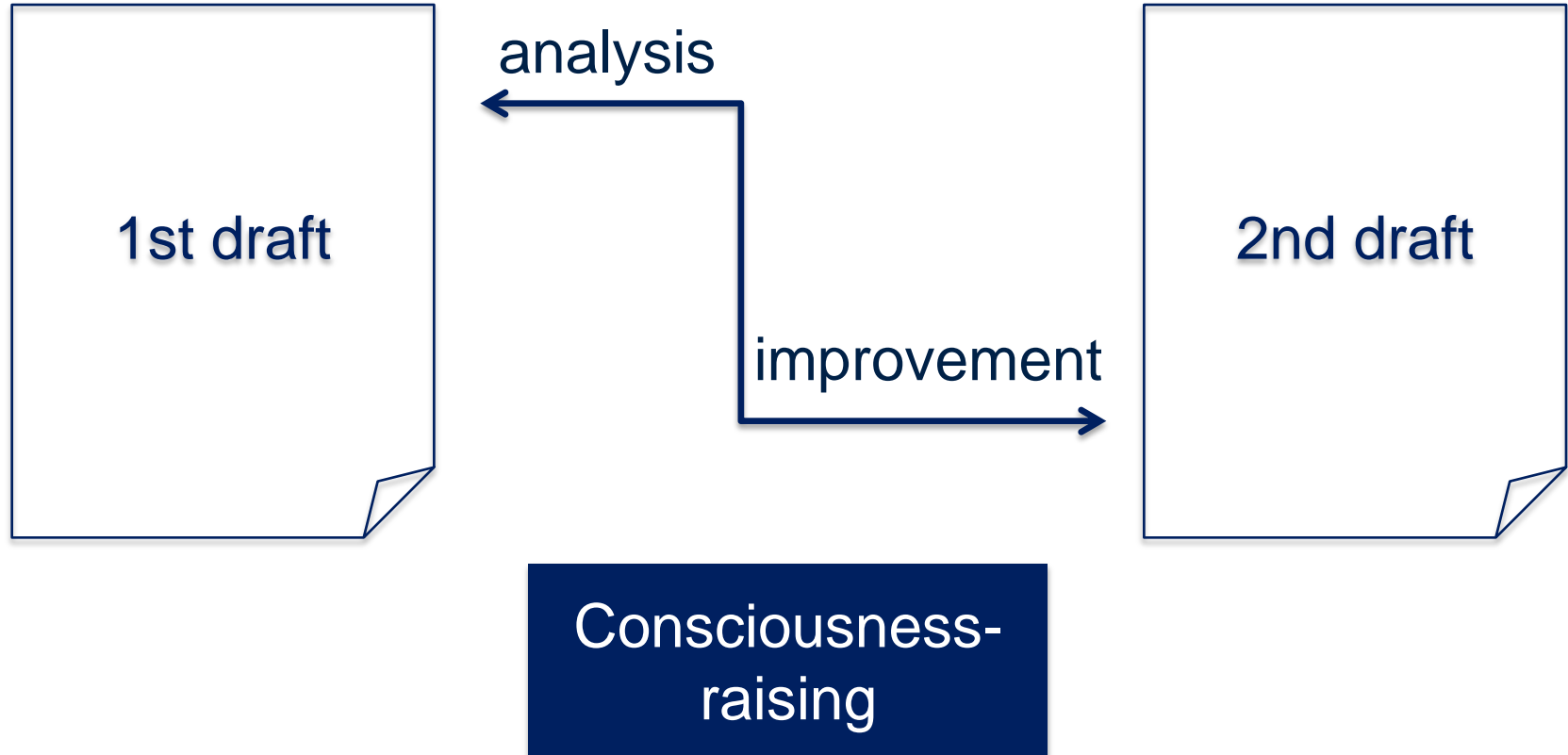
It was difficult to write
my ~~grin~~ a personal
discription for something
which disappeared so
fast. I didn't really
understand the accident
'Why did she steal a pen?'
It was a good challenge.

Text B – Upper-intermediate, 18 yo

How would you correct it

It's much more cheaper than a regular car, because it have only three tyres, and only uses 4 liters on 100 km. Also you can built in solar panels, or turn it into a boat with turbines. The two steerwheel also guarantee easy switch between the two drivers.

From good to better



Consciousness-raising phase

What is the aim of the feedback we give?

Reducing errors
Increasing awareness
Developing skills
Sustaining motivation

Focus on errors – correction codes

Do you use the same system?

It was difficult to write
~~my~~ ^{Sp} grin a personal
discription ^{Prep} for something
mitch ^{Sp} disappeared so
fast. I didn't really ^{Sp}
understand the ^{WW} accident
↑ "Why did she ^{Sp} steal a pen?"
It was a good ^{Sp} challenge.

T Tense

Prep Preposition

Gr Grammar

WO Word order

WW Wrong word

P Punctuation

Sp Spelling

λ Word missing

Pre-selected correction criteria

Providing a clear focus

	no focus	specific focus
SS	too much information	self-monitor
T	miles of red- penning	selective approach

On the next slide there is a student's text.

