



lingoda

# Writing an article

WRITING

LEVEL  
Advanced

NUMBER  
C1\_4071W\_EN

LANGUAGE  
English

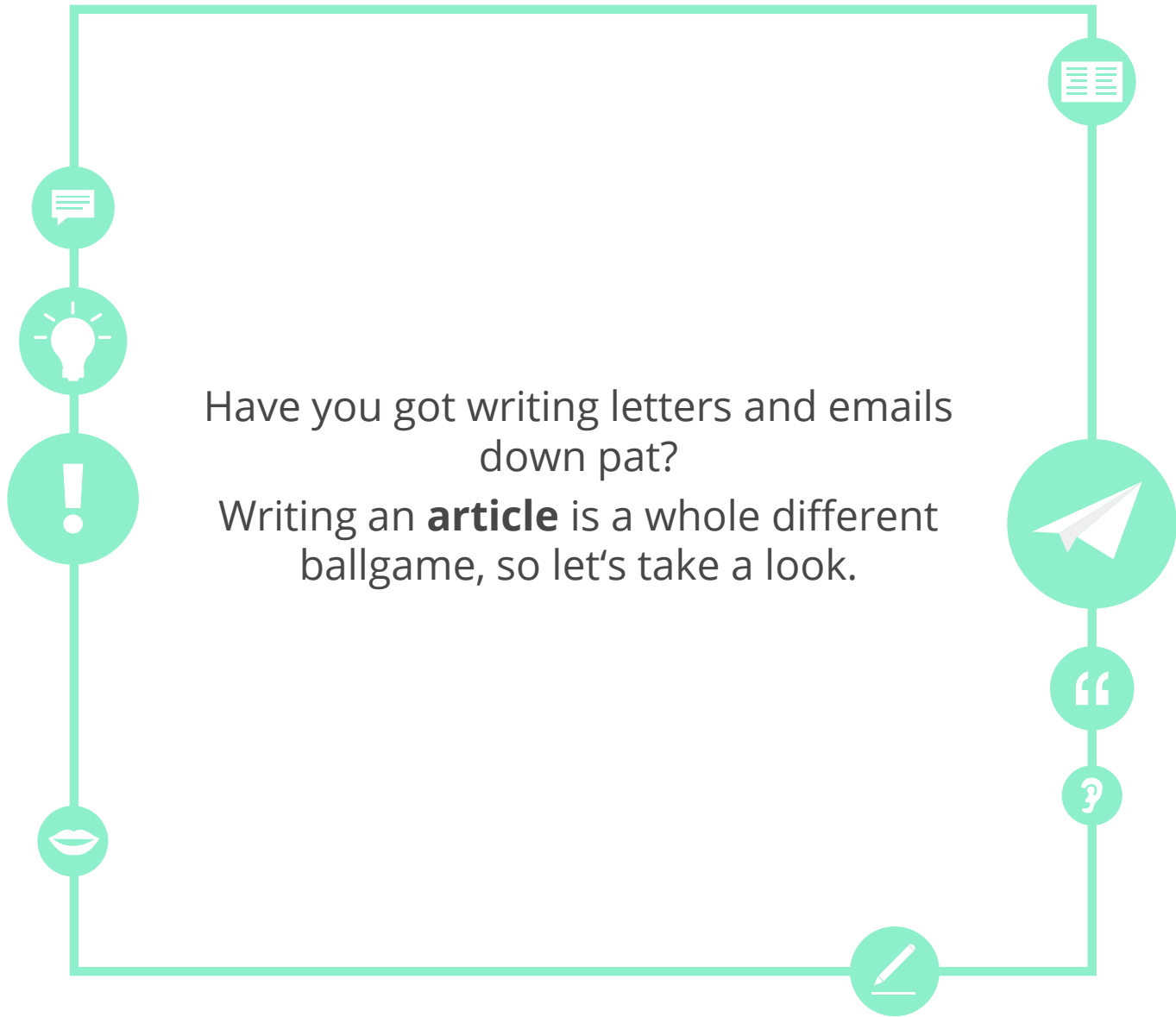




## Goals

- Can recognise and explain a range of techniques often used when writing an article.
- Can plan and write my own article following a particular structure and using a range of techniques.







## Writing an article

In this lesson you are going to review some of the **previous topics** and learn about writing an **article**, before you write one yourself.



Have you ever wondered how to write an **article**?



## Reading articles

**What was the last article that you read?  
What made you read it?  
Where did you read it?**





Do you remember these topics from the previous lessons?  
Can you add any phrases to each box?

