Classroom implementation

Writing aims to help students develop and improve their writing skills, in line with B1 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 socially:* emails, text, IM, invites, thank-yous and postcards.
2. *Writing to exchange information:* notes, instructions, confirmations and summaries.
3. *Writing formally:* essays, letters of complaint, CVs and covering letters.
4. *Writing online for a reading public:* blogging, tweeting, selling and advertising.

There are also appendices covering:
- useful phrases in a wide variety of forms of communication
- basic sentence structure for B1+ students
- discourse markers
- punctuation
- short forms
- proofreading your own writing

All the units in *Writing* begin with a section called *Before you start* and conclude with a *Get writing* activity. The parts in between (*Understanding*, *Language focus*, *Looking more closely*, *Writing appropriately* and *Writing clearly*) are variously arranged throughout the unit. Below, you can find explanations of how these parts, and other features, can be deployed for classroom use.

❖ BEFORE YOU START

What is it?

Each unit begins with a short passage called *Before you start* directed at the self-study student. In the classroom environment there are a number of ways you could employ this section.

Suggested implementation:

1. The passage often begins with a question, but either way it provides a starting point for a discussion of the topic. You might want to pick and choose which elements to introduce at this initial stage, and to what degree it helps to personalize the theme for the students.
2. Alternatively, you could write the individual sentences of *Before you start* out on separate pieces of paper, and get pairs of students to reconstruct the passage.
3. Or focus students on the content of the lessons by giving students the passage with some of the key vocabulary missing and getting them to work with a partner to fill the gaps.

❖ UNDERSTANDING and LOOKING MORE CLOSELY

What is it?

All the units begin with a text stimulus, and these sections work on the receptive skills needed to work towards a writing task. *Understanding* introduces students to the text type that will be studied in the unit, normally with a single comprehension exercise/question, while *Looking more closely* asks students to look again at the text and notice new things, and to see it in context. Most units have at least an *Understanding* section.

Suggested implementation:

1. As these sections involve reading skills consider at the outset what type of reading skill should be employed for each question. Speed-reading (skimming and scanning) tasks are often better done individually. Set a time limit and make sure that students are aware of it. Allow them time to check their answers with a partner before feeding back to the group.
2. Examine the text for any cultural context or grammar/vocabulary with which you think the students might struggle, and clarify it.
3. Before commencing the exercise, ask students to identify the text type and to guess what the text might be about.

❖ LANGUAGE FOCUS

What is it?

Language focus practises the language, grammar styles and techniques used in the main text. 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. Bring the material off the page by writing sorting exercises (like ones for identifying the functions of different phrases, or the different register being used, for example) on card and cut them up for students to arrange in class. The exercise will automatically become more interactive and collaborative when done as a pairwork activity. It will also give students the opportunity to check and confirm their answers before writing them in their books, as well as giving you the freedom to add any additional language you might feel is pertinent to the students' specific purposes.

2. Producing reusable classroom materials from the ideas in the book will allow you to extend their use. On p.24, a *Language focus* exercise asks students to make postcard-style sentences from suggested prompts of time, activity and description. The book is limited to four sentences, but if you were to transfer all the options to separate cards you would increase the range of answers and again encourage students to work collaboratively to find the most appropriate expressions.

❖ WRITING CLEARLY and WRITING APPROPRIATELY

What is it?

Writing clearly and *Writing appropriately* provide exercises which practise the writing skills and language 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. *Writing clearly* focuses on issues of structure and meaning, while *Writing appropriately* focuses on usage.

Suggested implementation:

1. Where the exercises require it, brainstorm more vocabulary which students could use in their answers.

2. Make sure students know how 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 so that they can 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 that piece of information should have been in their original draft or not.

2. *Guess who:* This might be particularly suitable for a personal piece like *Write an email to a friend* (Unit 1) or *Write a postcard from a recent holiday* (Unit 6). Get students to write about an unusual experience they have had – something the other students would not know – but not tell the students their story. 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.

❖ LANGUAGE NOTES

What are they?

All the units contain green text boxes providing information and support for the content of the unit as a whole, and to identify for you and the student matters of usage which are key to completing the writing tasks.

