

## 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 ...*

*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.

### 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.

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.