

Classroom implementation

The aim of *Writing* is to help students develop and improve their writing skills in a range of everyday, real-life contexts. The authentic task types give students real insight into how vocabulary, style, tone and even grammar change in different genres. Students are supported in enhancing their writing skills, enabling them to write confidently for different purposes and audiences.

The book contains twenty units, divided into four sections. The four sections are:

1. *How am I communicating?*
2. *How can I be an effective writer?*
3. *What tone should I use?*
4. *Who is my reader?*

The units in *Writing* have a broadly similar structure. Below are some suggestions as to how each of the unit features can be best used in the classroom.

❖ GETTING STARTED

What is it?

Each unit begins with some simple *Getting started* questions directed at the student. The aim of these is to involve the student personally in the topic and encourage them to think of how they might write in certain situations.

Suggested implementation:

1. Ask students to bring an example of the type of writing to class. They can get these from the Internet or bring texts that belong to them. Students can share the texts and use them to study language, structure, tone etc.
2. After discussing in groups, students can think of two or three more questions that follow on naturally from the initial questions. Students can change groups and ask / answer both the original questions and the new questions.
3. Ask students to write their answers to one of the questions on a piece of paper. Collect these in and redistribute them. Can students guess who wrote what?
4. Write model answers (perhaps your own) on card and get the students to match them with the questions.

❖ LOOKING CLOSELY

What is it?

There are two *Looking closely* sections in each unit. These introduce a sample text or texts and ask questions covering general comprehension, tone, formality or other aspects of writing.

Suggested implementation:

1. Clarify any cultural information, grammar or vocabulary in the text which your students might struggle with.
2. Ask students to identify the text type and to predict its contents by scanning one or more of these features:
 - headings and bullet points
 - topic sentences (i.e. the first sentence of each paragraph)
 - illustrations, graphs, charts, photographs and captions.
3. Give students the topic of the text and ask them to write a short text containing the same information as the sample text. Afterwards, they can compare what is different about the sample text from their own in terms of tone, formality, etc. and identify phrases that they may find useful in future.

❖ LANGUAGE FOCUS

What is it?

There are two *Language focus* sections in each unit. Each one contains exercises which help students identify particularly useful phrases and vocabulary that they can incorporate into their own writing.

Suggested implementation:

1. Direct students to the *Collins COBUILD Intermediate Grammar and Practice* book for further practice of the language point.
2. Tell students to create their own activity to practise the language, e.g. multiple choice, gapfill, matching exercise, which they can then give to another student to complete.
3. Ask students to write example sentences or short paragraphs using the new language, and to share these with the class.

❖ GET WRITING

What is it?

The *Get writing* section allows students to consolidate what they have learned from the *Looking closely* and *Language focus* sections by producing some pieces of writing on their own.

Suggested implementation:

These activities can be done in class or set as homework.

❖ USEFUL TIPS

What are they?

These boxes (e.g. page 11) give useful information about what to think about and include when completing writing tasks.

Suggested implementation:

Before reading the *Useful tips* box, challenge students to come up with their own tips for different kinds of writing. Collate ideas and compare them with the *Useful tips* box.

❖ LANGUAGE NOTES**What are they?**

These boxes (e.g. page 9) highlight what aspects of the language should be noted or avoided in writing tasks.

Suggested implementation:

Tell students to find examples of the target language in the sample texts. You will often be able to find exercises in the *Collins COBUILD Intermediate Grammar and Practice* to practise this language.

❖ NEXT STEPS**What is it?**

These boxes give suggestions as to how students can continue their study of this style of writing. Many of these can be set as class or homework activities.

Suggested implementation:

If you have computers on your premises, many of these exercises can be done using them. This will give you a chance to look at students' Internet search skills.

Next steps can also be given as a homework task. You can ask students to feed back what they have found out in the form of:

- a brief chat to a partner about their findings
- a formal presentation
- a poster
- a short paragraph
- a longer article, review or essay.