A: Highlight the vocabulary mistakes.

B: Highlight the spelling and punctuation mistakes.

My ~~brand~~ new super eco car is some-
thing revolutionary. It's mostly ~~powered~~^{powered}
by sun energy, but you can fill
the tank with rotten veggies ^{and} used oil.
It's aerodynamic system let's the air
flow through and around it, so it
cut's the air and let's the car to
reach it's top speed (420 km/h). As
it is a diesel the acceleration ~~is~~ is
also quite good (0-100 km/h in 2.0 sec).
Last but not least the horsepower/kg
ratio is 2.5 so it uses it's power
very effectively and is very light at
the same time.

Selective correction

Advanced-level student, 18 yo

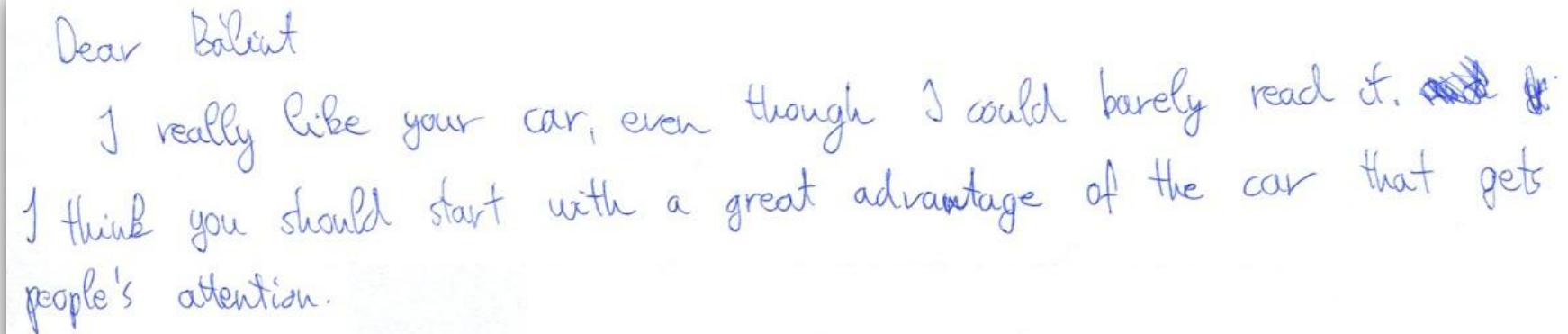
My new super eco car is something revolutionary. It's mostly fueled by sun energy, but you can fill the tank with rotten veggies and used oil. It's aerodynamic system lets the air flow through and around it, so it cuts the air and lets the car to reach its top speed (420 km/h). As it is a diesel the acceleration is also quite good (0-100 km/h in 2.0 secs). Last but not least the horsepower/kg ratio is 2.5 so it uses its power very effectively and is very light at the same time.

My new super eco car is something **revolutional**. It's mostly fueled by **sun** energy, but you can fill the tank with rotten veggies and used oil. It's aerodynamic system **let's** the air flow through and around it, so it **cut's** the air and **let's** the car to reach **it's** top speed (420 km/h). As it is a diesel the **accelaration** is also quite good (0-100 km/h in 2.0 secs). Last but not least, **the** horsepower/kg ratio is 2.5 so it uses **it's** power very effectively and is very light at the same time.

Anything else you would say
to the student?

Before you start correcting...

- Highlight mistakes rather than always correcting them
- Share the workload
- Invite peer correction
- Suggest students select the correction focus for the next task
- Be constructive



Dear Balint
I really like your car, even though I could barely read it. ~~scribbles~~
I think you should start with a great advantage of the car that gets
people's attention.



Q: What is the most important thing to remember about errors and mistakes?

A: Not to worry about them!

The drafting process

Planning language



10G WRITING Book review

I can write a review of a book.

1 Read the review. Are these sentences true or false?

- The setting for the story is a beautiful lake.
- Stanley shouldn't be in a detention centre.
- The Warden has a secret reason for asking the boys to dig holes.

HOLES is a novel for teenagers. It was written by Louis Sachar and it was published in 1998. It's an adventure story about a group of boys at a detention centre in Texas. The detention centre is called Camp Green Lake and it's in the middle of a huge desert.

The main character is Stanley Yelnats, who has been sent to Camp Green Lake for a crime he didn't commit. Every day, the boys at the camp have to dig holes in the desert. They believe that the work is just punishment. What they don't realise is that the Warden at Camp Green Lake is secretly looking for treasure. One day Stanley and his friend Zero run away. Everybody thinks they will die in the desert. I won't give the ending away! What I will say is that the book keeps your interest right to the final page.

I really enjoyed the book for a number of reasons. I identified with the character of Stanley, who always tries to help his friend. The setting is interesting and unusual. But what I liked most was the plot. It's a gripping story and you just can't put the book down. I would definitely recommend it.

