

## 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.

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## ❖ 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 blue 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.