❖ PLANNING A LESSON

It is recommended with writing tasks that you do a pre-writing activity, the main writing task and then finish with some post-writing analysis. Here are some ideas for each of these:

Pre-writing

Pre-writing exercises are always useful as they prepare the student to write, often making the task more achievable and boosting students' confidence. Some suggested activities are as follows:

1. Tell students to identify a number of phrases from the sample texts to incorporate into their writing.

2. Discuss what the writing task asks for and remind students to ensure that all parts of the question are sufficiently covered in their answer. Ensure students are aware of what details (if any) they can make up.
3. Spend time discussing the structure of the work, for example how many paragraphs are necessary and what information each should contain.
4. Make up a plan of a sample answer, but cut it up into sections. Students work in pairs or groups to discuss the best order for the plan. They can use this plan to write up their own work. In later pieces of writing, they can use the plan as a template for what to include.

Writing

Depending on students' learning styles, they may prefer to write alone or work co-operatively to create a piece of writing. Both have their advantages, so vary how you approach the task.

1. Writing alone – Set a time limit and give students the chance to concentrate on their work without distractions. You can also set a task as homework, but that way you will not be able to control the time and level of concentration. You can vary the extent to which students may ask for help and use aids such as dictionaries and the *Writing* book.
2. Pair / Group writing – Students work together to create a piece of writing. Use a felt pen and A3 / flipchart paper so that all students in the group can see and are involved. Encourage students to discuss what should be written before allowing the scribe to write, and to peer correct their writing.

Post-writing

The *Next steps* box at the end of each unit offers useful post-writing tasks. Additionally, the following tasks can be used in classes when:

- you have time to fill before the end of a lesson
- faster students are waiting for slower readers to complete the exercises
- you need to set a homework task.

1. After marking students' written work, ask them to rewrite the texts in full, including all corrections. It will be useful for them to have a perfect piece of writing that they can refer to in the future.
2. Allow students to read each other's work. They can make a note of any phrases that are particularly effective and check that their partner has included everything that the task asks for.
3. Display students' work around the classroom and give students time to walk around and read. Depending on the task, they could vote for the best piece of writing.
4. If you have a class blog or school magazine, students could publish their corrected work here.

Unit 1: Writing 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 understand the difference between formal, semi-formal and informal emails.
- I can adjust my writing style according to the situation.
- I can use phrasal verbs appropriately.

Skill focus

Writing informal emails:

Part A ① ④, Part B ③, Get writing ① ③

Writing semi-formal emails:

Part B ① ②, Get writing ②

Writing formal emails:

Part A ③, Part B ② ③

Vocabulary

Formal email phrases: *I would be grateful if ..., I am writing to enquire about ..., I am writing on behalf of ..., Please do not hesitate to contact me if you have any further questions, With regard to ..., I wonder if you could ..., I trust this finds you well, Please accept my apologies. I look forward to hearing from you*

Informal email phrases: *I'm off to ..., dead handy, fancy ...? awesome, bang in the middle of ..., check out, do up, be put out*

Usage

Phrasal verbs for informality

In class, write the following questions on the board:

- Is the email addressed to you personally, or is it a circular?
- What is the email about?
- Is it formal or informal?
- Does it require a response?

Put students into groups of six. Hand out one email from the photocopiable sheet to each student and tell them they have 30 seconds to skim the email. Then they must turn the email upside down and note down the answers to the questions on the board. Give them two or three minutes to do this. Then tell them to repeat the activity with the other five emails. Allow students to share their ideas with their group before feeding back ideas as a whole class. Ask students how carefully they would read each email.

(Answers: **1** circular, an anniversary celebration, semi-formal, response optional **2** personal, visit from sister, informal, response required **3** personal, a job offer, formal, response required **4** circular (spam), formal, no response required **5** personal, renewal of club membership, informal, no response required **6** personal, re-send document and arrange a lift, informal, response required)

Using Looking closely

- Ask students to complete *Exercise 1*. Remind them to look at the salutations and endings of the emails to gauge how well the writers and recipients know each other.
- While reading, ask students to make notes on what they learn about the people / places mentioned in each email.

(Answers: **1** Marta: friend of Katie, interested in visiting Spain; Katie: lives in Spain, will be visiting London for 6 weeks; Katie's flat: in the middle of town, convenient, recently done up; Barcelona: good public transport **2** Sara: lives in Edinburgh, interested in visiting Amsterdam, interested in art; Rik: lives in Amsterdam; interested in visiting Edinburgh; has a pet dog; Rik's flat: walking distance from shops and cafes; tram stop outside; in need of refurbishment; The Jordaan: beautiful part of Amsterdam)

- Brainstorm some features of formal, informal and semi-formal emails. Then compare students' ideas with the information in the *Language note* on page 9.