LEARN THIS

Nominal subject clauses

We sometimes emphasise particular information in a sentence by putting it in a *What*-clause followed by *be*.
I really like adventure stories.
What I really like is adventure stories.
The ending made a big impression on me.
What made a big impression on me was the ending.

4 Read the *Learn this!* box. Find two sentences with nominal subject clauses in the review in exercise 1. Rewrite them as ordinary sentences.

5 Rewrite the sentences with nominal subject clauses starting with *What*.

- All of the characters are looking for happiness.
- The setting is really unusual.
- I loved the twist at the end.
- The main character really needs a holiday.
- I really enjoy reading classic novels.
- Stephen King is famous for writing thrillers.

GRAMMAR BUILDER 10.4: PAGE 126

6 Choose a book you know. Write notes under these headings. You can include any other important information.

General information	Story and characters
Title:	Where is it set?
Author:	Main characters:
Type of book:	What happens?

Your opinion

Why did you like it? For example:
 It's funny / moving / exciting / gripping / interesting.
 It contains lots of interesting characters.
 I really wanted to know what was going to happen.

VOCABULARY BUILDER 10.3: PAGE 136

7 Read the writing strategy below. Write a review of 200–250 words. Use your notes from exercise 6 and include phrases from exercise 2.

WRITING STRATEGY

Remember to use the present simple to summarise the plot of a story or film.

CHECK YOUR WORK

Have you:

- ☐ included the information in exercise 6?
- ☐ used phrases from exercise 2?
- ☐ checked your word count?

2 How many phrases from the box can you find in the review?

Talking about stories

I identified with (a character) It's the story of ...

I liked the book because ... In the end, ...

The main character is (name) A film was made (of the book)

It was written by (author) There's a twist at the end.

It's a (type of story) I would definitely recommend it

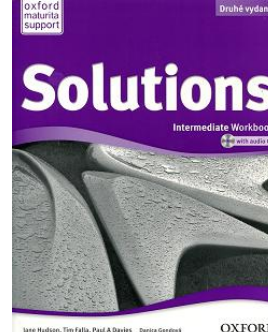
It's set in (place)

3 Complete the text about *The Lord of the Rings*. Use the phrases from exercise 2.

***The Lord of the Rings* is a fantasy story.** ¹ _____
 J. R. R. Tolkien. ² _____ an imaginary land called 'Middle Earth', and ³ _____ a group of hobbits who have to destroy a magic ring. ⁴ _____ called Frodo. ⁵ _____ they succeed in destroying the ring. A few years ago ⁶ _____ starring Orlando Bloom. It's a great book and ⁷ _____!

The drafting process

Planning structure



10G

WRITING Book review
I can write a review of a book

Preparation

1 Complete the sentences with the words in the box.

end identified main recommend set twist written

- 1 I _____ with the main character because he is a teenager.
- 2 It's _____ in Germany during the Second World War.
- 3 The _____ character is a student of art.
- 4 It was _____ by Charles Dickens.
- 5 There's a _____ at the end.
- 6 In the _____, the two lovers get married.
- 7 I would definitely _____ it.

2 Rewrite the sentences with nominal subject clauses starting with *what*.

- 1 all of the characters are looking for / success
What all of the characters are looking for is success.
- 2 really exciting / the setting

- 3 I loved / the way the story was told

- 4 the main character needs / a friend to help them

- 5 I really enjoy / reading on the train

- 6 this author is famous for / creating a twist at the end

3 Read the review. What does the writer like most about the book?

Writing guide

4 You have been asked by the editors of an English magazine to write a review of a book which has been given an award for the best book of the last decade. Remember to use paragraphs and nominal subject clauses.

Paragraph 1: Describe the author, the genre of the book and the characters.

Paragraph 2: Describe the general topic, main plot, and the setting.

Paragraph 3: Describe negative and positive aspects of the plot, acting, characters, etc.

Paragraph 4: Encourage or discourage the readers of the review to read the book.

CHECK YOUR WORK

Have you:


- ☐ written four paragraphs?
- ☐ included all the necessary information?
- ☐ written in an appropriate style?
- ☐ included the appropriate phrases from exercise 1?
- ☐ included nominal clauses?
- ☐ checked your work for mistakes?

Eragon is a best-selling fantasy novel written by the teenage author **Christopher Paolini**. It is the first in a series of four books called *The Inheritance Cycle*. The series tells the story of a farm boy called Eragon.

Eragon is a journey of experience, revenge, romance and betrayal. It is set in a land of mystery and magic called Alagaesia. Eragon is a normal teenager when we first meet him, although both of his parents are dead and he lives with his uncle on a farm. However, his life changes when he finds a dragon's egg on a hunting expedition. When the dragon hatches, Eragon becomes a Dragon Rider and the real adventure begins.

One of the strengths of the novel is the plot which holds the reader's attention from beginning to end. The main character is brave and likeable and he has some fascinating adventures. I loved the twist at the end.