Suggested implementation:

1. Where they appear in the unit, use them to signal a presentation phase.

2. You may want to use the examples in the book to present on the board, or to create the sort of matching and sorting exercises suggested earlier in *Language focus*.

3. With more confident students they can be used as a starting point for discussion, or to elicit further examples of the usage identified.

❖ USEFUL TIPS

What is it?

At various points in some units there are a series of bullet-pointed *Useful tips* aimed at giving advice about appropriateness of language in the text type being studied.

Suggested implementation:

1. Pairs or small groups of students could discuss the usefulness of the tips and to what degree they are culturally specific. Ask students if they have any of their own tips or strategies for achieving the end.

2. Provide short examples of each of the bullet-pointed tips or strategies and get the students to work in pairs to match the examples with the tips. For more independent and vocal students, put them in small groups and allow them to think of their own examples of the tips.

3. Ask students to find examples of the tip or strategy in the unit text or in other texts which you bring in.

❖ WRAPPING UP

The content of *Writing* is guided by the Common European Framework of Reference for Languages at level B1+. You can use the framework as a way of setting targets for your classes and monitoring the progress of individual students. But you may also get students themselves to consider what can-do statements they feel able to assert after each unit.

1. Ask students to work together in small groups and write down three or four can-do statements for the lesson.
   I can write a thank-you letter for a birthday gift that someone has sent me.
   I can write a covering letter for a job application.

2. The groups can then compare statements with those of another group and see if they feel they have made the same progress.

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. Always encourage students to keep an active record of their can-do achievements and follow-up with you if they are unsure.

Unit 1: Emails to friends

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 write a response to an email from a friend.
- I can identify the use of colloquial language in emails.
- I can use appropriate colloquial language in emails.
- I can use modals to give advice in an email.

Style

Colloquial language: *How's it going? Sure. …, innit? Tell me about it.*

Grammar

Modals: *can*, *could*, *might*, *will*, *should*

Function

Giving advice: *You should …, you could…*
Opening emails: *Hi, Alek. This is James. Hi, I thought I'd write to say … Hi, How's it going?*

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 B1+ Intermediate* in class.

Using *Before you start*

1. Ask the students to read the *Before you start* section first.
2. Get students to discuss with a partner if they can suggest any rules for writing a 'good' email. They may have various ideas, or may alternatively suggest that it depends on whom you are writing to.

Using *Understanding*

1. Before asking students to do the questions in *Understanding*, get them to scan read the email on page 5 for the following information:
    Who is the sender? (Nicole)
    Who is the recipient? (Katy Alvarez)
    What is it about? (a new job)
2. Feed back with the whole group.

Using *Writing appropriately* and the *Colloquial language/Writing informally* note

Before the *Writing appropriately* exercises:

1. Get students to read the *Colloquial language* note (page 5) and discuss the examples of vernacular speech presented.

2. Ask if they have heard them used on TV, in real life, etc.
3. You can also discuss the subtle difference between informal language (which may be recognizable across the English speaking world) and colloquial language, through to slang and street talk (which might be increasingly opaque to the listener/reader).

After the *Writing appropriately* exercises:

1. Put students in small groups to write four new sentences or phrases that could be used as the first line of an email (as in *Exercise 3*).
2. They can then swap them with another group to see if they can identify which situation (*a-d*) they relate to.

Using *Modals - advice column* and *Language focus*

There is an opportunity for students to do extended writing in *Get writing* after *Language focus*, but you can use this modals writing activity for further practice.

1. Photocopy the *Modals – advice column* worksheet below so that you have at least one problem situation for each student.
2. Students can then read the problem and write a response using appropriate modals.
3. If you can, distribute the problems so that at least two students share the same problem, so they can compare their responses.
4. Feed back with the whole class.

Using *Get Writing*

1. Get students to work individually to write their answers to *Exercise 1* on five separate bits of paper, without saying which opening paragraph and closing sentence is which.
2. Students can then pass these to a partner who can try to identify which is which.
3. Monitor the exercise but also allow partners to help each other with error correction.

