

Writing portfolio 2019-2020



Introduction

Nowadays people do not write many letters. Most of the time people communicate by phone or email. Even though the importance of letters is changing, we still think that it is an important skill to write letters. For example when you want to work or do an internee ship in a foreign country you, most of the time, have to write a letter of application in English.

However, writing letters is only one skill within the bigger skill 'writing', and we would like to be able to write so much more than just letters. You might want to write a review about a film you've seen or a game you've played. You might be interested in creative writing, such as stories or poetry, or perhaps you want to practise your persuasive writing.

During this year, you'll have to write several different texts, which will be marked. This portfolio will make up 10% of your final mark (HAVO). Throughout the year you'll have several lessons to work on this, but we expect you to work on this individually and in our own time as well.

In this booklet you'll find several different types of writing exercises. Some are optional, some are not, such as the letter of application + resume. Within the different types, you'll find different exercises. If you have a lot of inspiration, and you want to write something different altogether, please discuss this with your teacher before you do so.

Good luck!

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Report

How to write a report

Introduction

The introduction sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

Report Main Body

The main body of the report should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

If it's not relevant, leave it out.

Conclusions and Recommendations

The conclusion sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

Recommendations suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

Read more at: <https://www.skillsyouneed.com/write/report-writing.html>

Exercise 1 – History Lesson (we do this one in class)

Objective: Learning from past disasters to prepare for future emergency situations.

Lesson:

You've been briefed that a zombie apocalypse is imminent. Often, the past influences and shapes the future. The agency needs a full report on a previous disaster to help plan for the zombie pandemic. Each of you will get a previous event and you'll have to do research on the assigned disaster. Classify the types of disasters: natural, epidemic, biological, terrorism. **Finish your report in 250 words.** Use Magister to hand in your report.



1. What happened?
2. How many people were affected?
3. How did the communities respond? (write at least five lines)
4. What could have been done better to prepare?
5. What would you recommend to others?

Previous disasters:

- | | |
|--|---|
| 1. Joplin tornado (2011) | 14. Oklahoma City bombing (1995) |
| 2. Hurricane Katrina (2005) | 15. Chicago Heat Wave (1995) |
| 3. Hurricane Irene (2011) | 16. Arkansas Floods (2010) |
| 4. September 11, 2001 | 17. Super Tuesday Tornado Outbreak (2008) |
| 5. Chernobyl (1986) | 18. Blizzard of 1999 |
| 6. Japan Earthquake and Tsunami (2011) | 19. Storm of the Century (1993) |
| 7. Haiti Earthquake (2010) | 20. SARS in Asia (2002) |
| 8. San Francisco Earthquake (1906) | 21. London Train Bombing (2005) |
| 9. Wildfires in Southern California (2007) | 22. Anthrax Attacks (2001) |
| 10. Nashville Flood (2010) | 23. Orlando Nightclub Shooting (2016) |
| 11. H1N1 (2009) | 24. Bloody Sunday (1972) |
| 12. Spanish Influenza (1918) | 25. Black Saturday Bushfires (2009) |
| 13. Polio (1952) | |

Exercise 2 – Class trip

Your class is going on a school trip to London in a few months. You will also visit a museum then. Your teacher tells you to choose from *The Natural History Museum*, *The Science Museum*, *The Museum of the Moving Image*, *The Imperial War Museum* and *The National Gallery*. You and a classmate will have to make a report on your visit to the museum of your choice. Use the Internet to find all the information you need about the museum.

A. Make preparations

First of all, read the information on how to make a report. Then decide which museum you'll choose, and try to find information about that museum on the internet. Write down information about the following: What museum (why) – what different sections in museum – which section most interesting – guide (possible? Price? Time? Possible to get information beforehand?) – opening hours on Tuesday – admission fee.

B. Now write the report. Pretend that the trip has already taken place.



Fiction

How to write fiction

1. Start with tension

Time and time again you'll hear fiction writers and instructors tell you to start with action. This is flawed advice. Why? What good is the action if it isn't grounded in context that's important to the story or draws you to the main character? It's better to start with tension, like a character falling short on getting something he wants—can't save the life of a loved one, can't beat a rival in a race, etc.

