Classroom implementation

Writing aims to help students develop and improve their writing skills, in line with A2 expectations, with everyday real-life examples.

The book contains twenty units, each of which can provide the basis of a lesson. They are divided across four sections:

1. *Writing to share information*, dealing with communication exchanges like texts, postcards and the online world.
2. *Writing to get things done*, dealing with form-filling and giving directions or advice.
3. *Writing for work and study,* which provides practical examples of key writing tasks in both academic and professional worlds.
4. *Writing for pleasure,* which covers, amongst other things, social networking, blogging and Twitter.

There are also appendices covering the following:
- useful phrases in a wide variety of forms of communication
- basic sentence structure for A2 students
- conjunctions
- punctuation
- short forms
- proofreading your own writing

All the units in *Writing* have a broadly similar structure and similar features and below you can find explanations of how these features can be deployed for classroom use.

❖ GETTING STARTED

What is it?

Each unit begins with three simple *Getting Started* questions directed at the student. The aim of the questions is to introduce the topic and prepare for the texts which form the basis of – and the models for – the writing activities.

Suggested implementation:

1. Direct the questions at the class, personalizing the theme for the students and getting them thinking about the topic.
2. Write model answers (perhaps your own) on card and get the students to match them with the questions.
3. Have students produce full written answers to the questions.
4. Highlight/clarify key basic vocabulary for the unit.
5. Brainstorm further vocabulary, writing it on the board and getting students to write it in their books.
6. Use the questions as the basis of a written class or school survey, getting them to add more questions and provide multiple-choice answers.

❖ LOOKING CLOSELY

What is it?

Looking closely is designed to introduce the text type that will be studied in the unit and is therefore initially a receptive reading activity.

Suggested implementation:

1. Examine the text for any cultural context or grammar/vocabulary with which you think the students might struggle and clarify it.
2. Discover this language through a pre-reading activity. These often work better as group/pair activities and might involve students predicting the kind of language the text might contain and feeding back to the group as a whole.
3. Ask students to identify the text type and to guess what the text might be about by just reading or scanning one of these features:
   - the headings, bullet points
   - the topic sentences (first sentence of each paragraph)
   - illustrations, graphs, charts, photographs and captions
   - key words (write the category of what they are looking for on the board)

❖ LANGUAGE FOCUS

What is it?

Language focus examines and practises the language, grammar, styles and techniques presented in *Looking closely.* Exercises focus on identifying the correct usage, style and sentence structure. As a certain amount of time in the classroom will be spent in concentrated and monitored writing time, you can bring these short structure exercises off the page by producing classroom materials for them.

Suggested implementation:

1. Rewrite jumbled phrase exercises on card and cut them up for students to reconstruct. As well as being a more interactive and logically collaborative pairwork activity, it gives students the opportunity to check and confirm their answers before writing them in their books.

work	I'm	can't	afraid	come
to	today.	that	I	

2. With sentence completion exercises like this one for conditionals

   If I don't come to work tomorrow, …

   or transformation exercises like this one for formal/informal registers

Rewrite this sentence to make it more polite.
I didn't have time to give you my report yesterday.

you can provide alternative answers written on the board or on handouts. Again this will allow students the opportunity to work in pairs or groups to discuss the various options prior to committing a final best answer to paper.

❖ WRITING CLEARLY

What is it?

Writing clearly provides exercises which practise the language and skills students have learned but in a targeted way. This allows students the opportunity to start producing chunks of language before embarking on a full written passage. The aim is to get students to write from instruction rather than partial prompt, and it is important to make sure they have the tools to do so.

Suggested implementation:

1. Brainstorm more vocabulary which they may like to use in their answers.
2. Make sure students know they can use the text from the unit as a model for their answer.
3. For extra practice try a running dictation:
   a. Make a story/paragraph of no more than eight sentences using the language from the unit.
   b. Cut the sentences up and place them in different points around the room.
   c. Put students in pairs. One is the reader and one the writer.
   d. Tell the students how many sentences there are around the room.
   e. The reader should go around the room finding bits of the story and return to tell the writer.
   f. You can do this twice with two passages or just tell students to *Change!* part way through.
   g. There is no clue to the sequence of the sentences so the pair has the task of putting the text in order when they have completed the writing stage.

❖ GET WRITING

What is it?

Get writing provides opportunities for more open and creative use of the language and skills students have learned in the unit. It might be set as homework, but if you have made good time and are able to monitor students' writing in class, you could set it to be done within the lesson.

