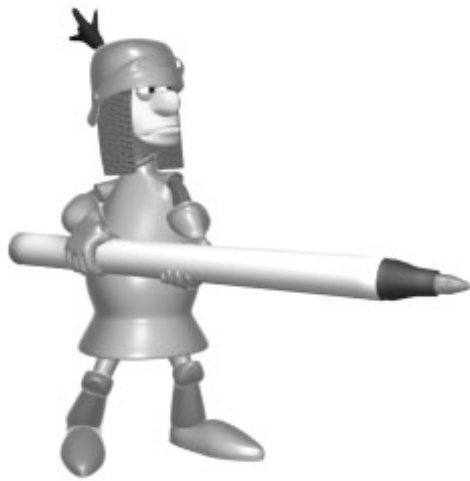


English Raven's

# Junior Writing Workshop

*A Writing Course for EFL/ESL Young Learners*



"The Pen is Mightier than the Sword!"

Jason D. Renshaw

[www.englishraven.com](http://www.englishraven.com)

English Raven's  
**Junior Writing Workshop**

A Writing Course for EFL/ESL Young Learners

© 2004 Jason D. Renshaw

English Raven Educational Resources  
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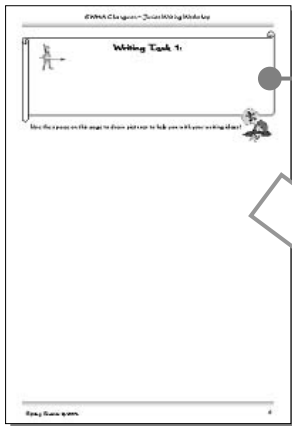
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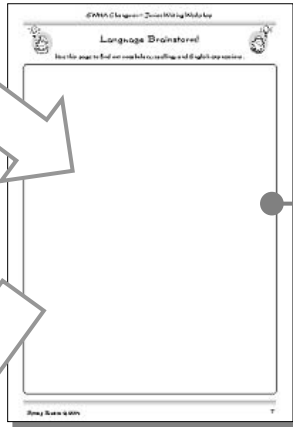
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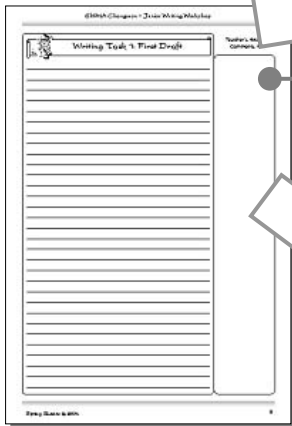
# The 6-Step Guide to Successful Writing!



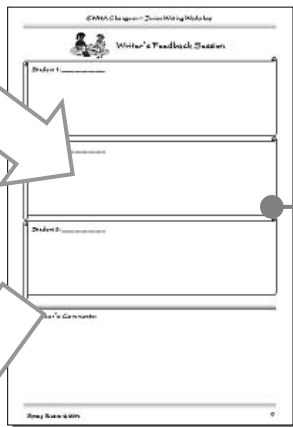
1. Topic/Task Identification  
Choose your writing topic/ task. Draw some pictures, maps or idea bubbles to help you “see” what you are going to write about!



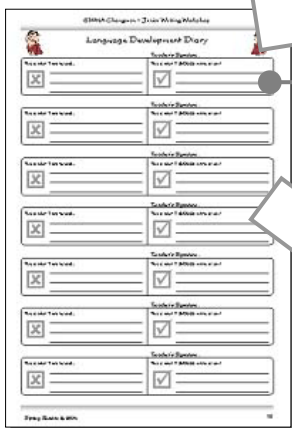
2. Word/Sentence Brainstorm  
Ask the teacher to help you think of words and sentences you can use. Find out the spelling for the words you don’t know well!



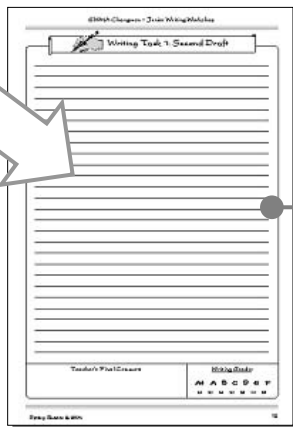
3. Write the First Draft  
Write your first draft. Try to write all your ideas down clearly, tell your reader what you are thinking, or tell a story in an exciting way!



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 3<sup>rd</sup> 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.





## Writer's Feedback Session

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 3: \_\_\_\_\_

Teacher's Comments:



# Language Development Diary



Teacher's Signature:

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## 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.





## Writer's Feedback Session

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 3: \_\_\_\_\_

Teacher's Comments:



# Language Development Diary



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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



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# Language Development Diary



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## 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 for writing.



## Writing Task 4: 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 has rounded corners and a thin border.



## Writer's Feedback Session

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 3: \_\_\_\_\_

Teacher's Comments:



# Language Development Diary



Teacher's Signature:

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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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## 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 intended for students to write their brainstormed vocabulary, spelling, and English expressions.



## 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.



# 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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