

Units 9 &10 Writing worksheet

Writing an online blog entry and comment

GOAL: write an online blog and comment for a student website.

Include: an address to the reader; appropriate language, powerful adjectives; expressions for a strong start to your blog entry.


1 What do you do online? Discuss the list with your partner.


- ☐ Share photos ☐ Share videos ☐ Write a blog ☐ Keep a vlog
☐ 'Like' and 'follow' ☐ Post updates ☐ Post comments ☐ Other?

2 Read the blog entry and answer the questions.


- 1 What would be a good title for the blog entry?
2 Which comment do you agree with most? Why?


¹ Following on from last week's post, I'm back again asking the question: *How many of us would ignore a scheduled phone call?*

So, I spent last week applying for summer jobs. I needed to earn money to buy a new phone because I'd lost mine. ² (³You know what I'm like!) Eventually, I got an email from a café owner. ⁴She needed someone to wash up and could call me. Well, I hate washing up – very dull – but I did need a new phone, so yes she could call.

The call was scheduled at 3.00. It was boiling that day, I'd eaten a massive lunch and basically, I fell asleep. Suddenly, bang! ⁵That's me hitting the floor. I woke up and found my cheek squashed against cold tiles, staring at ... can you guess? ... yep, my phone under the sofa. Fabulous! Suddenly the home phone started ringing ... Did I answer it? Well, no, I'm ashamed to say I didn't.  Now I feel terrible! But would you have done the same?

Comments:

Absolutely! No point taking the job if you found your phone. And you're so right about washing up. 

No way! Not surprised you feel bad – not cool to mess people around like that. 

Writing skill writing for specific reader

Before you start writing, you should think about who you are writing for. Consider the following questions when you plan your writing:

- 1 Who might read my blog?
- 2 Why might they want to read my blog?
- 3 What information do I want to give?
- 4 What impression do I want to give?

3 Match the blog writer's answers to the four questions in the *Writing skill* box.

- ___ I'm rather disorganized, but generally I'm good person.
- ___ Young people in general who like to discuss / debate things.
- ___ The details of an event that happened to me.
- ___ They know me and they like reading about people like themselves.

Writing mechanics using appropriate language

When writing for an audience, use the appropriate style and language. Some writing needs to be more formal (e.g. an email to your teacher, an essay), and some can be less formal (e.g. a social media comment, an email to a friend).

More formal

Use the full form of the verb, e.g. *I am, he would*.

Use full sentences and correct punctuation.

Use phrases to structure your ideas, start and end your writing.

e.g. *I am writing to ..., In addition, ..., I look forward to hearing from you.*

More informal

You can use the contracted form of the verb. e.g. *I'm, he'd*.

You can also use shorter or incomplete sentences, exclamation marks and emoticons.

Add less formal phrases, and language to show humour and feelings.

e.g. *See you soon, Wow! Love it!*

4 Match the numbered parts of the blog entry to the types of more informal language.

- ___ contracted form
- ___ exclamation
- ___ shorter sentence
- ___ emoji
- ___ phrase to show humour

5 Underline examples of the types of more informal language in the comments.

6 Rewrite the sentences in a more informal style using ideas from the *Writing mechanics* box.

- 1 It is very surprising.
- 2 They cannot do anything.
- 3 I do not agree with you.
- 4 I have lost at least two telephones.

Writing mechanics using powerful adjectives

Some adjectives have a similar meaning, but one is more powerful than the other.

The train was crowded. → *The train was **packed**.*

The view was nice. → *The view was **gorgeous**.*

In more informal writing, make your descriptions more engaging and show how strongly you feel by choosing powerful adjectives.

7 Find powerful adjectives in the blog and comments that are similar in meaning but stronger than the adjectives below.

_____ big
_____ hot
_____ good
_____ bad
_____ boring

WRITE

8 Imagine you have a blog. What is the topic of your blog? Choose from the list below and then choose a title for your next blog entry.

Blog topic

- ☐ Me and my friends
- ☐ Free time
- ☐ Life in the classroom
- ☐ Hopes and dreams

Blog entry title

- ☐ A fantastic day!
- ☐ One problem after another ...
- ☐ Something different!
- ☐ Waiting for a call ...

9 Consider the four questions from the *Writing skill* box. Discuss your ideas with a partner.

10 Review the *Key language* box. Which approaches does the blog writer use in the blog entry above.

Key language using an engaging start for a blog entry

A question

How many of us ...?

What would you rather ...?

A hook

You will never guess what happened to me yesterday.

After my last holiday, I decided ...

A fact

You might be surprised (to know) ...

Most people prefer ...

A link to the previous entry

Last week I promised you I would ...

Following on from last week's post ...

11 Write a blog entry for a student website. Use your notes, appropriate language, powerful adjectives and a strong start from the *Key language* box. Write 150–180 words.

12 Read your partner's work and tick (✓) the checklist below.

Has your partner ...

- ☐ ... considered the reader?
- ☐ ... used appropriate language?
- ☐ ... chosen powerful adjectives?
- ☐ ... included a strong start?

13 Read a classmate's blog entry and write a comment.