

English Raven's

Junior Writing Workshop

A Writing Course for EFL/ESL Young Learners



"The Pen is Mightier than the Sword!"

Jason D. Renshaw

www.englishraven.com

English Raven's
Junior Writing Workshop

A Writing Course for EFL/ESL Young Learners

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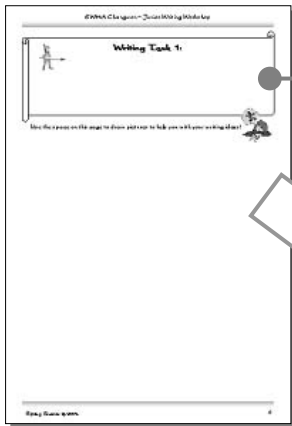
English Raven Educational Resources
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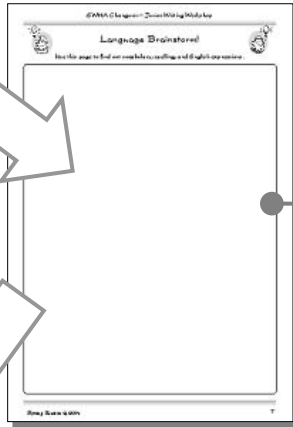
Table of Contents

The Six-Step Guide to Successful Writing!	4
Key Grammar Awareness in EFL/ESL Writing	5
Stage 1	5
Stage 2	6
Stage 3	7
Writing Task 1	8
Ideas and Brainstorming	8-9
First Draft	10
Peer/Teacher Feedback	11
Language Development	12-13
Final Draft	14
Writing Task 2	15
Ideas and Brainstorming	15-16
First Draft	17
Peer/Teacher Feedback	18
Language Development	19-20
Final Draft	21
Writing Task 3	22
Ideas and Brainstorming	22-23
First Draft	24
Peer/Teacher Feedback	25
Language Development	26-27
Final Draft	28
Writing Task 4	29
Ideas and Brainstorming	29-30
First Draft	31
Peer/Teacher Feedback	32
Language Development	33-34
Final Draft	35
Mid-Term Writing Test Task	36-38
End-of-Term Writing Test Task	39-41
Writing Tasks Performance Summary & Grades	42

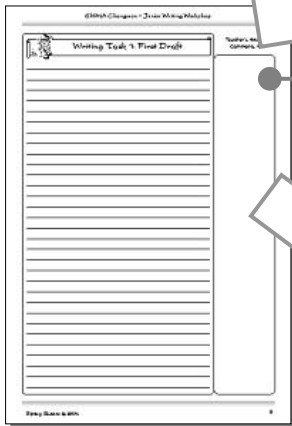
The 6-Step Guide to Successful Writing!



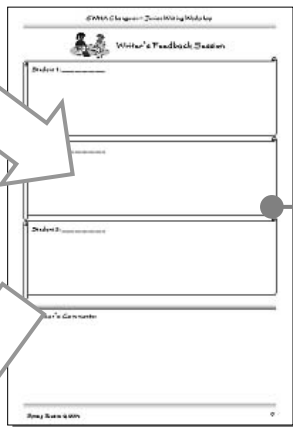
1. Topic/Task Identification
Choose your writing topic/ task. Draw some pictures, maps or idea bubbles to help you “see” what you are going to write about!



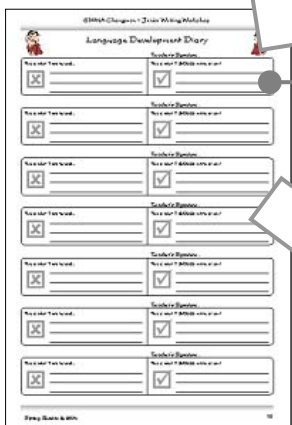
2. Word/Sentence Brainstorm
Ask the teacher to help you think of words and sentences you can use. Find out the spelling for the words you don’t know well!



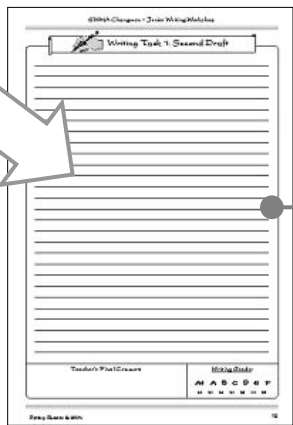
3. Write the First Draft
Write your first draft. Try to write all your ideas down clearly, tell your reader what you are thinking, or tell a story in an exciting way!



4. Ask Your Friends
Give your writing to three class friends, and ask them to tell you what they think of your writing. They might help you with some new ideas!



5. Language Development
Look at the grammar and spelling mistakes the teacher found in your writing. List the mistakes and try to fix them so that they sound more correct!