2. Know what your characters' wants are

Interesting stories come from characters who want something. Romeo and Juliet want each other. Harry Potter wants to beat Draco Malfoy and Slytherin in Quidditch. Hannah Baker wants the people who led her to commit suicide know how they hurt her. Writing a fiction book requires that you have compelling characters, and characters who have strong wants and desires are the most compelling kind there are.

3. End each chapter on a cliff

OK, you don't have to end each chapter on an actual cliff, but you do need to leave them with unanswered questions. This doesn't mean you can't answer questions during the book, it just means you need to create new ones as you go along. Be creative. Fiction is built on the curiosity of readers. If you don't spark their curiosity (especially at the end of a chapter), what incentive do they have to start the next one?

4. Give your characters obstacles

The obstacles can be as difficult as you want (and should be pretty darn difficult to help spice up the story). But the key here is that they have to be able to overcome the obstacle no matter what it is—drug addiction, in love with a person who's on the antagonist's side, etc. Fictional writing is strongest when characters face tough odds and still come through in the end.

5. Understand your audience

Are you writing a fantasy novel? A crime novel? Drama? Fiction genres are different and are told in different ways, so audiences of each have different expectations that you need to cover. For example, if you're writing crime fiction, you have to reveal what happened early and spend the novel solving the crime (and the whodunit). If you're writing a thriller, your story is dedicated to characters trying to stop whatever it is from happening.

Exercise 1 - Prompts

Below you find several prompts. Choose one that you like, and write the story.

1. Write about a character who finds an odd-looking egg in the forest. When they take it home, they never could have predicted what was inside it.
2. Write a story about one of your characters who has magic. The other wants nothing more *than* to have magic. How far is that one person willing to go to make that magic theirs?
3. Write a story about a character who ventures away from the only town they've ever known, despite warnings and many attempts to make them stay. What they find is emptiness...for miles and miles and miles.
4. Write about a character who is up for a big promotion within their company. They've put everything on hold for it – including their love life. But when an outsider is hired instead, they lose it, focusing all their energy on bringing this newcomer down. They just didn't think about the fact that they might end up *liking* them.
5. "All's fair in love and war." Does this still ring true when your character is fighting a war *for love*? Some say they'll move mountains to get to the love of their life. Others will move kingdoms.
6. Write about how your main character suffers from a condition that gives them periodic blackouts for seemingly no reason. The only thing they can seem to remember from before each blackout is a bike. A red bike with a white basket and muddy tires. One day, they see that very bike leaning up against their house but this time, they don't blackout.
7. A new town, a new job, a new life. Your character moved away to start over and become someone they've always wanted to be. The problem? They just can't seem to stop killing people.
8. Write a horror about how your character gets a new job in a restaurant as a waiter. The tight-knit family running the place welcomes them with open arms...and then invites them to take part in what *really happens* when they close at night.

Exercise 2 – Finish the story

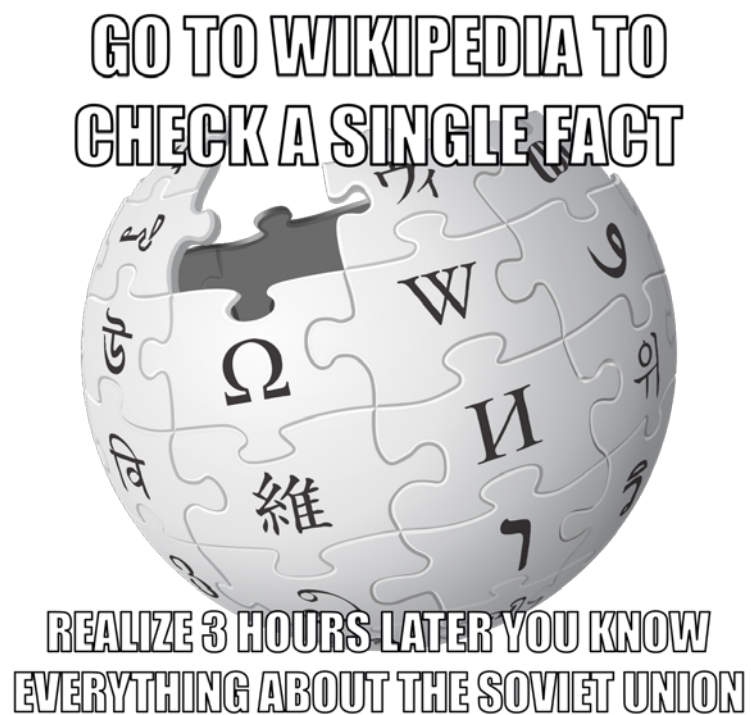
Below you find several beginnings of different stories. It's your job to finish one of them.