What I liked most about the book was the relationship that *Eragon* has with his dragon, Saphira. The reader sees their friendship developing and by the end of the story they come to trust each other totally. I would definitely recommend *Eragon* to all teenage readers, but especially to those who enjoy fantasy literature.



90 | Unit 10 • Be creative

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CHECK YOUR WORK

Have you:

- ☐ written four paragraphs?
- ☐ included all the necessary information?
- ☐ written in an appropriate style?
- ☐ included the appropriate phrases from exercise 1?
- ☐ included nominal clauses?
- ☐ checked your work for mistakes?

18 Professional Development

Planning a written review

Planning paragraphs

Par.1: a short summary of the plot

paragraph 1: my mother told me that, this book is exciting and I got it for Christmas
it's a crime story

Par.2: focus on one interesting scene

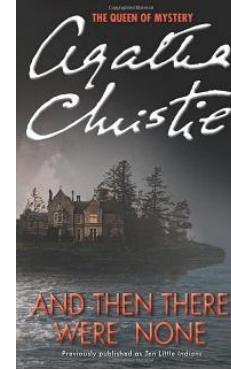
paragraph 2: it was about 10 people who went on an island for a holiday, but
it wasn't a calm, lazy holiday, it was a scary holiday. In the end, everybody
died except one person.

Par.3: give your opinion of the book

paragraph 3: I really enjoyed it. I couldn't put down the book.

Planning a written review

Following a plan



paragraph 1: my mother told me that, this book is exciting and I got it for Christmas
it's a crime story



Agatha Christie: And then there were none

I got this book from my parents. My mother read it when she was a teenager. She said it's one of the best books by Agatha Christie. I haven't read any crime stories so far, but I think I'll keep on reading her books. I didn't know much about the book, so I looked for some reviews about it before I started reading. I thought this book has to be a very good one, and I was right.

Structure and sequence

Paragraphs



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STRATEGY

Paragraphs and topic sentences

When you write, always organize your ideas into paragraphs.

- The introduction tells you what the text is going to be about.
- The middle paragraph(s) give background information and details.
- The conclusion repeats and summarizes the ideas from the introduction.

In each paragraph there is always a topic sentence which introduces the topic and often summarizes what the paragraph is about. The topic sentence is usually at the beginning of a paragraph.

3 Read the strategy. Then read description A again and put the paragraphs in the correct order.



A

Fauja started running when he was 89 years old, and you may wonder why. When his wife died, he moved from India to the UK to be with his son. He wanted something to focus on and running provided that. Fauja ran his first race in 1992 and since then has run marathons around the world. He's **also** broken many records and he's made a lot of money for charity, **too**.

When Fauja Singh runs a marathon, he never gives up. He always carries on. 'I don't want to stop,' he says. 'I want to die running.' And that's why I admire him.

Fauja Singh is a person I admire. Fauja shows that old people can achieve amazing things, just like young people. In 2011, when Fauja was one hundred years old, he became the oldest person to run a marathon. That's an incredible achievement!

Paragraphs

Opening sentences



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- a People say you shouldn't judge by appearances and that's true.
- b Things aren't always easy for Stacey.
- c My best friend Stacey is a person I admire.

Which sentence is from

- the introduction? **c**
- the middle paragraph? **a**
- the conclusion? **b**



c My best friend Stacey is a person I admire.

a People say you shouldn't judge by appearances and that's true.



b Things aren't always easy for Stacey.

1 She's taught me not to judge people by their appearances. **What's more**, she is a very brave person.

..... I met Stacey when we were both twelve years old. She was in my class, but I didn't talk to her at first. I was embarrassed because Stacey looked different. You see, Stacey uses a wheelchair. Then one day, in sports class, we played basketball. Stacey joined in and we had a lot of fun. **In addition**, she was a really good player! I started talking to Stacey and found that we had a lot in common.

3 It's difficult to open doors when you're in a wheelchair. People sometimes ignore you **as well**. 'We're all different,' she says, 'but it's good to be different.' But Stacey never complains about her disability – she just smiles and carries on, and that's why I admire her.

Preparation

1 Read the essay. Which is the best title? Choose a, b or c.

- a Friendship is the most important thing in the world. ☐
 b It is better to have a large group of friends than just one close friend. ☐
 c It is hard to make new friends nowadays. ☐

Most young people want to have a best friend who they can do everything with. But is it a good idea to spend all your time with just one person?

It is hard to deny that having a close friend gives you stability. You have somebody at your side who will always help you out when you need it. Some people also argue that it is easier to agree on what to do when you are with only one person. In a big group, you often go to places just because everybody else wants to.

On the other hand, some people believe that having only one close friend can be boring. You always do the same things and you never meet anybody new. It is also true that you are taking a risk if you spend all your time with only one person. If you fall out with them or if they move away, you are left completely on your own and it is quite difficult to make new friends.

