Macmillan Writing Series
An overview
Why teach writing?

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Indeed, almost all other subjects, from the social sciences to the hard sciences, require students to demonstrate their knowledge and opinions in writing.
Why use the Macmillan Writing series?

The *Macmillan Writing Series* strips English writing down to its basics and then takes students step-by-step towards writing proficiency using simple to follow, bite-sized tasks that help your classes flow at a good pace and keep students interested and motivated.
Step 1: Writing Sentences

In *Writing Sentences*, students will express their ideas clearly and accurately by learning the most *common sentence patterns* and verb tenses in English.

Sample texts contain *target structures* which are summarised in clear charts.

*Tightly controlled practice* gradually moves towards freer exercises until students can successfully write accurate sentences.
Step 1: Writing Sentences

Units are organised around **high-interest themes** to engage your students.

Relevant vocabulary is used both in the model writing and the students’ own writing.

Introduction of new vocabulary and grammar explanations help **students express their own ideas**.
Step 1: Writing Sentences

**New vocabulary** relevant to the unit theme is introduced so that students can express their own ideas in more detail.

**Grammar explanations** help students to strengthen their sentence construction ability and increase their **writing fluency**.
Step 1: Writing Sentences

Each unit ends with a writing activity that summarises the material in the unit.

Sentence patterns, new vocabulary and grammar are all brought together in a creative and engaging task.

The tasks take students through a traditional writing process: brainstorm ideas, organise them with provided graphic organisers, write texts, share with their fellow students and comment on each other’s writing.
Step 1: Writing Sentences

The final three units of the book specifically address paragraphs and introduce the concepts of topic sentences, supporting sentences and concluding sentences.
Step 1: Writing Sentences

Structuring the writing class

Students will appreciate the **wide variety of tasks** available in *Writing Sentences*; discussion, pair work writing, composing their own thoughts in written English and so on.

**Activities are short and numerous** so students will remain enthusiastic and focused on the class.
Step 2: Writing Paragraphs

Writing Paragraphs combines a process approach to writing (brainstorming, peer response, writing multiple drafts) with a pragmatic approach to teaching the basics of writing (with direct instruction on such paragraph elements as topic sentences, supporting sentences, and concluding sentences).
Step 2: Writing Paragraphs

The **process approach** to writing (pre-writing, writing, reviewing and revising) will develop your students paragraph writing skills and encourage them to become independent and creative writers.

Each unit provides an **interesting theme** to engage your students and motivate them to read and analyse the model paragraphs.

An introductory unit shows students how to format their writing and introduces the idea of process writing.
Step 2: Writing Paragraphs

Activities in each unit help students with a particular aspect of paragraph writing, e.g. **brainstorming**, writing **topic sentences** & developing paragraphs with **supporting sentences**.

Activities that appear in some but not all units include review of **correct punctuation for academic writing** and introductions to useful grammatical functions for writing, such as conjunctions and connecting words.

The units also show students how to review their own classmates’ writing in order to make revisions.
Step 2: Writing Paragraphs

Tasks in each unit are graded. Students first work on recognizing and identifying key writing and linguistic structures from **model paragraphs**. Then they manipulate the structures in **short, manageable tasks**. Finally, they apply the structures to their own writing.

Students have the opportunity to work independently, with a partner, and with a group.
Critical thinking is emphasised, so that students can become aware of the impact their choice of words, sentences, and organisational techniques have on the effectiveness of their writing. The focus throughout is on writing academic-style paragraphs.
Step 2: Writing Paragraphs

In Units 1-5, students analyse and write the types of sentences used to construct academic paragraphs.

**Topic, supporting, and concluding sentences** are studied and shown how to be organised to form coherent paragraphs.

Formation of longer, more fluid sentences and how to punctuate them is also covered.

Vocabulary appropriate for writing **detailed descriptive paragraphs** is introduced.
Step 2: Writing Paragraphs

In Units 6-12, students learn about different **genres of writing**, such as comparison, opinion, and narrative paragraphs.

They continue to develop their brainstorming, reviewing and editing skills, and study further **grammatical structures** and punctuation.

Each unit concludes with a paragraph writing assignment that combines all of the skills taught in the unit.
Step 2: Writing Paragraphs

From Units 2-12, students are encouraged to review their own writing and the writing of their classmates. Peer review forms are provided from Units 5-12, so students can give structured and useful comments to their classmates.