Suggested implementation:

1. *Follow-up questions:* When students do a written piece in class, especially a creative piece, make sure you get them to read it out, and get other students to ask questions about it. This creates a more collaborative classroom and demonstrates to the students that they are not just presenting their work to you, but to the rest of the class. A variation would be to put students into groups of three or four in which they read each other's written work and write a question for each piece. The authors can then answer these questions in writing or incorporate the answers into a redrafted piece. Apart from the practical writing experience, it allows the students to consider whether the information should have been in their original draft or not.

2. *Guess who:* This might be particularly suitable for a personal piece like *Write a blog post about a recent holiday*. Get students to write about an unusual experience they have had – something the other students would not know. Students should put their names on their stories and give their story a title. Collect and read them out one by one. Students can write down the title and decide who they think wrote each story. This works best with a class whose students know each other a little, but not well enough to make the activity redundant.

❖ MY REVIEW

What is it?

My review gives a list of can-do statements for the unit.

Suggested implementation:

1. Use *My review* first and foremost as a way of checking that the students feel comfortable that they have made progress in the class, and can make these statements with some confidence.

2. Students can also provide written extensions to the statements. For example, for the statement *I can open an informal email,* students can write *I can open an informal email with words like* Hey Xian*, or* Hiya guys *if I was writing to a group of people I knew well*.

3. Students could write a short piece on which of the can-do skills they think will be most useful for them and why.

4. Students could write more can-do statements if they feel they have gained more skills in the classroom or outside. Whether these are actually achieved or are more aspirational, they may provide a steer for future lesson plans and targets.

❖ FEATURES

What are they?

All the units contain feature boxes providing extra information and support for the content of the unit as a whole. These serve well as fillers if you have a few spare minutes during the lesson or for providing independent homework ideas.

Suggested implementation:

1. *Useful tips:* These blues boxes appear at varying points in the unit and contain ideas for improving the students writing skills, either appropriate to the text type or in a general sense.
   - Get students to find other texts in the book where the writing tip might be successfully employed.
   - Have a discussion about this approach or tip and how useful it would be in students' everyday writing activities.
   - As homework, ask students to find a text where this writing tip might be appropriate and get them to bring the text to the next class.

2. *Clear usage:* These boxes appear at varying points through the book and highlight words, phrases and grammar important for understanding the text. You may therefore want to highlight this usage prior to an exercise.

3. *Language notes:* These speech bubbles appear at varying points through the unit and contain additional information about language from the unit text. They can be used as a starting point for discussion, or to elicit further examples of the language identified.

4. *Useful vocabulary and phrases:* These boxes identify, clarify and extend vocabulary from the unit. They can be used as a starting point for discussion, or to elicit further examples of the vocabulary group. Use them where they sit in the exercise sequence, or again prior to any longer writing activity to give students more tools with which to work.

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Unit 1: Short emails

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can tell the difference between formal and informal emails.
- I can open an informal email.
- I can close an informal email.
- I can write a short email to make a plan with a friend.

Vocabulary

Places to go: *comedy show*, *Thai restaurant*, *tennis*, *cinema*, *museum*

Plans: days of the week, *busy*, *other plans*

Verbs: *go out*, *play*, *visit*, *watch*, *go to*, *see*

Style

Formal and informal register

Slang: *Cheers*

Ellipsis: *Maybe* (we could) *see a film?*

Function

Suggesting: *Would you like to …?*, *How about …?*, *Why don't we …?*

Accepting and refusing: *Sounds good. I'd love to. Sorry, I'm busy. Maybe another time.*

Opening and closing an email: *How are you doing? Speak soon.*

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1* of *Writing A2* in class.

Using *Getting started*

Ask the students to write full answers to the *Getting started* questions and then compare with their partner or in a small group. Monitor and correct errors and as you do so, start small groups developing a small survey questionnaire about email usage.

1. Ask groups to start with the three questions from *Getting started*. Think of a range of answers people might give so they can be written as options.

   How many emails do you send each day?

   None, I don't email.

   One or two.

   Three to ten

   More than ten.

   Who do you write emails to?

   Mostly friends

   Mostly family

   Mostly colleagues

   Mostly strangers

   How many emails do you receive each day? …

   What subjects do you write about? …

2. Get the groups to think of other questions they could ask and think of options for these also.

   Which mail server do you use?