To sum up, having a close friend is one of the best things that can happen to a person, but it is a good idea to see other people as well. In my opinion, you should always aim to be part of a group and not spend all your time with just one person.



2 Match 1–8 with a–h to make phrases for presenting arguments.

- | | |
|-------------------------|--------------------------------|
| 1 It is hard | a argue that |
| 2 Some people | b is clear that |
| 3 It is | c true that |
| 4 It can | d be argued that |
| 5 It | e to deny that |
| 6 However, | f other hand |
| 7 Other people take the | g some people argue that |
| 8 On the | h opposite view and claim that |

3 Read the essay title below. Then read the arguments and decide if they are points in favour of Internet relationships or against. Write F (for) or A (against).

The Internet is bad for friendships and relationships.

- 1 It's difficult to know if people are being honest. ☐
 2 You can make a lot of friends very easily. ☐
 3 You make friends with people you wouldn't usually meet. ☐
 4 You can meet people from all over the world. ☐
 5 You need a computer and a good Internet connection. ☐
 6 You have to wait for a reply when you make a comment. ☐
 7 It's less interesting because you can't go out to different places together. ☐
 8 It's easier to find people who share the same interests as you. ☐

4 Plan the second and third paragraphs for the essay title in exercise 3. Choose two arguments *for* and two arguments *against* from exercise 3, and think of a supporting statement or an example for each of the arguments.

For:

- 1 _____
 2 _____
 3 _____

Against:

- 1 _____
 2 _____
 3 _____

Writing guide

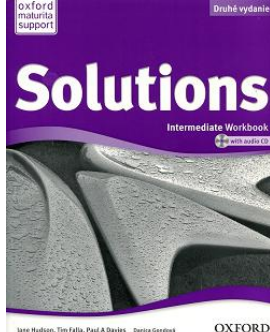
5 Now write the essay following the plan.

- Paragraph 1: Introduce the topic.
- Paragraphs 2 and 3: Use your notes from exercise 4.
- Paragraph 4: Conclusion: sum up with your own opinion.

CHECK YOUR WORK

Have you:

- ☐ organised your essay into four paragraphs?
- ☐ included two arguments *for* and two *against*, each with an example or supporting statement?
- ☐ used phrases for presenting arguments?
- ☐ checked your spelling and grammar?



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- Model
- Language
- Structure
- Ideas
- Advice

Fine tuning a draft

Choose:

- Something to praise
- Something to single out for attention

Friends can help each other in many ways. Studying and doing the homework together. Improve each other in subjects. For example I can help my friend in math or I.T. and they can help me in literature sometimes. If you haven't got a girlfriend/boyfriend the best wingman is your best friend. They can always give you tips. Finally, if you can't speak about something with your family, a friend will always be there for you.

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STRATEGY

Understanding easily-confused words

Some English words have very similar meanings and are easy to confuse, such as *say*, *speak*, *talk* and *tell*. All four words mean that a person is using their voice to produce speech. However, there are differences in grammar and collocation.

If you are not sure which word to use, look it up in a dictionary. Example sentences, **HELP** and information boxes show you how to use the word correctly.



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say /seɪ/ verb [T] (says /sez/; pt, pp said /sed/)
> SPEAK 1 **say sth (to sb)**; **say that ...**; **say sth (about sb)** to speak or tell sb sth, using words: 'Please come back,' she said. ♦ I said goodbye to her at the station. ♦ We can ask him, but I'm sure he'll say no. ♦ The teacher said we should hand in our essays on Friday. ♦ He said to his mother that he would phone back later. ♦ They just sat there without saying anything.

say /spɪk/ verb (pt spoke /spəʊk/; pp spoken /spəʊkən/) 1 [I] **speak (to sb)** (about sb/sth); **speak (of sth)** to talk or say things: I'd like to speak to manager, please. ♦ Could you speak more slowly? was so angry I could hardly speak.

HELP **Speak or talk?** **Speak** and **talk** have the same meaning but we use **talk** more formally, to show that two or more people are having a conversation, and **speak** to show that one person is saying something, especially in a formal situation: I'd like to speak to the manager, please. ♦ We talked all night. ♦ The head spoke to the class about university courses.

2 [I, T] [not used in the continuous tense] and be able to use a language: Does she speak German? ♦ She speaks (in) Greek to ♦ a French-speaking guide 3 [I] **speak (to)** to make a speech to a group of people: Hurst has been invited to speak on Air policy.

say /tel/ verb (pt, pp told /təʊld/)
> GIVE INFORMATION 1 [T] **tell sb (sth/that ...)**; **tell sb sth** to give information to sb by speaking or writing: She told me her address but I've forgotten it. ♦ He wrote to tell me that his mother had died. ♦ Tell us about your holiday. ♦ to tell the truth/a lie ♦ to tell a story ♦ Excuse me, could you tell me where the station is? ♦ He tells that story to everyone he sees. 2 [T] **note at say 2 [T]** (used about a thing) to give information to sb: This book will tell you all you need to know.
> SECRET 3 [I] to not keep a secret: Promise you won't tell!
> ORDER 4 [T] **tell sb to do sth** to order or advise sb to do sth: The policewoman told us to get out of the car.