1. "I love you," she whispered into her pink cell phone. Nothing but music and the rustle of paper returned what she thought was an open and honest expression. "Did you hear me?" she paused. "I said I love you."
2. What can be more exciting than working with spuds?" My fathered asked me after graduation. I had just finished telling him I wanted to go to college. It was obvious he was perplexed. He never went to college, his father never went to college, and his grandfather never did either. Most of the family never went to high school. I didn't know what I wanted to do with my life. All I knew was I didn't want to be a potato farmer. Mrs Ellis, our school's only guidance counselor who was also the school's only English teacher, had me believing that a year in college would help me decide on a better option... no, not a better option, just different. And I wanted something different. Beyond...
3. It was no wonder when Mark Jelly swerved off the end of McKinley road last March. Driving 25 mph, I could not see more than a few inches in front of me. Special lighting was erected after Mark died but for some reason some one or some thing kept damaging it until eventually the city stopped repairing it. Until the next time someone plummeted to their death and hopefully that someone was not going to be me tonight. I had to get through to...
4. The harder she scratched away at her forearm, the quicker the flesh fell away. From outside the containment unit, Dr. Elana Miles and Dr. Mark Rustenburg watched in dismay as the...
5. Marcus could hear the horn sound in the distance, a sign he was getting closer to the island. Soon he would be face to face with the father he left behind ten years ago. Every day since he left, he had made a mental list of all the things he wanted to say when he returned, but now only one thing came to mind. He would...

Exercise 3 – random Wikipedia article

Go to <https://en.wikipedia.org> and click on 'random article' (left side of the page). Use that article to spark an idea for your writing. Write a story or narrative that relates to or includes the topic of that article in some way.

You can look for a new article **3 times**.



Formal letter

How to write a formal letter

When writing a formal letter, you stick to a certain lay-out (see below). Besides that, you should use formal language. A lot of examples of this type of language, you can find on the wikiwijs. *We'll talk more about how to write a formal letter in week 14.*

In very formal letters, you should:

- make use of set formal expressions (see below)
- not use contractions
- not use idiomatic expressions or colloquialisms
- use indirect rather than direct questions
- express ideas in clear, polite language
- use the most academic vocabulary he or she knows (usually words of Latin, Romance or Greek origin)
- have a good, organised paragraph structure even for short letters.

Sender's address Next line Next line Next line	
Addressee's name Addressee's address Next line Next line	Full date: e.g. 30 June 2014
Dear Sir/Madam	
Paragraph one (give the reason for writing)	
Paragraph two	
Paragraph three	
I look forward to hearing from you soon.	
Yours faithfully	
<i>signature</i>	
Name printed legibly	

Exercise 1 – Letter of application

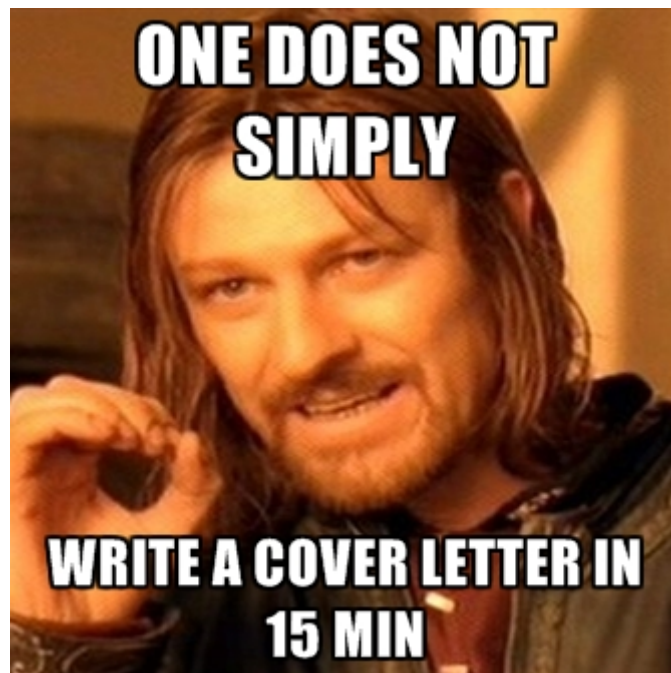
During the job interview project you are going to have to write a formal letter. This will be a letter of application, which means that you write it to a possible employer. We'll have time to do this in class in week 14/15.