Exercise 2 is an activity for students to do individually, but get them to compare their replies in pairs or small groups when they have finished. Working in pairs makes it easier for you to set this stage of the activity up as a proofreading exercise.

You can extend the *Get writing* activity by getting students to write their own informal emails.

1. Write down a few words for the 'Subject' field of some informal emails. You can tailor these to your class but here are a few suggestions:
    New flat
    New boyfriend/girlfriend
    Love … what's the point?
    Job offer … shall I take it?

Urgent: Can I borrow your car?
> *I think you gave me the flu …. Urghhh!*
> *I am NEVER going out drinking with you again!!!*
> *Party at mine – 13th.*

2. Alternatively, you can cut pictures from magazines to provide one or two picture prompts to initiate your students' emails.

3. Write down the modal verbs practised earlier in the unit on separate bits of paper and get students to pick three or four from a hat, bowl or bag. Tell them that their emails must include those words.

4. If you are completing this activity in class, you can ask students to exchange their work with a partner and then reply to their partner's email.

An alternative idea for homework is to get students to work in pairs or small groups to develop a survey questionnaire about email usage.

1. Ask pairs/groups to think of a range of questions with multiple choice answers for a questionnaire about emailing. For example:
> *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?

Friends:	Often	Sometimes	Never
Family:	Often	Sometimes	Never
Colleagues:	Often	Sometimes	Never
Business:	Often	Sometimes	Never

Which method of written communication do you prefer? (Put them in order 1–5, 1 being the most preferred.)

Email
Post
Twitter
Instant messaging
Text

2. You can ask students to gather answers from friends and family as homework and feed back to the class in the next lesson.

3. You can also ask students to show their results in the form of a poster with pie charts or bar graphs that could be displayed in class.

PHOTOCOPIABLES

Modals – advice column

My flatmate is a terrible cook. I cook half the week and she cooks the other half. I've tried to tell her I'll do all the cooking but she really enjoys it and I haven't the heart to tell her. What should I do?	I split up with my boyfriend six months ago and I haven't been out with anyone since. We had been going out for eight years. Now my friend has organized a blind date for me. I'm totally out of practice: what should I wear? What can I talk about? Argghh … maybe I shouldn't go at all!
My dog is very old. Recently, she hasn't been seeing well. I took her to the vet and he said there is an operation that would help her sight but it would cost 1,200 euros. I can't afford it. What should I do?	I am worried about my brother. He is spending too much money. He has a job so he can afford his life, but I think he should be saving so he can get his own flat and move out from mum and dad's place. He's twenty-six!!!
I'm sick of my job. I want to do something creative, but I'm stuck behind a computer screen adding up bills all day. How can I leave this rat race behind and find my 'inner-artist'?	My mother is getting too old for her house. She loves where she lives (she's been there for thirty-eight years), but it has three flights of stairs and I'm afraid that she may fall one day and there will be no one there to help her. How can I persuade her to find somewhere new?

Unit 2: Texting

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 distinguish between content and function words in a written passage.
- I can read abbreviated text messages.
- I can write abbreviated text messages.
- I can use text speak.

Vocabulary

Text speak: *btw*, *b4*, *m8*, *pls*, *xoxo*

Grammar

Content words and function words

Appropriateness

When to text and when to phone

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 B1+ Intermediate* in class.

Using *Before you start*

1. Ask the students to read the *Before you start* section first.
2. Get students to discuss with a partner three situations where a text would be better than a phone call or email, and three situations where a text would not be appropriate.
3. Feed back with the whole class.

Using *Understanding*

Make this exercise more interactive.

1. Photocopy the *Text conversation* from the exercise, below, and cut it into the seven separate phrases.
2. Get pairs of students to reconstruct the exchange.
3. Texts as a form of writing tend to mimic conversation in that they are made up of short acts of communication, and the unit text here provides a good text type for reading aloud in class. For feedback, get pairs of students to read their exchange to the class.

Using *Content words and function words*

This *Language note* encourages students to focus on words which carry the meaning of a sentence. In a normal context, these are the content words rather than the function words.

