

Teacher's Notes

ARTICLE

WRITING
comes easy

Warm-up.

Ask the students to work in pairs. Tell the students to talk about different articles that they read. You can write down the following questions on the board for the students to talk about: *What kinds of articles do you read most often? Where do you look for articles on the topics that interest you? What makes you read them? Do you ever read articles because the titles/photos seem interesting? Are there any differences between articles on the Internet and in magazines? Do you read articles for school or pleasure?* Have a class discussion.

Exercise 1

Ask the students to read the statements concerning writing articles below and decide if they agree with them or not. Allow the students to work in pairs and compare their answers. Do not discuss their answers as a class yet.

Odp.:

1. *An article should always be written in a formal style – NO*
2. *It has the same structure as a for and against essay – NO*
3. *The title should be short, but informative – YES*
4. *You should always present your opinion in an introduction – YES*
5. *You don't have to introduce the topic in your introduction – NO, you should*
6. *It may include anecdotes, stories and descriptions – YES*
7. *It should be written in an interesting, engaging way – YES*
8. *It may give a strong opinion and convincing arguments – it should*
9. *It should include a balanced argument – it may include it*
10. *You may include other people's opinions or popular beliefs – YES*
11. *You may include facts and statistics – YES*
12. *Every paragraph should present one argument or viewpoint – YES*
13. *You should restate your opinion in the summary – YES*

Exercise 2

Ask the students to read the three tasks below. Tell them to underline what they need to include in each task. Have class feedback. Then ask the students to read the statements in Exercise 1 again and see which of them might apply to the tasks given below. Have class feedback on the statements in Exercise 1.

Odp.:

1. *Twoja szkoła rozważa wprowadzenie mundurków szkolnych. Dyrekcja szkoły zorganizowała spotkanie z uczniami dotyczące tego projektu. Napisz artykuł do internetowej gazетки szkolnej, w której zrelacjonujesz przebieg spotkania oraz przedstawisz i uzasadnisz swoje stanowisko w tej sprawie.*
2. *Coraz więcej polskich uczniów decyduje się na podjęcie studiów za granicą. Napisz artykuł do redakcji czasopisma dla młodzieży, w którym przetawisz swoją opinię na temat słuszności takich decyzji i opiszesz doświadczenia osoby, które podjęła studia za granicą.*
3. *Wielu młodych ludzi w Polsce uważa, że aby dobrze zdać maturę, należy uczyć się dodatkowo poza szkołą. Napisz artykuł na stronę internetową szkoły, w którym omówisz wyniki ankiety przeprowadzonej wśród uczniów twojej szkoły na ten temat oraz przedstawisz i wyjaśnisz swoje stanowisko na ten temat.*

Exercise 3

Ask the students to read the titles concerning Task 1 from Exercise 2. Tell them to work in pairs and discuss what their aim is and what opinion they are going to present.

Exercise 4

Tell the students to read the introduction to Task 1 from Exercise 2. Ask the students to discuss in pairs which title from Exercise 3 would be the most suitable. Tell the students that they may also suggest their own titles.

Sugerowane odpowiedzi: *School uniforms kill individuality; Why should we all look the same?; Goodbye creativity, welcome conformity*

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Exercise 5

Ask the students to look at Task 1 from Exercise 2 again, read the ideas in the columns below and add at least two arguments of their own. Tell the students to work in pairs and decide which arguments they would use, and which their school colleagues might use in discussion. Have a class discussion.

Exercise 6

The students work individually. They write down what their opinion is on school uniforms. Then they choose a title from Exercise 3 that would match their standpoint, or write their own title. Monitor the activity and help the students as needed. After the students have finished, ask selected students to read out their statements to the class.

Exercise 7

Tell the students to replace the verbs in the sentences below with one of the synonyms in the box. Tell them to use two verbs or phrases for each sentence. Remind them that they may need to add or get rid of some words.

Odp.:

1. *The headmaster opposed / rejected some of the students' arguments.*
2. *Some students accept / presumed that uniforms will allow students to focus on learning more.*
3. *Most students presented / put forward the opinion that it will be difficult to find a design which will suit all of the students.*
4. *Both the students and school authorities debated / talked about the issue for almost two hours.*
5. *The majority of the students went along with the opinion that the matter needed further discussion / were in agreement about the matter needing further discussion.*

Exercise 8

Ask the students to match the nouns from the box with the verbs below and add more nouns to make collocations with the verbs. Have the students compare their answers in pairs.

conformity, diversity, express yourself, individuality, social justice, better atmosphere

Sugerowane odpowiedzi:

1. *contribute to: conformity, diversity, individuality, social justice, a better atmosphere / equality, inequality, creativity*
2. *deny the right to: express yourself; be yourself*
3. *encourage: conformity, diversity, individuality; equality, inequality, creativity*
4. *favour: conformity, diversity, individuality; equality, inequality, creativity*
5. *lead to: conformity, diversity, individuality, social justice, a better atmosphere; equality, inequality, creativity*
6. *promote: conformity, diversity, individuality; equality, inequality, creativity*

Exercise 9

Ask the students to read the second paragraph of an article written on the topic of school uniforms and complete it with verbs from Exercises 7 and 8. Have the students compare their answers in pairs. Have class feedback.

Odp.: **1** *presented*, **2** *put*, **3** *lead*, **4** *agreed*, **5** *rejected/opposed/criticised*, **6** *discuss/debate*

Exercise 10

Ask the students to divide the phrases into the columns below. Tell them to underline the phrases that they would like to use in their essay. Have class feedback.

Odp.:

<i>To express your opinion</i>
<i>As far as I'm concerned I am of the opinion that I have no doubt that I'd like to point out that I firmly believe that I'm absolutely convinced that Personally, I think that</i>
<i>To give other people's opinion</i>
<i>It is generally accepted that It is widely believed that Many people are of the opinion that Most people agree that Some people claim that</i>

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Exercise 11

Ask the students to read the third paragraph of the article written on the topic of school uniforms. Then tell them to work in pairs and discuss the questions below. Have a class discussion.

Sugerowane odpowiedzi:

- 2. it is very effective, as it makes the readers think about their own answers*
 - 3. I think would mean the same, but it is not as strong as the original phrase.*
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Exercise 12

Tell the students to read the three final paragraphs (A–C) of the article and choose which one matches the previous two paragraphs best. Have a class discussion. Elicit why the other two paragraphs are not appropriate.

Odp.:

B;

A presents a strong opinion in favour of school uniforms;

C is more like a final paragraph of a for and against essay on school uniforms.

Homework

Ask the students to read the task below and write an article. Remind the students that they can use the title, the ideas and the language from the above exercises. Tell them to use the 5-step writing programme to write their articles.