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 B2+ Upper Intermediate* in class.

Using Getting started

- Ask students to discuss the questions in pairs. Get one or two volunteers to tell the class about their partner.
- Before the class, copy the photocopiable sheet *Email samples*. You will need just one copy for each group of six students. Cut out the email samples along the dotted lines.

Using Language focus

1. Ask students to complete *Exercise 1*. Take a class vote on whether the emails are formal, informal, or something in between. Discuss the words and phrases your students underline as a class.
2. Tell students to take three pages in their vocabulary books, and label them *Formal emails*, *Informal emails* and *Semi-formal emails*. Ask students to find phrases from the sample emails and write them on the appropriate page in their books. They can refer to *Appendix 1* on page 88.
3. Complete *Exercise 2*. Ask students to write their own example sentences using the informal phrases. Discuss some ideas as a class.
4. Complete *Exercise 3*. Students can compare their sentences with a partner. For each one, ask them to check that their sentences are grammatically accurate and mean the same as the original sentence.
5. Tell students to act out a telephone conversation between Marta and Katie in which Katie invites Marta to stay at her flat. Before doing so, they should pick out at least five words or phrases from Katie's email to use in the conversation. They can then alter and personalize the dialogue to make it true for them.
6. Complete *Exercise 4* and check answers. Then students can act out a semi-formal telephone conversation in the same way as the one in *Step 5*.
7. As homework, students can either rewrite Marta's email in a more formal tone or rewrite Rik's email in a less formal tone. They should use phrases from the unit.

Using the Language note

1. Keep a record of phrasal verbs that the class encounter. Students should write them on slips of paper with the meaning or a formal equivalent on the reverse side. These can be kept in a box in the classroom. When you have a few spare minutes at the end of a lesson, you can use these for quick pairwork activities, such as:
 - One student reads the meaning / formal equivalent, the other tries to remember the phrasal verb.
 - Students take turns to take a slip of paper and make a sentence using the phrasal verb.
 - Students test each other with 'multiple choice' questions, e.g.
 Student A: Which phrasal verb means *refurbish*: *do up*, *do out* or *do away*?
 Student B: *Do up*
 - Students take five slips of paper from the box and use the phrasal verbs to create gapfill exercises to test their partner.
2. You can use the photocopiable sheet *Phrasal verbs in informal emails* at this point. Before class, cut out all the

sentences and pairs of phrasal verbs so that they are on separate slips of paper. In pairs, students match the sentences with the pairs of phrasal verbs. Then students take half of the sentences. They rewrite them, putting some phrasal verbs in the right place, and some in the wrong place. Students show their sentences to their partner, who says if the sentence is correct or not, and corrects it if necessary.

Using Looking closely

1. Complete *Exercise 1*. Then brainstorm other types of emails when a formal tone might be appropriate.
(Suggested answer: *business email or other official correspondence*)
2. Use this comprehension exercise to check understanding of the email. Ask students to list what they learn in the email about Dr Martin (Answer: *Will deliver lectures and workshops at a summer school in July, is an expert in his / her subject*) and Professor Cheng Li. (Answer: *Works at a university, is Dr Martin's contact in case he needs further information*)

Using Language focus

1. Complete *Exercise 1*. Tell students to add these phrases to the pages they made in their vocabulary notebook.
2. Refer students to *Appendix 1* on page 88. Tell them to find any other phrases which have the same function as the extracts in *Exercise 1*.
3. Students complete *Exercise 2*.
4. Discuss students' answers for *Exercise 2*. Then ask students to rewrite Professor Cheng Li's email as an informal or semi-formal email as homework. Read out the *Useful tips* on page 11 and encourage students to incorporate these ideas into their email.
5. Complete *Exercise 3*. You could play the following game. Put students into groups of four. Each student takes one question and copies it onto a slip of paper. They then write the answer on the back. Monitor to check that all students have the correct answers. Each student then tests the other students in their group by showing them the question, and checking they give the correct answer.
6. Write keywords from the email and *Exercises 1–3* on slips of paper, for example: *further, wonder, regard, hesitate, grateful, enquire, behalf, delighted*. A number of activities can be done with these:
 - Students take turns to take a slip of paper. They must make a sentence using this word.
 - Students take a slip of paper and keep it secret. They say a sentence (or read one from the book), leaving out the word on their slip of paper. Their partner must try to guess the missing word.