### **Intensifiers and modifiers**

amazingly  
remarkably  
unusually  
exceptionally  
admittedly  
surprisingly

### **Idioms**

bells and whistles  
cutting edge  
on the same wavelength  
a cog in a machine  
recharge one's batteries

### **Paraphrasing**

if I understand correctly  
one positive way of  
looking at it  
we touched on something  
worth fleshing out

### **Adjectives**

old-fashioned  
time-saving  
mind-blowing  
long-lasting  
widely recognised  
self-conscious



## The author's purpose

There are many **purposes** to writing an article. Some of them are outlined below:

<b>to inform</b>	often purely factual news pieces
<b>to entertain</b>	to make the reader laugh
<b>to persuade</b>	to try to make the reader of the same mind, perhaps in an opinion article or editorial
<b>to express</b>	giving their opinion



## Bias

Many articles are written to **persuade** you to agree with them. Some articles are much more **biased** than others. Below is a guide to writing more **subjective** or **objective** articles.

A subjective article	An objective article
presents one point of view	presents both sides of the argument
may miss key facts which do not support their opinion	includes all relevant facts
does not explain or refute opposing viewpoints	explains opposing viewpoints but may refute them with evidence
may use first person pronouns a lot	tends to use more third person pronouns





# Talking about bias

Answer the questions below!



1

Do you think the news you read or see on TV in your country is biased?

2

How can you avoid bias when getting your news?

3

Does it bother you that what you read might be subjective?



## Structuring an article

**Articles** have **three main sections** which are outlined below. You should always follow this structure when writing an article.

<b>introduction</b>	the first paragraph, introducing the topic and grabbing the reader's attention
<b>main body</b>	2/3 paragraphs giving the main arguments
<b>conclusion</b>	the final paragraph, summing up and giving the reader something to think about



## The introduction

When writing the **introduction**, there are two things that you should bear in mind.

- Give an overview of the topic – what is the article going to be about?
- Make it interesting and make the reader want to keep going – you can do this with a question.





## Identifying the reader



Before you write anything, you must **identify** who the **reader** will be. Articles **aimed at** teenagers are written very differently to those aimed at older people.



Have you bought the latest sneakers yet?



## The introduction

Read through the introduction to this article about filter bubbles. Does it utilise some of the conventions written about on the previous pages?

### Living in a bubble?

Does scrolling through your social media pages engender loathing and hatred? Or do you find yourself clicking through to agreeable articles, and liking your friends' comments and statuses? If you're in the former group, you're a dying breed. For most of us, our social media pages mirror our own thoughts, opinions and feelings, and scrolling through we are inclined to agree with much of what we see.





## The introduction

Did the introduction grab your attention?

What did you think of the title?  
You will have to think of a catchy title for your article!





## The main body

Here are some tips for writing the **main paragraphs** in an **article**.

Have at least 2 paragraphs in the main body, but do not write more than 3

Use the body paragraphs to expand your ideas outlined in the introduction

Depending on whether your article is more objective or subjective, the paragraphs will either cover one side thoroughly or present two sides of the argument





## Read through the main paragraphs of the article

More and more of us seem to be living in a **bubble**, a filter bubble to give it its correct name. **Algorithms** on social media monitor our clicks, our likes, and our interactions with others, and feed us more of the same information. This **self-propelling wheel** means that the more we click on certain things, the more we will be shown the same things again. If you're anything like me, you click on things which **align** with your political or social preferences, and are friends with people on the same wavelength as you. This means that we can start to be cut off from opposing viewpoints.

Experts say that by living in a bubble and only experiencing the world through the filter dictated by our social media use, we are **alienating** ourselves and making the divisions in society sharper. The news we read **polarises** us, playing to our **preconceptions** and views of the world. And it's remarkably easy not to notice it's happening.







Do you remember the vocabulary in the article? You have seen most of it before.

bubble

algorithm

self-propelling

align

alienate

polarise



## The conclusion

The **conclusion** of an article should not be the same as in an essay. In an article you want to **make the reader think**, or to **call them to action** somehow. You might do this with a **question**, or by going back to the introduction and repeating some of the ideas there. Here are some examples.

- So, what are you going to do about it?
- Get out there and start making a difference in your community.
- Think about it before it's too late.
- How would you like to make the change?



## The conclusion

The filter bubble is real, and it is our responsibility to break out and discover something new. So make an effort today to seek out news from the opposite side of the political spectrum, read an article published in a newspaper you'd normally avoid, and try to bridge the gap between the bubbles.