HELP **Say or tell?** **Say** is often used with the actual words that were spoken or before that in reported speech: 'I'll catch the 9 o'clock train,' he said. ♦ He said that he would catch the 9 o'clock train. Notice that you say something to someone: He said to me that he would catch the 9 o'clock train. **Tell** is always followed by a noun or pronoun, showing who you were speaking to: He told me that he would catch the 9 o'clock train. **Tell, not say**, can also be used when you are talking about giving orders or advice: I told them to hurry up. ♦ She's always telling me what I ought to do.

3 Study the dictionary entries and read the sentences in exercise 2 again. Then answer the questions.

- 1 Which two verbs can be used to report someone else's words?
- 2 Which verb is always followed by a noun or a pronoun?
- 3 Which verb can be used to give orders and instructions?
- 4 Which verb shows that two or more people are having an informal conversation?
- 5 Which verb shows that one person is communicating with a group of people in a formal situation?
- 6 Which verb collocates with the following nouns: *truth, lie, story* and *joke*?

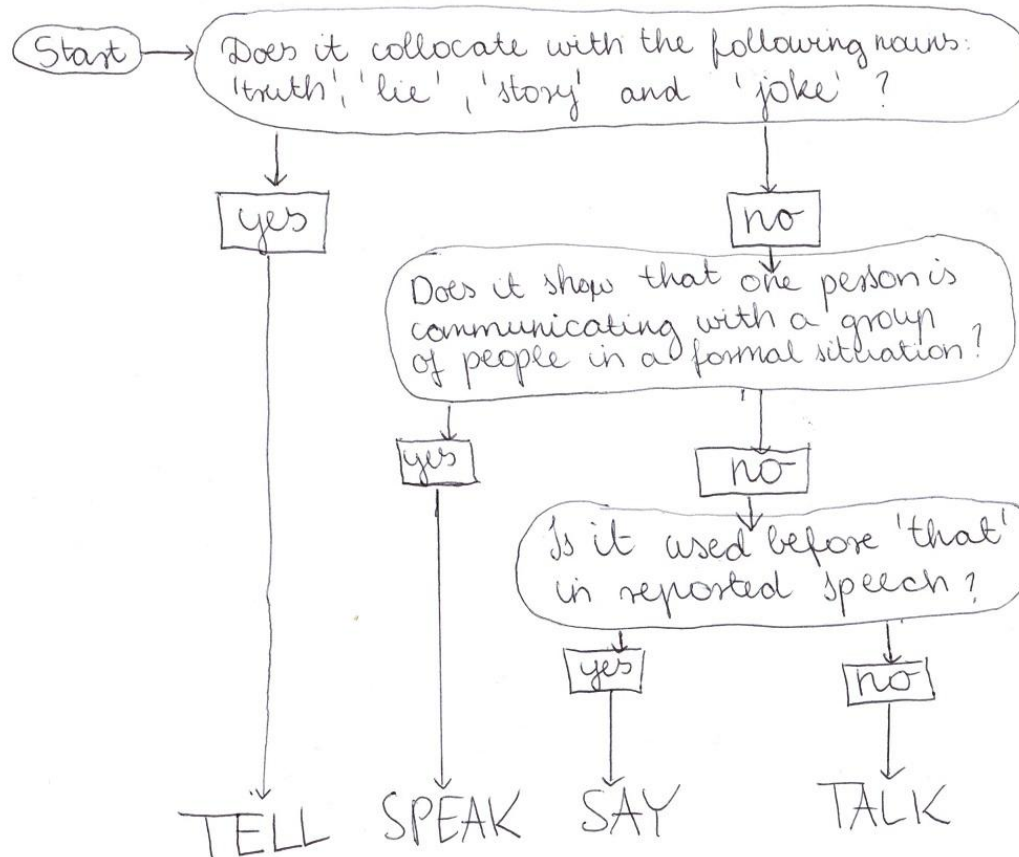
Say, speak, talk or tell?



Can it be used to report someone else's words?

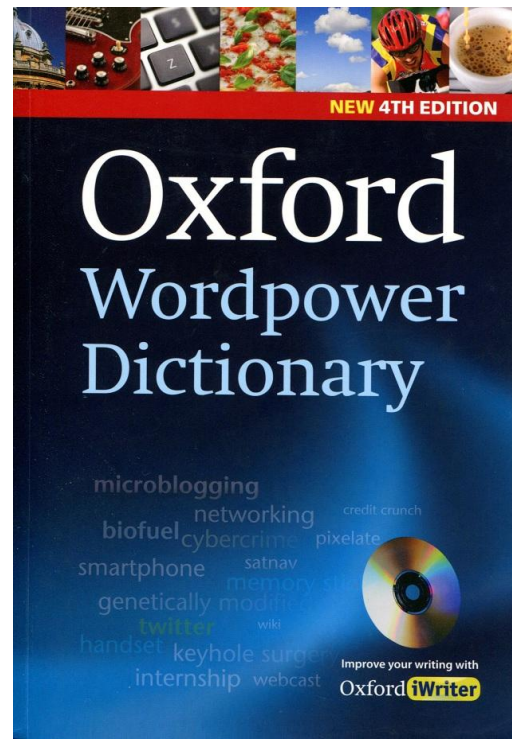
Flowcharts

Say, speak, talk or tell?



