

## 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 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 photocopyable 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.*

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### 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.