In your letter:

- Use the formal letter layout
- Salutation according to the information that is given
- Introduce yourself
- Write down why you want to work for that certain company
- Write down why they should hire you (mention your education, previous employments and skills)
- Close the letter accordingly

Curriculum Vitae

- Personal details
- Education and qualifications
- Work experience
- Interests and achievements
- Skills



Exercise 2 – Letter of complaint

Situatie:

Afgelopen weekend vierde je je 16 e verjaardag. Je had je beste vrienden uitgenodigd, en s 'avonds voor iedereen pizza's gekocht bij Domino's Pizza, locatie Korvel, Tilburg. Echter, er was ontzettend veel mis met de bestelling: van de 10 pizza's waren er vier koud, op de pizza salami zat maar 1 plakje salami, op een pizza zat geen kaas, en bij een pizza was er één punt opgegeten en de korst overgelaten.

Toen je belde om te klagen kreeg je te horen dat ze niets voor je konden doen. Het hele gebeuren drukte zo de sfeer dat iedereen naar huis is gegaan uit teleurstelling, en je verjaardag meteen over was. Je hebt besloten om een klachtenbrief te schrijven naar het hoofdkantoor.

Adres:

1 Thornbury,
West Ashland,
Milton Keynes MK6 4BB,
United Kingdom



Opdracht:

1. Stel jezelf voor en vertel waarom je schrijft.
2. Zeg dat je het afgelopen weekend jarig was, en dat je voor al je vrienden eten wilde kopen. Je hebt dit bij Domino's pizza gedaan omdat je normaal altijd erg tevreden bent met hun service.
3. Geef aan dat je deze keer ontzettend teleurgesteld bent in Domino's Pizza.
4. Vertel wat er mis was met de bezorgde pizza's.
5. Vertel wat er werd geantwoord toen je belde.
6. Vertel de reactie van je vrienden.
7. Geef aan dat je verwacht dat er wordt uitgezocht wie die avond werkten, en dat zij op hun gedrag worden aangepakt.
8. Geef aan dat je het bonnetje van de bestelling hebt bijgevoegd en dat je verwacht dat je je geld terug krijgt.
9. Eindig met een passend slot.

Exercise 3 – Letter of enquiry

Situatie:

Je gaat in de meivakantie samen met een aantal vrienden naar een festival in België. Jij hebt de taak gekregen om de tent te regelen. Op de website 'www.amazon.com' vond je onderstaande advertentie (foto 1), maar wat je ontving was iets héél anders (foto 2). In de tent die je hebt ontvangen is maar 1 bij 1 meter en dus niet geschikt voor jou en je 3 vrienden. Je hebt voor je tent 100 euro betaald en je voelt je dus behoorlijk belazerd. Je schrijft een brief om hierover te klagen.



Igloo 51017 Blue Mountain Dome Tent-4 Person (Orange)

by Igloo



2 customer reviews

- Comfortably sleeps four campers
 - MaxDry weather protection system features water-resistant features
 - Cool Riser vents let cool air in and vent hot air out
 - Camp Port is ideal for car-or backyard-camping
 - Erects quickly and easily
- [See more product details](#)

foto 1

foto 2



Opdracht:

