



**Sharpen your  
students'  
writing  
proficiency  
in clearly  
defined steps**



# Step 1 → Analyse

## Deconstruct a piece of text to understand its structure

### Purpose, audience and tone

Think about the task and answer the PAT questions below.

#### Purpose

Which one of the following describes the purpose of a mini-biography? Tick (✓) the correct box.

I talk about what I like about the sports star in a mini-biography.

☐ A

I talk about people's opinions of my favourite sports star in a mini-biography.

☐ B

I talk about my favourite sports star's accomplishments in a mini-biography.

☒ C

#### Audience

Who are your readers? Where will they see the mini-biography?

The people who are going to read my mini-biography are the students of my school.

They will see the mini-biography in the school magazine. (any reasonable answer)

#### Tone

What do you think the tone of a mini-biography should be? Should it be formal, entertaining or informative? Why?

I think the tone should be informative because I have to report facts in a mini-biography. (any reasonable answer)

Identify the Purpose, Audience and Tone

Read an additional sample writing

#### Sample mini-biography

On the cycle path

Sarah Lee is a competitive cyclist from Hong Kong. She won Hong Kong's first cycling Olympic medal at the 2012 Olympics. She was also the world champion for the 500-metre time trial in 2013. In addition, Lee has won three gold medals at the Asian Games.

This strong and talented cyclist first received attention in 2010 when she broke the Asian record for the 500-metre event. Soon after this, in Melbourne, she broke that record again. She received the Medal of Honour from the Hong Kong government in 2011 for her accomplishments.

In 2009, Lee had an accident that almost ended her career before it began. While she was training, she crashed when trying to avoid hitting a dog with her bicycle. As a result, she broke her wrist. However, Lee recovered, and the next year she attended the Asian Games.

Lee faced some health challenges when she was growing up. She had anemia, which is a condition that can make people feel tired. Despite this, she did very well in track and field events at her school. When she was in Form 3, her school recommended her to the Hong Kong Sports Institute. Soon after this, the Hong Kong Cycling Association noticed her talent and helped train her further.

Lee grew up in Kowloon, where she lived in a small flat with her family. She says that her role model is Sir Chris Hoy, who won seven Olympic medals for Great Britain.

Lee is still at the beginning of her career, and she is sure to win more medals for Hong Kong in the future.

### Text type features: Mini-biography

Read the mini-biography on pages 72 and 73 and find information from the content in the box below. Find information from the text to support your answer. The first one has been done for you.

Understand text type features

- A how the person became famous and other important accomplishments
- B additional information about the person's childhood and education
- C the most important information about the person and what the person is famous for
- D information about what the person did to become successful

Suggested answers

Paragraph	Content	Supporting information
1	C	permanent mark, most-decorated female athlete, smashing two world records, impressive feat
2	A	Olympic debut, swept a total of 14 gold medals, broke the world record 11 times
3	D	worked closely with her coach, waking up at 4 a.m. every morning for training, swimming a total of 70,000 yards every week and following a diet of nutritious foods, keeps a training journal to monitor her progress
4	B	Ledecky's mother and elder brother encouraged her to enter the pool. She received several scholarships, decided to go to

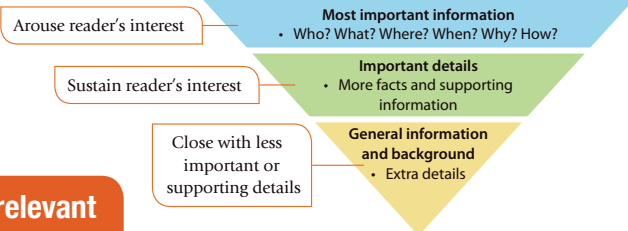
# Step 2 → Develop

Equip students with the right skills and raise their language awareness to develop writing sophistication

## Writing skill: Using the inverted pyramid method



- We use the inverted pyramid method to **organize information** in an interesting and appealing format for the reader.
- We put the **most important and interesting information** at the beginning to **grab the reader's attention** and make them want to continue reading the text.
- We usually use this method for writing news articles and biographies.



Learn a relevant writing sub-skill

## Language awareness

### Using transitions to connect events

We use transitions to connect ideas in a piece of writing. We can use them to show when different events occurred. Some words we can use are:

after/afterwards    during    following/next    later    until  
before    earlier    immediately    meanwhile    while

Complete the following paragraph about Lee Wai-sze. Choose the most appropriate time transitions from above.

Lee Wai-sze is famous for winning Hong Kong's first Olympic medal in cycling in 2012. But she had won medals for Hong Kong <sup>1</sup> before she became a sports star. At the 2010 Asian Games, she broke the 500-metre time trial event record. <sup>2</sup> Later that year, she managed to improve her time in the same event at the 2010 Melbourne Track Cycling World Cup. Her great success <sup>3</sup> immediately gained favourable attention from the media. The <sup>4</sup> following/next year, she received a Medal of Honour from the Hong Kong Government. <sup>5</sup> After winning her Olympic medal, Lee continued to train hard to win medals for Hong Kong in international competitions.