1. Before getting students to read the *Language note*, try to elicit a list of content words and structure words. You can simply ask the students or, more likely at this level, write the words randomly on the board and get students to say whether they are content or structure words.

   content words:
   main verbs
   nouns
   negative auxiliaries (*isn't, won't*, etc.)
   adjectives
   adverbs

   function words:
   articles
   prepositions
   conjunctions
   pronouns
   to be as a main verb (*is, are, am*, etc.)
   auxiliary verbs (*have, can*, etc.)

2. As a further check you can get students to read the *Before you start* passage and ask them to underline all the content words.

Using *Language focus*

1. Ask the students to work individually on *Exercise 1* and *2*, and then compare their answers with a partner.
2. Get the students to think of three more sentences for their partner to distil into text speak.
3. Feed back with the whole class.

Using *Text speak*

Students may want more practice using text speak.

1. Photocopy the *Text speak matching* worksheet, below.
2. Ask students why people do it (*for easy texting*, *because it's cool and funny*, etc.).
3. Get students to compare the different sorts of short forms described in the *Language note*: acronyms, abbreviations, words with consonants missing, letter sounds.
4. Ask students how useful (or confusing) they find these short forms. Also ask how much they use them and whether they think new technologies will change them or make them redundant.
5. Refer students to *Appendix 5 – Short forms* for more examples and information.
6. Hand out the worksheet and get students to work in pairs to match the text speak with the meanings.
7. Feed back with the whole class.

Using *Get writing*

You can use *Exercise 1* of the *Get writing* activity as a collaborative writing task.

1. Allow students to complete the exercise on their own and then pass their answers to a partner, who can reply to it.

2. Allow students to make three or four exchanges before stopping.

3. As with the earlier *Language focus* exercise, get students to read their exchanges aloud to the class.

PHOTOCOPIABLES

Text conversation

Anita:
Dom! Train delayed 30 mins. We'll miss the first part of the film, won't we? What'll we do? Sorry. A
Me:
Don't worry. We could skip film and go straight to restaurant?
Anita:
Perfect. What time table booked for – can you change?
Me:
9 pm. Could u b there by 7?
Anita:
Yes!
Me:
Changed booking. See u outside restaurant at 7 Dx
Anita:
Thanks! LOL, Ax

Text speak matching

1.	omg	a.	To be honest
2.	cu l8r	b.	Hit me up (contact me)
3.	btw	c.	Good
4.	lol	d.	Got to go
5.	imo	e.	(not sure, not good)
6.	gd	f.	Be right back
7.	hmu	g.	OK
8.	tbh	h.	By the way
9.	idk	i.	Never mind
10.	kk	j.	Thank you very much
11.	meh	k.	Wait for me. I'm on my way
12.	u ok?	l.	Laugh out loud (very funny)
13.	gtg	m.	Best friends forever
14.	brb	n.	See you later
15.	nvm	o.	Oh my gosh (surpise)
16.	tyvm	p.	Are you OK?
17.	w8 4 me. omw	q.	I don't know
18.	bff	r.	In my opinion

Answers:

1.	omg	o. Oh my gosh (surpise)
2.	cu l8r	n. See you later
3.	btw	h. By the way
4.	lol	l. Laugh out loud (very funny)
5.	imo	r. In my opinion
6.	gd	c. Good
7.	hmu	b. Hit me up (contact me)
8.	tbh	a. To be honest
9.	idk	q. I don't know
10.	kk	g. OK
11.	meh	e. (not sure, not good)
12.	u ok?	p. Are you OK?
13.	gtg	d. Got to go
14.	brb	f. Be right back
15.	nvm	i. Never mind
16.	tyvm	j. Thank you very much
17.	w8 4 me. omw	k. Wait for me. I'm on my way.
18.	bff	m. Best friends forever.

Unit 3: Instant messaging

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 recognize abbreviations and short forms used in instant messaging.
- I can interrupt in an instant message.
- I can change the subject in an instant message.
- I can resume the conversation in an instant message.