1. Stel jezelf voor.
2. Geef aan dat je schrijft omdat je een klacht hebt over een aankoop die je hebt gedaan bij het bedrijf Amazon.
3. Beschrijf wat er is voorgevallen.
4. Geef aan dat jij en je drie vrienden heel erg teleurgesteld en boos zijn over de situatie.
5. Geef aan dat je graag wil dat deze situatie verholpen wordt.
6. Geef aan wanneer je de tent nodig hebt, en dat het gezien de tijd irrealistisch is om de tent eerst terug te sturen voordat je een nieuwe krijgt.
7. Geef aan dat je twijfelt of een eventuele nieuwe tent wel op tijd binnen zou zijn.
8. Geef aan dat je daarom het liefst je geld terug zou willen, met daarbij ook de originele verzendkosten omdat je vindt dat, gezien de situatie, die voor het bedrijf horen te zijn.
9. Vraag of Amazon wil dat jij de tent nog terug stuurt, en of ze die verzendkosten ook vergoeden.
10. Vraag of ze snel een reactie kunnen sturen en sluit de brief toepasselijk af.

Review

How to write a review

Step One: Decide What To Look At

The first thing you need to do before you start your review is decide what aspects of the item you are going to evaluate. What I mean is this: what is it that can be good or bad about something you're going to review? An example: when you're watching a movie, you can look at the acting, the special effects, the camera work, or the story, among other things. Those are all items you can examine and decide if they are well or poorly done. With a book, you can look at the plot, the characters, and the way that the author puts words together. With a restaurant, you can look at the food, the service, and the setting. In fact, everything has qualities you can analyse and evaluate; you just need to sit down and figure out what they are.

Step Two: Decide What Makes Things Good or Bad

Before you can decide whether something is good or bad, you have to figure out what you mean by "good" and "bad." Do you like stories that have a lot of action or a lot of character development? Do you like acting that's realistic or acting that's wild and nutty? Do you like authors to use a lot of complicated words, or very simple words? You decide. Whatever you like, apply those standards to the thing you are reviewing.

It is now time to start putting your essay together. Here's a pretty simple format you can follow:

Open with an introduction paragraph that does the following things:

- catches the reader's attention;
- identifies the thing you'll be reviewing (e.g., the title of the book or movie);
- identifies the author, star, or director, if appropriate.

Write a full paragraph about each of the aspects you want to examine, making sure each paragraph does these things:

- opens with a topic sentence that says what the paragraph is about;
- has several detail sentences that prove the point you are trying to make;
- uses quotes or examples from the book or movie, if possible, to help prove your point.

End with a conclusion paragraph that does the following:

- *briefly* restates the main ideas of the review;
- makes a judgment about the book or movie or whatever, saying whether it is good or bad (some reviewers give ratings, like four stars or two thumbs up);
- recommends that the reader go to the movie or read the book or buy a meal at the restaurant (or not, if it is no good).

Exercise 1 – write a review

Choose something you want to review. This could for example be a film, series, book, restaurant, sport club or game. Decide whether you want to convince your audience (the people who will read the review) that the subject is good, or that it was bad. In other words, will you write a positive or a negative review?

When you've chosen the subject you want to review, follow the steps on the previous page to write your review. Make sure you use convincing language.



Poetry

How to write poetry

If you are writing a poem because you want to capture a feeling that you experienced, then you don't need these tips. Just write whatever feels right. Only you experienced the feeling that you want to express, so only you will know whether your poem succeeds.

If, however, your goal is to communicate with a reader — drawing on the established conventions of a literary genre to generate an emotional response in your reader — then simply writing what feels right to you won't be enough.

These tips will help you make an important transition:

- Know Your Goal
- Avoid Clichés
- Avoid Sentimentality
- Use Images
- Use Metaphor and Simile
- Use Concrete Words Instead of Abstract Words
- Communicate Theme
- Subvert the Ordinary
- Rhyme with Extreme Caution
- Revise, Revise, Revise

We'll talk in class about how to write each type of poetry.