**How does this conclusion fulfil the conventions?  
What is the call to action?**



## Reading article conclusions

**Have you read an article recently that you reacted to strongly?**

**Did it make you want to act or leave you with questions about yourself?**



## Choose a topic

You are going to choose one of the **topics** presented on the next slides to write an **article** about.

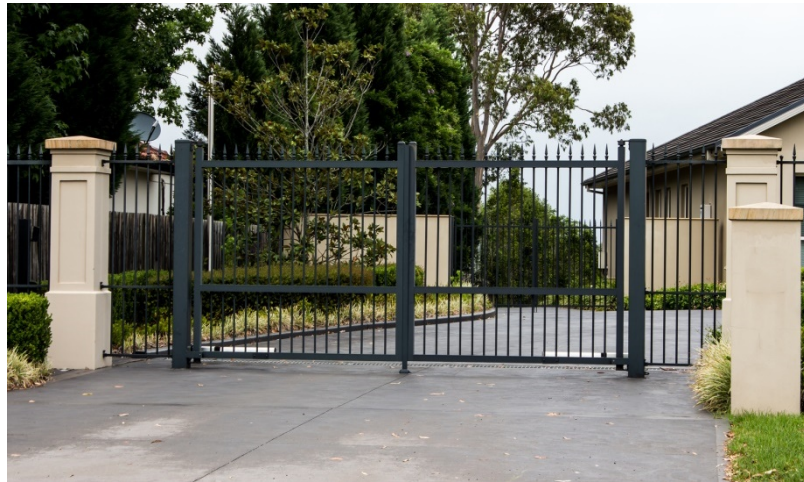


We all know someone who's lost their memory.

## Gated communities (unit 1)

In this unit you talked about the **pros and cons** of **gated communities** and what their impact might be. You looked at how we might live in the **future**.

privilege  
enclave  
exclusivity



segregation  
deterioration  
privatised

**Gated communities** are only for the **privileged** and they engender privilege.

## Human memory implants (unit 3)

silicon chip  
quality of life  
audacious

In this lesson you looked at the idea of **human memory implants**. You talked about:

- the **advantages** of these implants
  - their **feasibility**
- any **dangers** that might be associated with them.

You also thought about other **scientific breakthroughs** which were thought of as **outlandish**.

ageing  
lifespan  
Alzheimer's

This breakthrough could drastically change the **quality of life** for many people living with **long-term memory loss**.

restlessness  
moodiness

## Internet addiction and Hikikomori syndrome (unit 6)

disengagement  
diminished  
self-worth

In this lesson you read and talked about the recent phenomenon of **internet addiction** and the **hikikomori** in Japan. You looked at the **signs** and **symptoms** of addiction, as well as how to kick the habit.



Internet addicts often substitute **real world interactions** for **virtual** ones.



Half a million young people in Japan are effectively **recluses**.





## What do you remember?

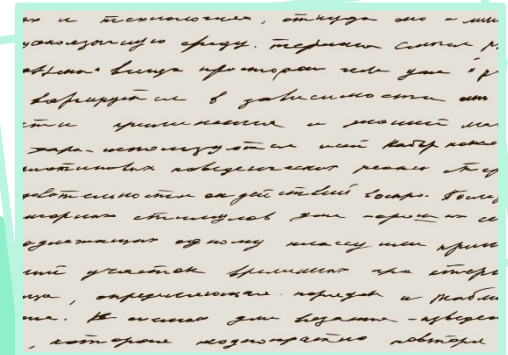
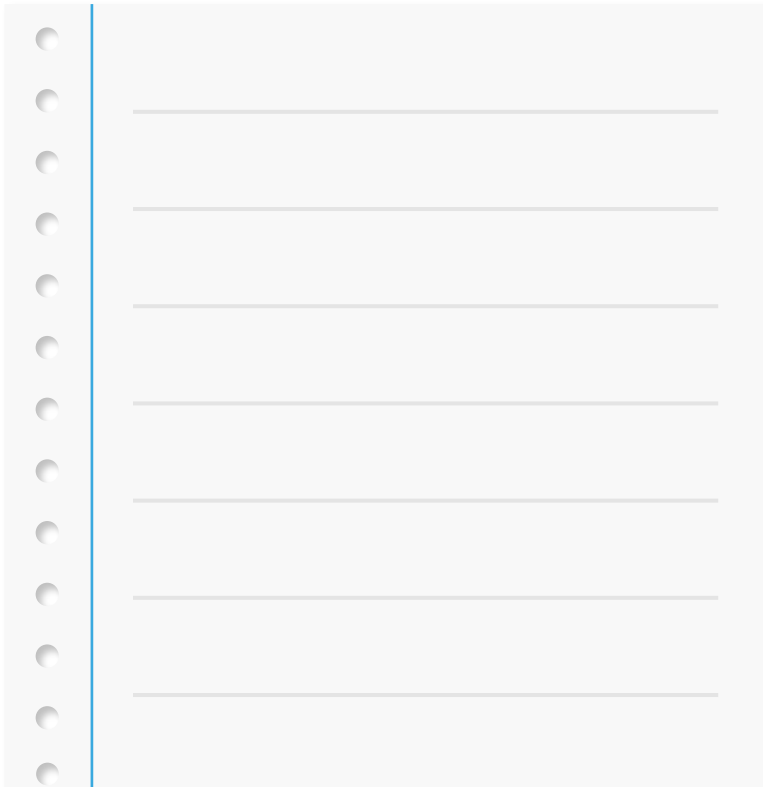