Using dictionaries to help drafting

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Writing a review of a book or film

Writing a review of a book or a film

The main purpose of a review is to give information about the book or film so that your readers can decide if they would like to read it or see it. Many student magazines and websites use an informal tone. However, for exams it is best to use more formal vocabulary and sentence structures.

Your teacher has asked you to write a review for a film you have seen recently, to go on the school's website. Review the film, giving your opinion and saying whether or not you would recommend it. (180 - 200 words)

Harry Potter and the Deathly Hallows: Part 2

Millions of people have watched the earlier Harry Potter films. Will the final film of this famous story live up to expectations? Harry Potter and the Deathly Hallows Part 2 is set in both modern Britain and a fantasy world. Although it is much darker than previous films in the series, fans will leave the cinema feeling satisfied.

Harry and his friends, Hermione and Ron, continue their search for the last three special objects hidden by the evil Voldemort, which they must destroy. As they fight their enemies for the last time, they learn some surprising secrets about several of the other characters and Harry finally discovers what he must do.

The three friends have now grown up, like the actors playing the parts. This makes these characters very convincing. In fact, the acting is as usual of a very high standard. Alan Rickman, playing the role of Severus Snape, skillfully shows us a hidden side of the wicked headmaster.

The battle scenes are thrilling, and the audience will laugh and cry with Harry and his friends as the story comes to its emotional end. I thoroughly recommend this exciting and enjoyable film.

Starting with a question makes your readers interested.

Include the title in the first paragraph and the name of the author, if it is a book.

Use a variety of adjectives to make your review interesting.


Use the present tense to describe the story.

Writing a review of a book or film

Before you write

- Think about the film or look at the book again.
- Make notes about:
 - the **type** of book or film it is
 - the **setting** (the time and place of the story)
 - the **plot** (what happens)
 - the **characters** (and the **acting**, if it is a film)
 - your **opinion**, positive or negative, with reasons
- Choose the best points to include in your review.
- Organize your ideas into paragraphs.

TIP
Remember that the person who reads the review has NOT seen the film or read the book.



Language Bank: Adjectives


Try to use a good variety of adjectives in your review. Use your dictionary to find synonyms for words like 'interesting'.

<p><i>This is an exciting/a fast-moving/gripping story...</i></p> <p><i>This dark/frightening tale takes place in ...</i></p> <p><i>A funny/an amusing scene shows ...</i></p> <p><i>This moving account of... (e.g. a young man's experiences)</i></p> <p><i>a violent film</i></p> <p><i>an interesting situation</i></p> <p><i>an imaginary world</i></p> <p><i>a romantic relationship</i></p> <p><i>a tragic/an emotional ending</i></p>	<p><i>The principal/My favourite characters are ...</i></p> <p><i>an unpleasant/a strange/sympathetic character</i></p> <p><i>an action/a battle/love/fight scene</i></p> <p><i>I thoroughly enjoyed this rewarding book.</i></p> <p><i>I highly recommend this action-packed film.</i></p> <p>☞ See NOTE at book</p> <p>☞ See NOTE at film</p>
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Checklist

Have I

- given the name of the film or book in the first paragraph? ☐
- written about the story without telling readers the ending? ☐
- written about the characters? ☐
- organized my ideas into logical paragraphs? ☐
- given my opinion in the conclusion? ☐



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Oxford iWriter

Review

Guided tour of the model

Take a step-by-step tour of how the model was written

What is a review?

How is it structured?

How was it planned?

Look at the introduction

Talking about the plot or story

Talking about the characters

Look at the conclusion

Show me useful language

Choose what to show

Explore the model by showing and hiding different elements

Show structure

Show notes

Show content

Show all

Model

Writing

Home

Help

Remember that you can double-click on any word to look it up in the Oxford Wordpower Dictionary.