Rupi Kaur – Milk and Honey

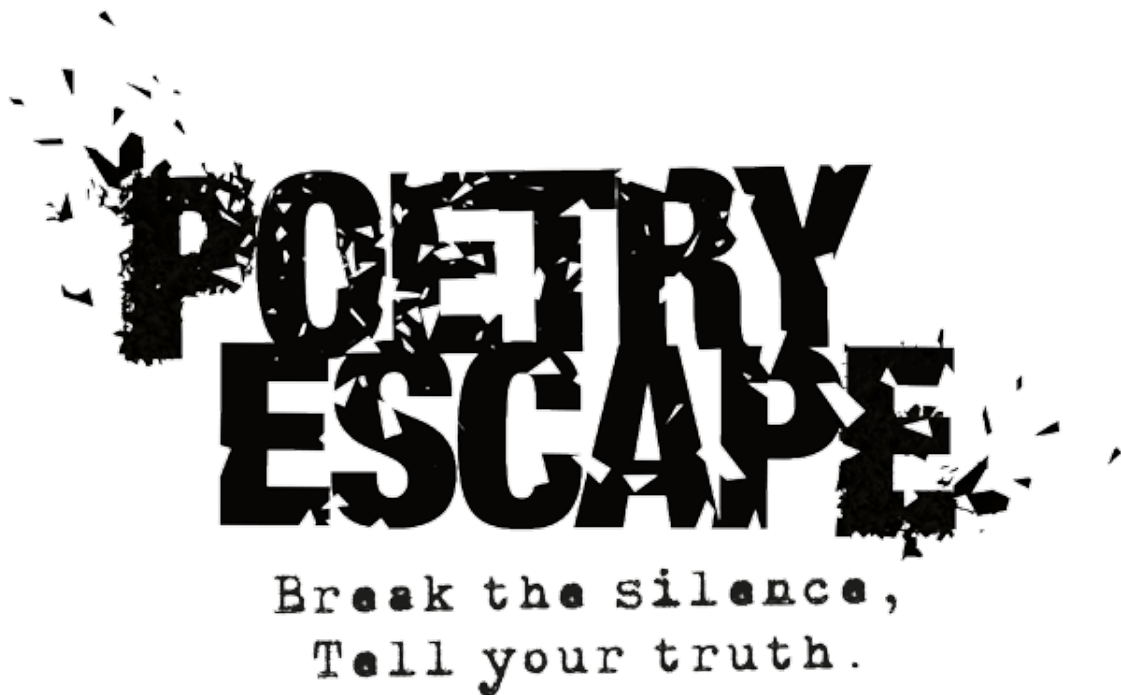
<https://jerz.setonhill.edu/writing/creative1/poetry-writing-tips-how-to-write-a-poem/>

Exercise 1 – poetry

During class we'll talk about different kind of poetry and how to write these. You'll have to write different forms of poetry for this portfolio. You can choose to write from these different kinds of poetry:

- Fairytale poems
- Alphabet poems
- Shape poems
- Fixed form poetry
- Nonsense poetry
- Slam poetry
- Monologue

You can find information about this on the wikiwijs.



Score form

B1 Intermediate level

C content organisation	5 = Paragraphs to distinguish between beginning, middle and end. Narrative needs linking words used to order events (<i>next, suddenly, despite, in order to</i>). Descriptive needs adjectives/ adverbs and ideas organised into logical grouping 4 = Evidence of paragraphing and competent attempt made at linking/ grouping ideas 3 = Attempt made to paragraph and order chain of events/ grouping of ideas in a relatively simple way 2 = Ideas not organised into any logical chain of events/grouping. May be too short. 1 = Narrative/ description very confusing and difficult to follow. 0 = little or no language at all
A accuracy	5 = Minimal errors with intermediate level language used. Minor errors do not impede understanding 4 = A few errors but easily understood 3 = Some basic errors but can be understood 2 = Significant errors with language expected at the level. 1 = Significant errors throughout. May impede understanding 0 = Little or no language at all
R range of vocabulary and structure	5 = Competent use of a range of language expected at this level. (e.g. past perfect, passive voice, conditionals 2 or 3, reported speech) Perhaps some attempt at using more advanced language, maybe with errors 4 = Good use of appropriate language 3 = Adequate language used for the task 2 = Lack of basic structures. Language too simplistic and repetitive for the level 1 = Structure and vocabulary far too simplistic for the level 0 = Little or no language at all
T task completion	5 = Full completion of task. No repetition 4 = Main points of task covered 3 = Attempt made to cover task 2 = Task not covered sufficiently and/or too short 1 = Majority of task not covered and/or answered a different question 0 = Task not covered at all