Which of the topics do you remember the most?  
Did you enjoy one more than the others?



## Choose a topic

Which of the topics are you going to choose? Make some brief notes on what you remember. Decide if you are going to write a subjective or a more objective article.





## Planning your article

Now focus on planning your article. Write short notes for each section. Look back at the examples from earlier to get some ideas.

introduction

main body

conclusion

A vertical sheet of lined paper with a blue margin line on the left and a spiral binding on the left edge. The paper has several horizontal lines for writing.



## Writing

**Now write your article taking into consideration the points raised in this lesson.**

A sheet of white paper with horizontal lines and a vertical margin line on the left side. The paper has a series of small circles along the left edge, suggesting it's from a spiral notebook.



## Presentation



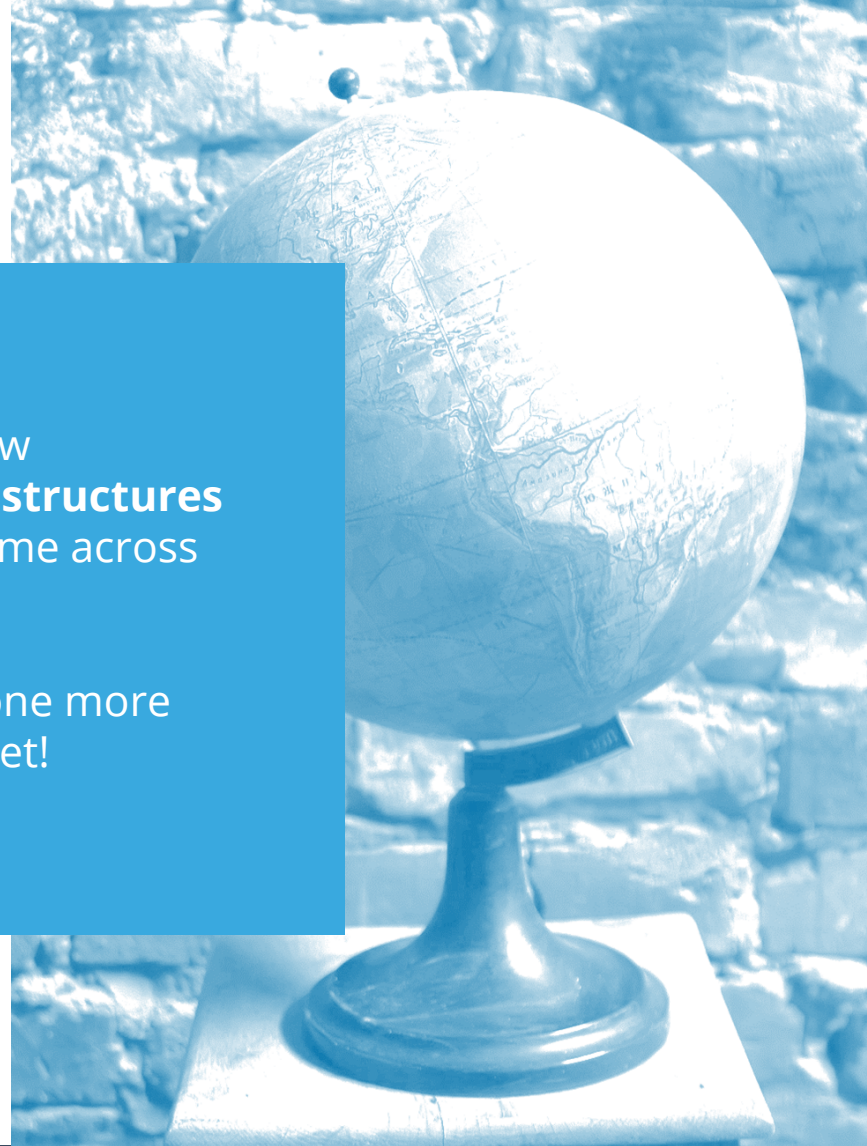
Present your article.  
Is there anything you could work  
on for next time?  
What did you enjoy about  
writing your piece?