6. Write Your Final Draft
Think about what people told you about your writing, and try to write it again – except this time, write it all down so that it is even better! Later, look at the grade and comments the teacher gave you.

Key Grammar Awareness in EFL/ESL Writing

Your writing and grammar teachers may check your written work to make sure that you are using key grammar areas accurately in your writing. Whenever you do some writing, you should look at the lists and examples below to check if you have made mistakes, and to see if you can correct those mistakes on your own.

Stage 1

- **Verbs “to be”, “do”, and “have” in Present and Past Tense**

Examples: I am a boy. / We are happy. / She wasn't at school yesterday.
He does his homework. / I don't have a pen. / I didn't do it.
We have a dog. / He has a car. / She had a problem.

- **Present Simple and Present Continuous Tenses**

Examples: I go to school. / She rides her bike to school.
We are swimming. / I am studying. / He is crying.

- **Articles and Nouns in Singular and Plural**

Examples: a dog / an umbrella / the tree / bread
two pencils / some cars / I don't have any books.

- **Modal “can” and “can't”**

Examples: I can jump high. / She can see me. / They can understand.
He can't finish it. / We can't go there. / I can't read this.

- **Subject/Object Pronouns, Possessive Pronouns**

Examples: I am a boy. / She is a girl. / They are sad.
Give it to me. / I like her. / We saw them.
It's my pencil. / Where is his bike? / That is their dog.

- **Negation and Contractions**

Examples: Don't do that! / It's not here. / That isn't yours!
They aren't happy. / She wasn't there. / He doesn't like me.

- **Prepositions of Location**

Examples: The pen was on the table. / The cat is under the sofa.
The balls are in the box. / The tree is next to the house.
Jill is sitting between Mary and Ellen.
The car is in front of the building.
The mice were behind the trashcan.

Stage 2

- **Simple Past Tense (Regular and Irregular)**

Examples: She looked in the cupboard. / He stepped into the room.
We ran to school. / The bus came early.
They put their toys away. / I cut my hand with the scissors.

- **Present Tense 3rd Person Singular "-s" [with he/she/it]**

Examples: He goes to the library after school.
She walks to school with her friends.
It rains a lot during the spring.

- **Future Tense with "will" and "going to"**

Examples: They will buy a new car *tomorrow*.
I promise I won't be a bad student *in future*.
The sky looks dark – I think it is going to rain.
I am going to study very hard for the test.

- **Using "want", "want to __", "like", "like to __"**

Examples: She wants a new jacket. / I want some new pants.
I want to watch a movie, but my friend doesn't want to come.
They don't like spaghetti. / He likes sports.
I like to play games. / We like to sleep-in late on Sundays.

- **Determiners [this/that/these/those]**

Examples: This is a great game. / That book wasn't very interesting.
I want these socks. / Those mountains over there are tall.

- **Countable/Non-countable Nouns**

Examples: This is *an apple*. / This is *bread*.
Hamburgers are delicious, and *spaghetti* is, too.

- **Subject->Verb->Object Declarative Word Order**

Examples: He **hit** the dog. / She **took** the pencil.
I **put** the eraser on the desk. / They **are meeting** her now.

- **Question Word Order**

Examples: What is your name?
Where are you going?
Who did you meet?
How are they getting here?
Do you like bananas?
Is she from Van Couver?

Stage 3

- **Present Perfect Tense**

Examples: She has been to America.
I haven't finished my essay yet.
He has studied English *since* he was *eight years old*.
We have lived in Korea *for five years* now.

- **Subject-Verb Agreement**

Examples: They work very long hours. / She likes to visit her cousins.
These apples are delicious! / The car is red in color.

- **Comparative/Superlative Adjectives**

Examples: An elephant is bigger than a cow.
She is more beautiful than her friends.
That was the easiest test I have ever taken.
I think this question is the most difficult.

- **Conjunctions and Linking Words**

Examples: I went home and I watched TV.
Cats are cute, but rats are quite ugly.
I didn't go to school because I was sick.
She felt a little hungry, so she got herself a snack.

- **Adverb Usage**

Examples: He can run quickly.
We finished that chapter yesterday.
She usually goes to the playground after school.
I never manage to finish all of my homework.
They often play computer games together.

- **Particles Usage**

Examples: I bought a loaf of bread.
Mary wants a plate of spaghetti.
May I have a cup of coffee?
My mom gave me a bag of sweets.

- **Verb + "to" Infinitive**

Examples: It *can be* nice to walk in the park in sunny weather.
She really *wanted* to meet you!
I *planned* to finish my homework before 9pm.
We *go* to the supermarket to buy food.
You *need* to study to do well at school.

Writing Task 1:



Use the space on this page to draw pictures to help you with your writing ideas!



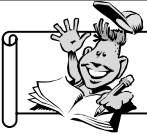


Language Brainstorm!



Use this page to find out vocabulary, spelling, and English expressions.