   When do you send emails?

3. Either allow students to gather answers as homework, or get the groups to survey the other students (they will have to write a few copies) and feed back to the whole class.

4. An alternative homework option would be asking the groups to find some way of displaying their results in the form of a poster (with pie charts or bar graphs) that could be displayed in class.

Using *Looking closely*

Students will know that the text type in this unit is a short email.

1. Ask students to scan the emails quickly to identify whether they are formal or informal, and discuss in pairs which features make them so. (Smiley face; salutations (*Hi*, *Hey*); closing (*Speak soon*); use of exclamation marks; a lot of contractions used (*I've*, *There's*, *I'd*); ellipsis ([We'll] *Speak soon*, [I'll] *See you Thursday*).

2. Ask students to think of formal alternatives.

Using *Useful vocabulary and phrases: making plans*

You can use this sorting exercise with the phrases from *Useful vocabulary and phrases: making plans* and add your own if you like.

1. Photocopy *Making plans* table, below, several times and cut out the thirteen individual sentences, so that you have a set for each pair or small group in your class.

2. Write *Making plans and arrangements* on the left of the board and *Responding to a plan or arrangement* on the right, and ask students to do the same in their books.

3. Give pairs or small groups of students the thirteen sentences and ask them to place them in one or other category.

Using the first *Writing clearly*

Allowing pairwork will bring this activity off the page and make it more interactive.

1. Get students to write their answers to *Exercise 2* on separate bits of paper without identifying which answer is which.
2. Students can then pass these to a partner who can guess which proposal or response is which.
3. Monitor but also allow partners to help each other with error correction.
4. Feed back with the whole class.

Using second *Language focus*

If you feel your students will have a reasonably extensive vocabulary of other formal and informal written phrases, brainstorm these and get them to share with the class. Build up from pairwork or small groups before feeding back to the whole class if you feel students may be shy.

Using the second *Writing clearly*

Make this a pairwork activity.

1. Get students to write their answers to *Exercise 1* on eight separate bits of paper without saying which opening or closing is which or to whom it is written.
2. Students can then pass these to a partner who can identify which is which.
3. Monitor but also allow partners to help each other with error correction.

The kind of editing required in *Exercise 2* is an enjoyable pairwork activity for students, so don't limit it to this one example:

1. Find or write a short email that matches the students' area of interest and insert a specified number of punctuation (or other) problems you want the students to focus on.
2. Put students in pairs and give each student the email.
3. Students edit the email on their own, swap, and then compare with their partner.
4. Feed back with the whole class.

Using *Get writing*

It's a good idea to try and make these activities as real as possible. For *Exercise 1*, ask students to think that they are really inviting a friend out next week. Change the situation if it suits your class/individual student; perhaps it could be an old friend that they have just hooked up with on Facebook. For *Exercise 2*, ask students if there is a formal message they currently need to send (which isn't too personal, of course). Talk to their boss about a job review? Arrange a meeting with their child's teacher? Students could work in pairs, each doing one or the other, and then comparing and correcting in class. Students could then do the alternate email for homework.

Using *My review*

Use *My review* primarily as a way of checking that the students feel comfortable that they have made progress in the class and can make the statements with confidence. One way of doing this in a writing class is to get students to produce extensions to the can-do statements. For example, students can write, *I can open an informal email with words like* Hey Jack*, my Facebook friend in America, or* Hiya guys *for a group of people*.

PHOTOCOPIABLES

Making plans table

Making plans and arrangements	Responding to a plan or arrangement
Would you like to go swimming with us?	Yes, that sounds brilliant.
How about dinner?	Sure, that sounds like a good idea.
Why don't we see a movie?	We'd love to come.
We could visit that new superstore.	Thanks. I'll see you at the cinema.
Let's go out at the weekend.	Sorry we're busy then.
Are you free for lunch?	Thanks but I have other plans.
	Maybe another day?

Unit 2: Longer emails

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can use paragraphs to break up text.
- I can choose the right verbs to talk about daily activities.
- I can use punctuation correctly.
- I can write an email with 2–3 paragraphs to describe my daily life.

Vocabulary

Routines: periods of the day (*morning*, *afternoon*)

Verbs: *brush my teeth*, *have breakfast*

Places and nationalities: *Chinese*, *Nigerian*, *Toronto*, *Spanish*, *Edinburgh*

Grammar

Present simple for routine activities.