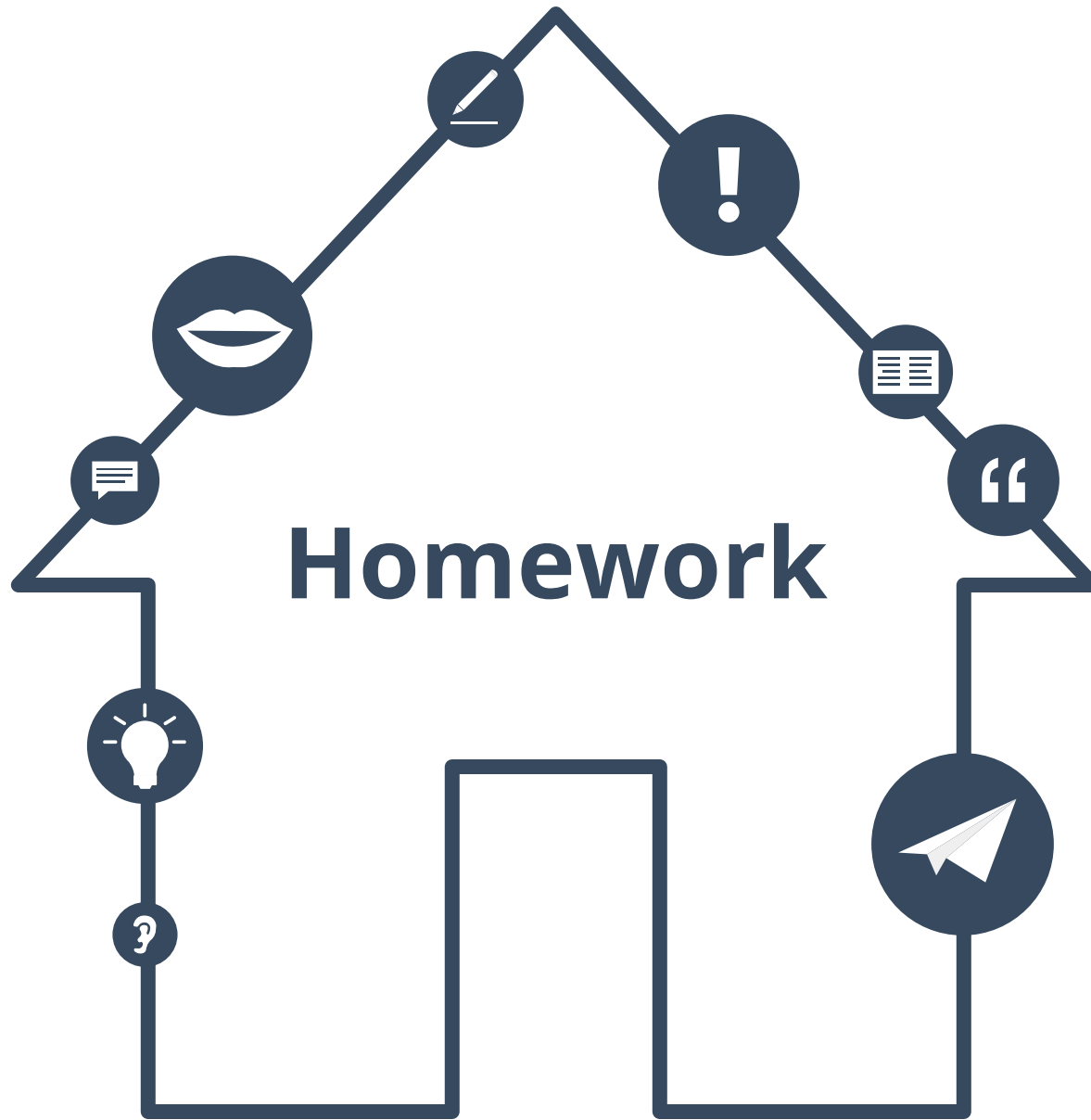


## Reflect on this lesson

Take a moment to review any new **vocabulary, phrases, language structures** or **grammar points** you have come across for the first time in this lesson.

Review them with your teacher one more time to make sure you don't forget!











## E-mail

**Your favourite blog is advertising for writers for their hobbies outside of the home section. Write to the editor and include 2 samples of your work. Each sample should be no more than 150 words.**

- □ ×

editor@myfavouritehobby.net

New writer application



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