A large empty rectangular box for writing.



Writing Task 1: First Draft

Teacher's Notes/
Comments ↓

A large rectangular area with horizontal lines for writing. The lines are evenly spaced and extend across the width of the page, providing a space for the student to write their first draft.

A large, empty rectangular box on the right side of the page, intended for the teacher's notes or comments. It is positioned to the right of the writing area and below the 'Teacher's Notes/Comments' label.



Writer's Feedback Session

Student 1: _____

Student 2: _____

Student 3: _____

Teacher's Comments:



Language Development Diary



Teacher's Signature:

<p>This is what I wrote/said...</p> <p><input type="checkbox"/> _____ _____</p>	<p>This is what I SHOULD write or say!</p> <p><input type="checkbox"/> _____ _____</p>
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Language Development Diary



Teacher's Signature:

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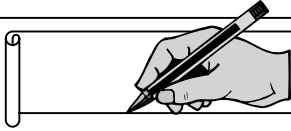
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Writing Task 1: Final Draft

Teacher's Final Comment

Writing Grade:

A+ A B C D E F
(6) (5) (4) (3) (2) (1) (0)

Writing Task 2:



Use the space on this page to draw pictures to help you with your writing ideas!





Language Brainstorm!



Use this page to find out vocabulary, spelling, and English expressions.

A large empty rectangular box for writing.



Writing Task 2: First Draft

Teacher's Notes/
Comments ↓

A large rectangular area with horizontal lines for writing the first draft of the writing task.

A large rectangular area on the right side of the page, intended for the teacher's notes and comments.



Writer's Feedback Session

Student 1: _____

Student 2: _____

Student 3: _____

Teacher's Comments:



Language Development Diary



Teacher's Signature:

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Language Development Diary



Teacher's Signature:

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Teacher's Signature:

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Writing Task 3:



Use the space on this page to draw pictures to help you with your writing ideas!





Language Brainstorm!



Use this page to find out vocabulary, spelling, and English expressions.

A large empty rectangular box for writing.



Writing Task 3: First Draft

Teacher's Notes/
Comments ↓

Lined writing area for the first draft.

Blank area for teacher's notes and comments.



Writer's Feedback Session

Student 1: _____

Student 2: _____

Student 3: _____

Teacher's Comments:



Language Development Diary



Teacher's Signature:

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Language Development Diary



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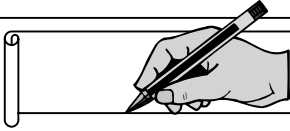
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Writing Task 3: Final Draft

Teacher's Final Comment

Writing Grade:

- A+ A B C D E F
(6) (5) (4) (3) (2) (1) (0)

Writing Task 4:



Use the space on this page to draw pictures to help you with your writing ideas!





Language Brainstorm!



Use this page to find out vocabulary, spelling, and English expressions.

A large, empty rectangular box intended for students to write their language brainstorming notes.



Writer's Feedback Session

Student 1: _____

Student 2: _____

Student 3: _____

Teacher's Comments:



Language Development Diary



Teacher's Signature:

<p>This is what I wrote/said...</p> <p><input type="checkbox"/> _____ _____</p>	<p>This is what I SHOULD write or say!</p> <p><input type="checkbox"/> _____ _____</p>
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Teacher's Signature:

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Teacher's Signature:

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Language Development Diary



Teacher's Signature:

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Teacher's Signature:

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Teacher's Signature:

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Mid-Term Writing Task:



Use the space on this page to draw pictures to help you with your writing ideas!



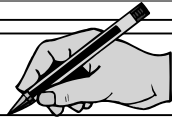


Language Brainstorm!



Use this page to find out vocabulary, spelling, and English expressions.

A large, empty rectangular box with rounded corners, intended for students to write their brainstormed vocabulary, spelling, and English expressions.



Mid-Term Writing Task

Teacher's Final Comment

Writing Grade:

A+ A B C D E F
(6) (5) (4) (3) (2) (1) (0)

End-of-Term Writing Task:



Use the space on this page to draw pictures to help you with your writing ideas!



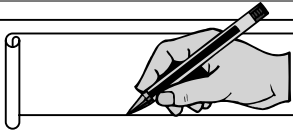


Language Brainstorm!



Use this page to find out vocabulary, spelling, and English expressions.

A large empty rectangular box for writing.



End-of-Term Writing Task

A large writing area consisting of 25 horizontal lines for student input.

Teacher's Final Comment

Writing Grade:

A+	A	B	C	D	E	F
(6)	(5)	(4)	(3)	(2)	(1)	(0)

Writing Tasks Performance Summary

Writing Task 1	Grade:
Writing Task 2	Grade:
Writing Task 3	Grade:
Writing Task 4	Grade:

Mid-Term Task	Grade:
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End-of-Term Task	Grade:
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