



WRITING AN ARTICLE



Level: B2 and upward

Aim: to collaboratively write an article in class.

Materials: [the writing process handout](#), [checklist](#) handout, and a model article.

Time: 50 minutes

Note: this task is to be done after explaining the writing process, the parts of an essay and the tips to raise their essay score. Students will need to refer to it. Students will also have read a model article, which can normally be found in most textbooks.



STEP 1. INTRODUCTION. What's an article?

An article is usually written for a magazine or newspaper. The main purpose is to engage the reader, so the opening paragraph should catch your reader's interest. Attracting the reader's attention can be done in a number of ways (refer to handout "The writing process "Part 2).

An article is usually factual and includes some comment, recommendation or opinion. It can be formal or informal depending on the target audience. Remind them, this is academic writing, so they cannot use contractions, abbreviations, or colloquial language.

An article consists of the following parts:

- **Opening.** It is the general presentation of the topic.
- **Body** (two or more paragraphs). The first paragraph should contain the strongest argument or example. The second paragraph the second strongest argument and the third the weakest.

A paragraph consists of several sentences about a certain topic. It has the following parts:

- A topic sentence, i.e. an idea.
- One or several supporting sentences to expand on the idea.
- A concluding sentence.
- **Conclusion.** It is the paragraph that summarizes the main idea or presents a conclusion, depending on the kind of essay you need to write. Some things to bear in mind:
 - It should not bring new ideas.
 - It shouldn't be very long.
 - It can be similar to the opening, but presented in different words.



PROCEDURE

Step 2. GETTING STARTED

- Ideally students work in groups of three. If necessary, ask them to work in pairs trying not to pair two weak students together.
- Suggest the following topics to write about and ask groups to choose their topic. Topics can be repeated.
 1. Family reunions
 2. Life lessons learned
 3. Moving to another city

Step 3. WRITING A DRAFT

Organisation:

1. Writing the Opening.

In this part, students introduce the subject.

The whole group works on the *opening paragraph*. Remind them of the three ways to catch the reader's attention. Refer to Part 2 of the Writing Process handout.

Useful language:

Can you imagine...? Have you ever...? Would you like to...? Did you know that...?

2. Writing the Body

In this part, students give facts and details about the subject.



1. The whole group *brainstorms for ideas*. Refer back to handout the Writing Process to see how to do it effectively.

2. Students choose an idea to use in their paragraphs, and expand it, as explained in the Writing Process handout. One idea= one paragraph= one student. If you have a group of three students they'll need to write a body with three paragraphs. If there are only two students, two paragraphs.

3. Students, individually, write their paragraph developing their idea. Remind them to go from "general to specific".

3. Proofreading your essay.

The whole group proofreads and improves their essays making sure the ideas flow naturally and the right connectors are used. Ask them to use the checklist provided.

4. Writing the Conclusion

In this part, students sum up the main points and possibly give an opinion or recommendation.

1. The whole group works on the Concluding paragraph.

Useful language: In my opinion..., in conclusion.... As I see it..., Why not give t a chance..? Why not try it...?

2. The whole group proofreads the essay. Ask them to read it aloud, circling anything that needs to be improved, corrected or clarified. Does it sound "right"? Then, it's ready.

Step 4. WRITING YOUR FINAL ESSAY.



Ask students to write their essays neatly on a clean sheet of paper (I used a different coloured paper for each group.)

Step 5. SHARE YOUR WORK

Display students' articles on the walls of the class and ask students to stand up and read their partners' articles. The idea is to offer them more models they can learn from.

And, last but not least, you'll need to take their essays home to correct errors and offer advice.