Style

New paragraphs for new topics, short paragraphs for introductions

Punctuation: full stop, comma, question mark, exclamation mark, apostrophe and dash

Function

Talking about routines: *I get up at …*, *My teacher comes to my house …*

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2* of *Writing A2* in class.

Using *Getting started*

The background topic of this unit is routine activities. The *Getting started* questions allow students to brainstorm some vocabulary for this unit, and you can activate that vocabulary with this sorting activity.

1. Write *every day*, *once a week*, *once a month*, *every other day* on the board and get students to do the same in their books. Clarify the meaning of the phrases.
2. Provide pairs of students with either photos of the activities listed below, or simply the phrases themselves, and ask them to place them in one or other frequency category.

brush teeth

change sheets

wash dishes

clean the bathroom

make a roast (or another typically large meal)

make sandwiches

play sport

cut toenails

study

go shopping

brush hair

write in English

go out with friends

go to the gym

The students may not have the same routine but they can compromise on where to place each activity and explain more in feedback.

3. Feed back with the whole class.

Using the first *Language focus*

Exercise 4 is an excellent pairwork opportunity.

1. First, students complete their own activities and then they can ask their partners what they do in the mornings, afternoons, evenings and at the weekends.
2. Feed back to the whole class.
3. The exercise can be repeated with pairs swapping partners.

Use the text in *Exercise 6* for some scan reading activities that will help students identify vocabulary they can use in their own writing. Put students in pairs or small groups and get them to race to find the six adjectives (*interesting*, *lovely*, *beautiful*, *friendly*, *easy*, *typical*).

You can also use this text to get students to ask comprehension questions of each other (or another group) in the style of those in *Looking closely* p.12. For example:

Who wrote the letter?	*Lisbeth*
What did Lisbeth's mother send her?	*some books*
What's is Lisbeth's Spanish teacher called?	*Inés*

Using *Writing clearly*

If you feel students need some more guidance before the *Writing clearly* activity, try this:

1. Photocopy the sample answer from the back of the book (copied below), and cut it into the four separate parts.

2. Get pairs of students to identify the correct parts (i.e. the short introductory paragraph, the paragraph about routine, the paragraph about a colleague's routine, and the short closing paragraph).

3. Feed back with the whole class.

Using *Useful tips: punctuation*

Students who are struggling with punctuation may appreciate time spent on the *Useful tip: punctuation*. You can use the information in the box as the basis of a matching exercise.

1. Photocopy the punctuation marks and the descriptions (below) and cut them out so that you have a vertical strip of punctuation marks and six separate descriptions.

2. Get students to work in pairs to identify the correct punctuation marks.

3. Feed back with the whole class.

Using the second *Language focus*

Students can work individually on *Exercise 1* and then compare answers with a partner. As an extension:

1. Students can work in their pairs to create error correction sentences for another pair.

2. Set some rules such as, only errors in punctuation identified in *Useful tips: punctuation*, or no more than two errors per sentence.

3. Monitor so that it is at the appropriate level. If students find it hard to think of sentences, suggest using or adapting phrases from Stan's email on p.12, or their own work from *Writing clearly*.

Using *Get writing*

If students are completing this written activity in class, they can use the opportunity to make it a collaborative experience.

1. When students have finished writing, put them into groups of three or four and have them read each other's written work.

2. Students can suggest any changes in punctuation that might be helpful.

3. Students can then ask one or two questions of each piece (this can be done in writing or not).

4. The authors can answer these questions and decide whether to incorporate the new information into a redrafted piece – perhaps for homework.

Using *My review*

Use *My review* primarily as a way of checking that the students feel comfortable they have made progress in the class and can make the statements with confidence. For homework, ask students to write a short piece on which of the can-do skills they think will be most useful for them and why.

PHOTOCOPIABLES

Sample answer from p.111

> Hope you are well. It's lovely here!
>
> Every morning I get up around 8.30 a.m. I have breakfast and walk to work. I buy a coffee at my local café.
>
> My friend Tom is always busy. He gets up at 6.00 a.m. and goes to the gym. Then he has breakfast and goes to university. He studies all day from 9.00 a.m. to 5.00 p.m. Then he works in a local restaurant in the evenings.
>
> I miss you! Write to me soon.

Punctuation marks

.	at the end of every sentence.
,	to break up clauses in a long sentence.
?	at the end of a question.
!	for excitement about something.
'	for a contraction or possession.
—	to connect two ideas or give more information.