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Recognize text-specific language functions

Writing

## Brainstorming

Brainstorm ideas for your mini-biography using the following inverted pyramid diagram.

My favourite sports star:

### Most important information

What is this person most famous for?

What are his/her greatest accomplishments?

### Important details

What are his/her other noteworthy accomplishments?

Did he/she overcome any obstacles?

### General information and background

What was his/her childhood like?

What are his/her plans for the future?

SDL

Make sure the information you include in your mini-biography is correct and up to date. Research and check the facts online.

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Brainstorm and structure ideas using a graphic organizer

# Step 3 Write

Draft, evaluate and edit writing using ready-made forms and tools

Self-evaluation form

Additional writing resources

## Oxford English (Second Edition) 1A Writing support Unit 2

Name: ( ) Class: Date:

### Useful vocabulary and expressions

In addition to the words introduced on page 44 of your textbook, you can use the words below to write your personal email.

School facilities	principal's office	student lounge
badminton court	caretaker's closet	study room
changing room	recording studio	theatre
football pitch	sports centre	
School features and equipment	projector	vending machine
board game	sewing machine	Wi-Fi
e-book reader	shower	
laptop	tablet	
lift		
School clubs and activities	Fashion Show	Orchestra
Athletics Gala	Fencing Club	Orienteering Club
Boy Scout/Girl Guide	Gardening Club	Red Cross
Cookery Club	K-pop Club	Robotics Club
Design Club	Music Festival	Talent Time
Electronics Club		
School subjects	Home Economics	Physical Education
Chinese	ICT	Science
English	Literature	Social Studies
Geography	Maths	Visual Arts
Health and Wellness		

### Useful language patterns

Study the useful language patterns below. Write sentences using the language patterns.

\* Talking about school facilities: *There is/There are* + noun (facilities) + preposition of place + where + clause (function/closets (facilities) + where + clause (function)  
e.g. *There's an assembly hall next to the general office, where all students can gather for important meetings./We also have 'chill out zones' where students can do independent study or relax on the big cushions during break.*

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Writing Support

## Oxford English (Second Edition) 1A Writing support Unit 2

Name: ( ) Class: Date:

### Drafting

Now draft your personal email. Use your notes and the writing plan below to help you. You can also use the words and expressions on page 5 to help you.

From: \_\_\_\_\_  
To: \_\_\_\_\_  
Subject: \_\_\_\_\_

**Friendly greeting**  
How do you want to greet your friend?

**Body**  
Basic information  
What basic information about your school do you want to share?

**Facilities**  
What facilities does your new school have?

**School subjects**  
What subjects do you like most? Why? What do you do in these classes?

**School clubs**  
What school clubs are you interested in? Why?

**Questions to ask**  
What questions do you want to ask the recipient?

**Friendly closing**  
How do you want to finish your email?

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### PAT

- ☐ I know the purpose of writing a mini-biography.
- ☐ My mini-biography appeals to my intended audience.
- ☐ I used a tone that is neutral and objective.

### Content

- ☐ I talked about my favourite sports star's accomplishments.
- ☐ I talked about the obstacles my favourite sports star faced.
- ☐ I talked about my favourite sports star's childhood.
- ☐ I talked about what my favourite sports star is planning to do in the future.

### Organization

- ☐ I organized my mini-biography using the inverted pyramid method.

### Language

- ☐ I used transitions in my mini-biography to connect different events.

### Feedback form on writing tasks

Unit: \_\_\_\_\_ Page: \_\_\_\_\_ Text type: \_\_\_\_\_

Tick the appropriate boxes and add comments in the 'Comments' box at the end.

	Needs improvement	Satisfactory	Well done
<b>Content</b>			
The content is relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate information about the topic is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ideas are expressed clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ideas are interesting and creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language</b>			
A wide range of vocabulary and language patterns is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no mistakes in grammar, spelling, capitalization and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
Paragraphs are developed with supporting details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coherent links within and between paragraphs are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate introductory and concluding paragraphs are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Features</b>			
Appropriate text type features are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of formality is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b>			

A5

Peer-evaluation form

Writing Handbook

Junior Secondary English

# Writing Handbook

### and tricks

- 1. Try closing your eyes.** Before you start, picture the person, place or thing you want to describe.
- 2. Ask yourself questions.** For example, *What do I notice first about her/him/it? What does she/he/it look like? Sound like? Feel like? Smell like? What are the most important details about her/him/it?*
- 3. Note down words** that come to your mind.
- 4. Introduce the topic quickly.** When you start writing your description, introduce the topic quickly. You don't want your reader to be confused about the topic. So, mention the name of the person, place or thing in your first sentence.
- 5. Include some unique details.** What makes the person, place or thing interesting? What makes her/him/it special?

### Exercise

Close your eyes and think of your favourite place. What can you see? Hear? Smell? Feel?

- Write down the first 10 words that come to your mind.

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- Think of at least ONE unique detail. What is something unusual about your favourite place?

\_\_\_\_\_  
\_\_\_\_\_