Task
The task you have been given
Your teacher has asked you to write a review for a film you have seen recently. The best reviews will go on the school's website. Review the film, giving your opinion and saying whether or not you would recommend it. (180 - 200 words)

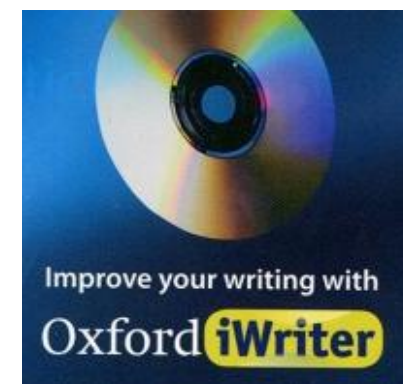
Title
Your own title
Harry Potter and the Deathly Hallows: Part 2

Introduction
General comments about the film or book and your basic opinion
Millions have watched Harry Potter films. Will the final one be as good? Part 2 set in modern Britain and a fantasy world. Darker than earlier films, but fans will be satisfied.
Millions of people have watched the earlier Harry Potter films. Will the final film of this famous story live up to expectations? Harry Potter and the Deathly Hallows: Part 2 is set in both modern Britain and a fantasy world. Although it is much darker than previous films in the series, fans will leave the cinema feeling satisfied.

Plot or story
Give a summary of what happens in the film or book.
Harry and friends searching for the last 3 special objects hidden by Voldemort - they must destroy them. They fight enemies for the last time and learn surprising secrets. Harry finds out what he must do.
Harry and his friends, Hermione and Ron, continue their search for the last three special objects hidden by the evil Voldemort, which they must destroy. As they fight their enemies for the last time, they learn some surprising secrets about several of the other characters and Harry finally discovers what he must do.

Characters
Comment on the characters in the film or book.
3 friends are grown up, like the actors - very convincing. Very good acting, especially Alan Rickman - shows a hidden side of Severus Snape.
The three friends have now grown up, like the actors playing the parts. This makes these characters very convincing. In fact, the acting is, as usual, of a very high standard. Alan Rickman, playing the role of Severus Snape, skilfully shows us a hidden side of the wicked headmaster.

Conclusion



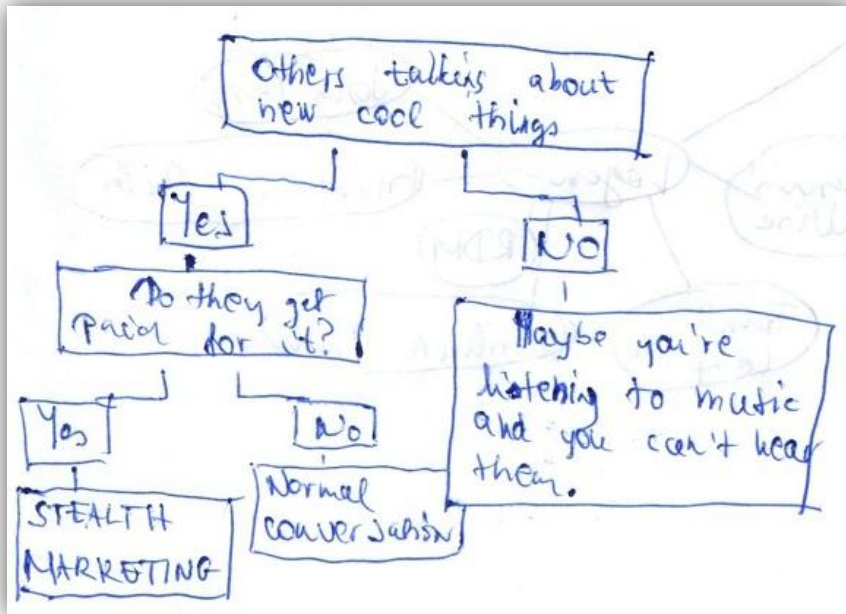
One final obstacle...

How do students react when you ask them to re-draft a piece of writing?



Two practical ideas

Start with a flowchart

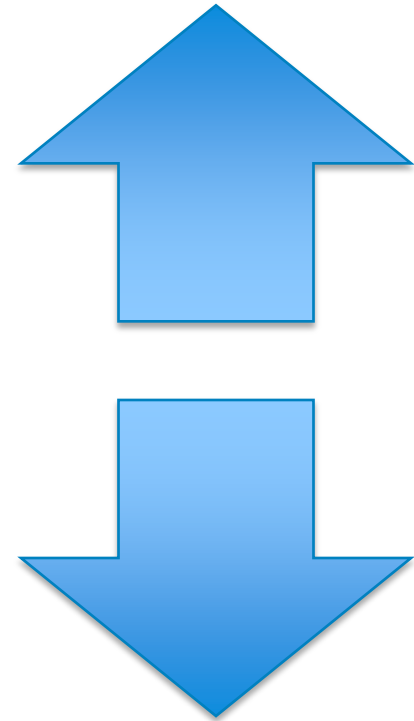


Add a twist

Essay about friendship:
In your second draft try to
include the phrase
dark blue cowboy hat!

The ups and downs of drafting written work

- Increased awareness and understanding
- More confidence
- Enhanced motivation
- Fewer mistakes
- Less anxiety
- Less wasted time



In this session

Drafting writing

Drafting written work

The difficulties

Why is it hard?

What do students need?

How can we help?

Towards solutions

Raising awareness

Strategies and techniques

Activities and tips

Drafting written work

Some practical considerations and solutions

Edmund Dudley

My teaching blog: **legyened.edublogs.org**

Thank you!