**Extended Writing Task: Confessing a Secret**

**Activity 1: Planning**

*Create a character who has a secret but is too afraid to confess it. You are going to write the diary entries that your character would write as he/she explores why the secret needs to be confessed, thinks about who will be affected if it is known, and considers why he/she is afraid to confess it.*

*Complete the notes below to prepare for the writing activity.*

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| Who is your character? |
| What is his/her secret? |
| Why can he/she not tell it to anyone? |
| Who might be affected if he/she does and why? |
| Why does he/she decide to confess the secret? |
| What does he/she think might happen next? |

**Activity 2: Writing**

*Write a series of diary entries, as if they were written over a period of several days or a week. In the entries, you can incorporate the main character's interactions with others and some day-to-day events that influenced the way that he/she thought about the secret and confession. Your character's decision to tell (or not) should be revealed in the final diary entry. Write approximately 400 words in total.*

**END OF QUESTION**

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Aims:

* to think about how to express feelings and emotions
* to write diary/journal entries

**Activity 1: Brainstorming**

It should be something innocent such as “I once accidentally saw a classmate’s paper during an exam and copied his/her answer”.

**Activity 2: Planning**

The language focus should be on:

* tenses – past tenses for events, interactions with people, describing how they felt at that time and present tenses for how they feel as they are writing
* adjectives – to describe emotions

**Activity 3: Writing**

Write the diary/journal entries in about 400 words.

**Marking Criteria\***

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| **Content** | * relevance (focussing on the secret and any other details related to it) * evidence of creativity and imagination (how they introduce events, interactions with others and express feelings) |
| **Language and Style** | * sentence structure * grammar and punctuation (e.g. use of past and present tenses; adjectives and adverbs to describe feelings) * vocabulary * register, tone and style |
| **Organization** | * coherence (continuity between entries) * paragraphing (one paragraph per entry may be enough with entries headed by date) * cohesion between sentences and paragraphs |

* Based on the HKDSE draft descriptors for writing from *Hong Kong Diploma of Secondary Education, English Language, Standards-referenced Reporting Information Package*. Published by the Hong Kong Examinations and Assessment Authority (2009).

**Additional Resources**

Task adapted from “Traci's 17th List of Ten: Ten Creative Writing Activities” - <http://www.tengrrl.com/tens/017.shtml>.