Vocabulary

Emoticons: :D (laughing), <3 (love), \o/ (surprise)

Grammar

Instant message and *Skype* as verbs

Function

Interrupting a message: *Hold on a sec …, Hang on, Sorry to stop you, but …*

Changing the subject: *I wanted to ask you …, Can we talk about something else …?*

Resuming a message: *Picking up where we left off …, What were we talking about?*

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 B1+ Intermediate* in class.

Using *Before you start*

To introduce the topic by using the *Before you start* passage as a gap fill:

1. Photocopy the *Before you start* gap fill worksheet.
2. Get students to complete the gap fill and compare their answers with a partner.
3. Feed back with the whole class.
4. Discuss as a class where and when people use IM, and in what ways instant messages can 'move fast and go anywhere'. (Students may talk about people breaking off the conversation and coming back, the conversation being stalled because of the internet going down, crossed wires with more than two people talking, people accidentally sending the message when it wasn't complete, and so on).

Using *Language focus*

After *Exercise 1*:

1. Like text messages, IM as a form of writing tends to mimic conversation in that it is made up of short acts of communication. The example here provides a good opportunity for reading aloud in class.
2. Afterwards, get students to explain what is going on in the dialogue. Ask questions like:
   Does Chris really have time to talk?
   What happens after Chris asks about Baljit?
   What happens when Marika returns?
   This should lead into *Exercise 2* and *3*.

After *Exercise 3:*

1. Ask students to work in pairs and give each student three small pieces of paper. The students should write examples of their own ideas for interrupting on the pieces of paper, changing the subject and resuming the conversations on separate pieces.
2. Then each pair should mix up their six sentences and swap them with another pair, who will then categorize them into different functions.

Using *Language note*

This *Language note* can provide a useful discussion topic.

1. Get students to read the *Language note*.
2. Ask them to think of other words that have become so common that they have become a recognized verb:
   Google: That's interesting, I'll Google it later.
   Facetime: Do you want to Facetime after school?

Using *Writing appropriately*

After *Exercise 1*:

1. Put students into pairs and get them to think of three scenarios in which they might receive an instant message.
2. Monitor so that it is at the appropriate level.
3. They can then exchange their scenarios with another pair and challenge them to provide an answer for each situation.
4. Feed back the best ideas with the whole group.

Using *Emoticons*

If students are interested in emoticons and you think it would be useful for them, you can use the emoticon cards, below, to play a memory game with the students.

1. Make two photocopies of the table below and cut them out into a pack of 24 'cards'.
2. In class, get students into pairs or groups of three and give a pack to each group.

3. Students should shuffle their pack and place the cards face down on the table randomly so that they don't know which is which.

4. One student can then turn over two cards:
- If the cards match, the student must name the emoticon and if they are right they can keep the pair.
- If they don't match, or the student can't name the emoticon, they must turn them back over and play moves onto the next student.

5. Eventually students will memorize the places of the cards and quickly build up pairs.

6. The winner will be the student with the most pairs at the end of the game.

Using *Get writing*

The *Get writing* activity in the book provides gap fill activities to get the students thinking of what they might message to a friend. But the classroom environment affords you the opportunity to get the students involved in a complete instant message exchange.

Think of two or three scenarios which would suit your students' targets and needs, and get them to work in pairs on a ten-message exchange. For example:

First student: *Tell your friend you are online now, buying tickets for a concert. Try to persuade them to come.*

Second student: *Your friend wants you to come to a concert, but you are worried about the price and whether you have the time.*

PHOTOCOPIABLES

Before you start

Fill the gaps in the text with the phrases from the box

grammatically complete	at the same time	text speak
on the move	keep in touch	

How do you _____(1) with friends? In addition to texting _____(2), you might want to use instant messaging (IM) on your computer or laptop. IM messages tend to be longer and more _____(3) than texts because people often use a proper keyboard to type them (but they still might contain some shortened sentences, emoticons or _____(4)). Also, more than two people can message _____(5) so the conversations can move fast and go anywhere!

Emoticons

:)	;)	:-?	:(
I'm happy	I'm joking	I'm confused	I'm sad

:-@	:->	:P	<3
I'm angry	(smug)	(tongue out)	I'm in love

</3	;P	:0	:-X
I'm broken-hearted	(flirting)	I'm surprised	It's a secret