Unit 3: Postcards

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can identify the main parts of a postcard.
- I can write about activities in the simple past tense.
- I can write about plans using *going to*.
- I can write a postcard describing a holiday or trip.

Vocabulary

Postcards: *address*, *signature*, *message*, *wish you were here*, *great time*, *weather*

Holiday activities: *museum*, *pyramids*, *palace*, *restaurant*

Verbs: *eat/ate*, *visit/visited*, *take/took*, *go/ went*, *see/saw*, *buy/bought*

Grammar

Past simple

going to future

Function

Talking about a holiday: *I'm having a lovely time. The weather is …*

Talking about past activities: *We ate …, I bought …*

Talking about future plans: *I'm going to the market. She's going to visit Kowloon.*

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 3* of *Writing A2* in class.

Using *Getting started*

You can use the *Getting started* questions for this mingle activity.

1. Ask the students to write their answers to the questions on a piece of card.
2. Collect them and redistribute them – checking that you don't give a student their own answers back!
3. Students can then move around the class asking each other the questions and trying to the find the person whose card they have.

Use the mingle activity as an opportunity to brainstorm holiday places, things associated with them and adjectives to describe them, like these from later exercises.

Cairo – *pyramids*, *camel*, *Nile*, *hot*, *amazing*

Rome – *fountains*, *restaurant*, *pizza*, *Vatican*, *lovely*, *beautiful*

Using *Looking closely*

Use the text in *Looking closely* for some scan reading activities that will help students acquire vocabulary they can use in their own writing.

1. Put students in pairs or small groups and get them to race to find the six adjectives in the card (*lovely*, *amazing*, *hot*, *huge*, *scary*, *delicious*, *small*, *excited*, *fantastic*).
2. You can help them by writing what they say on the board:

    (lovely) time

    (amazing/hot) weather

    (huge) pyramids

    (scary) camel ride

    (delicious) food

    (small) boat

    (excited) Rosie

    (fantastic) tomorrow's trip

3. Feed back with the whole class.

You can also use this text to get students to ask comprehension questions of each other (or another group) in the style of those already included in Exercise 1 of *Looking closely*. For example:

Who wrote the postcard?

Where did she go on Tuesday?

Where is she going tomorrow?

Using *Language focus*

You can bring the *Exercise 4* matching activity off the page with the photocopiable table below.

1. Photocopy one table for each pair or group of students.
2. Cut out the individual parts of the sentences and distribute one set to each pair or group.
3. Students match the beginning and end of the sentences.
4. Feed back with the whole class.

Students can work individually on *Exercise 6* and then compare answers with a partner. As an extension:

1. Students can work in their pairs to create error correction sentences for another pair.
2. Monitor so that it is at the appropriate level. If students find it hard to think of sentences, suggest using or adapting sentences from other exercises in the unit.

Using *Get writing*

You can use the same format as the *Get writing* exercises for students to produce a postcard of a holiday they have actually taken. And this could be used as the basis of a 'guess who' activity for the class.

1. Get students to think silently about a holiday they have taken – perhaps one that contained an unusual experience.
2. Then write four sentences as in *Exercise 1*: one about where they are, one about yesterday, one about today and one about tomorrow.
3. Finally, they should write their postcard as described in *Exercise 2*: with a beginning, the story they are telling with events in the past and future, an ending, and a postscript. They can sign the postcard but they must not make it obvious in the text itself who they are.

4. Collect the postcards, and read them aloud to the group one by one.
5. Students should try to guess who they think wrote each story before you get to the end and reveal the name.
6. If students haven't already completed *Get writing*, they can do so for homework.

Using *My review*

Use *My review* primarily as a way of checking that the students feel comfortable that they have made progress in the class and can make the statements with confidence. One way of doing this in a writing class is to get students to produce extensions to the can-do statements. For example, students can write, *I can write about activities in the simple past tense such as* I went to the shops, I bought some bread, *and I can write about plans like* Next year, I'm going to visit my cousin in Canada, and we're going to go hiking.

PHOTOCOPIABLES

Exercise 4 **matching activity**

Yesterday we ate …	… some delicious seafood.
We saw …	… some lions and tigers too.
Lisa bought a beautiful …	… scarf in the market.
I visited the …	… British Museum.
We took …	… the ferry to Hong Kong.