This is a valuable technique for students to reflect on and edit their own writing and to become good independent writers.
Step 3: Writing Essays

*Writing Essays* is designed to take university-level students with an intermediate ability in English from paragraph writing through essay writing. The course combines a **process approach** to writing (brainstorming, peer response, writing multiple drafts) with a pragmatic approach to teaching the basics of writing (with direct instruction on such paragraph elements as topic sentences and outlines).
Step 3: Writing Essays

The introduction unit presents process writing. All tasks in the main units are graded.

Students first work on recognizing and identifying key writing structures from model paragraphs and essays. Then they manipulate the structures in short, manageable tasks. Finally they apply the structure to their own writing.

There are opportunities for students to work independently, with a partner, and with a group.
Critical thinking is emphasised, so that students can become aware of the impact their choice of words, sentences, and organisational techniques have on the effectiveness of their writing.

The focus throughout is on academic writing.
Step 3: Writing Essays

In Units 1-6, students **analyse and write** the types of paragraphs that commonly occur in academic contexts. They write topic and concluding sentences; add appropriate supporting sentences, organise the coherently; and use appropriate vocabulary, grammar, and transitional devices in the paragraph body.

In Unit 7, students write two-paragraph papers, in **preparation for longer assignments**.
Step 3: Writing Essays

In Units 8-11, students work on developing and supporting a **central thesis**, organising an outline from which to write, and writing effective introductions and conclusions.

Unit 12 discusses **strategies for timed essay timing**, including understanding standard instructions, time management techniques, and methods for organising information.
Step 3: Writing Essays

Writing Essays offers a wide variety of task types, which keep energy and enthusiasm levels high. However long your class lasts, you should give your students several different writing activities, such as brainstorming, drafting and editing.

Students will also appreciate reading model texts, discussing and doing exercises in pairs and small groups, and writing individually.
Step 3: Writing Essays

Included in the Student Book are samples of the development of an essay from brainstorming to the final draft. There is also a guide to punctuation and examples of a letter requesting information, a personal essay of the type commonly required in college applications, and a résumé.
Step 4 : Writing Research Papers

*Writing Research Papers* is designed to help university students with intermediate to high-intermediate English ability develop an essay into a full-length research paper.

The course focuses on both the **research and writing processes** and the quality of the final product.
Step 4: Writing Research Papers

Students work on research, outlining, peer review, and other steps to developing a paper as well as learning the language associated with research papers; paraphrasing, quoting and citing outside sources; and presenting their research.

In addition, students investigate common problem areas for the researcher, including evaluating the quality of information and avoiding plagiarism.
Step 4: Writing Research Papers

Students are guided to think critically and make careful choices about what content to include in their papers. The text focuses on academic writing and uses APA format, which will prepare students well for research and presentations at English-speaking colleges and universities.
Step 4: Writing Research Papers

The text begins by reviewing an essay in Unit 1. A complete essay is included for students to study as they review the writing process. They revisit this essay throughout the book and see this essay converted into a research paper (a complete sample research paper is included in the text).
Step 4: Writing Research Papers

In Units 2-5, students practice the research process and begin work on their own research paper. Each unit requires students to put the concepts to practice in their own research paper. After students choose a topic, they work on peer review, conduct research, and develop outlines.
Step 4: Writing Research Papers

In Unit 6, students learn the seriousness of plagiarism and strategies to avoid it.

In Unit 7, students are introduced to language of a research paper and carefully consider grammatical structures, use connectors, study standard “techniques”, and continue to practice paraphrasing as a strategy to avoid plagiarism.
Step 4: Writing Research Papers

In Units 8 and 9, students write a complete first draft and study in-text citations. Concepts taught earlier in the textbook are reviewed as students practice paraphrasing and quoting and conduct a peer review.

Unit 10 allows students to practice making their writing more academic. They learn to be more precise, make strong points, avoid phrasal verbs and idioms, qualify their thesis statements and hedge. By the end of Unit 10, they complete their second draft of their paper.
Step 4: Writing Research Papers

Unit 11 helps students edit their paper for **language, punctuation, and accuracy**. They also develop an abstract and perform a **“self-check”** on their paper.

Students are taught how to prepare and deliver an **oral presentation** in Unit 12. They also format a title page and works cited page before submitting their final research paper.

The student book includes **photocopiable peer review forms** and sample essays.