Using *Get writing*

1. Before starting these exercises, encourage students to look back over the unit, the phrases they have written in their vocabulary books and the *Useful tips* box for ideas on how best to write an informal email.
2. Allow students to complete *Exercise 1* alone. Set a time limit. After this, students can compare their emails, sentence-by-sentence in small groups. Whose email sounds most informal? Tell students to collate their ideas to create one informal email. Encourage them to peer-check for accuracy.
3. There are a number of ways you can carry out *Exercises 2* and *3*:
 - Put students into small groups. Tell students to write the first sentence of the email. Then they should pass their paper on to the next student who reads the first student's sentence, corrects it if necessary and adds another sentence. They continue until the email is complete.
 - Ask two students to work together to write an email, peer-checking for accuracy and appropriate tone.
 - Set one or both exercises as a timed test.
 - Write a very brief, inaccurate email with an inappropriate tone yourself. Tell students to use your email as a base and improve it.

Optional extension work

This activity uses all four skills:

1. Put students into pairs. Students take turns to interview each other about their homes and neighbourhoods. In particular, they should pay attention to what facilities are available for guests. They should make notes on their partner's answers.
2. Students then write an email on their partner's behalf, inviting someone to stay. They should include details taken from their notes.
3. Partners exchange notes and check that the information in them is accurate.

Using *Next steps*

If students do not have any emails in English, use the photocopiable sheet *Email samples*. Ask students to scan the emails for useful phrases to add to their vocabulary books. You can bring in your own emails too, if you have some you don't mind sharing.

PHOTOCOPIABLES

Email samples

<p>1</p> <p>Dear Cardiff Geology graduates,</p> <p>We hope you will be able to join us for the 100 Years of Geology@Cardiff Anniversary Celebrations 21-22 July</p> <p>WE ARE NOW OPEN FOR BOOKINGS. A booking form and an updated programme for the weekend are attached to this email. Timings of the different events are subject to final confirmation, but we don't expect them to change.</p> <p>We look forward to seeing you in July!</p> <p>With best wishes from the Geology staff</p>	<p>2</p> <p>Hey Kathy,</p> <p>How are you doing?</p> <p>Well guess what!!!! I'm doing a show in Bristol on St Patrick's weekend - Saturday 15th March - that's the weekend we were gonna meet up anyway!!!! So do you wanna come? It should be a great show with lots of dancing and Irish music, and is perfect for kids too. If we're lucky, I might be able to get some free tickets. We could invite Mum and Dad too, if you're happy to have them staying at your place. What do you say?</p> <p>Really hope you can come!!!!</p> <p>Lots of love Jess xxxxx</p>
<p>3</p> <p>Dear Ms Harper,</p> <p>Thank you very much for coming in to our offices a few days ago to attend a job interview. We are pleased to tell you that we would like to offer you the job.</p> <p>We understand that you need to give your company one month's notice, so, with this in mind, can I suggest a start date of 5th April?</p> <p>If you would like to accept the job, we'd appreciate it if you could sign the contract attached to this email and return it within the next seven working days.</p> <p>Thank you once again, and we look forward to you joining us at Pebbles Inc.</p> <p>Best regards, Joanne Morton Human Resources</p>	<p>4</p> <p>Dear friend,</p> <p>I know that this mail will come to you as a surprise. I am the bill and exchange manager at the National Bank. A customer died along with his next of kin in an air crash three years ago and since then, his estate, a sum of \$22.5 million, has lain dormant in our bank. We want to release the money to you as the nearest person to our deceased customer and we need your urgent assistance in transferring the sum immediately to your account.</p> <p>Upon receipt of your full bank details including sort code, account number and PIN, I will release 40% of the above mentioned sum.</p> <p>Looking forward to your reply, Mr J Martin</p>
<p>5</p> <p>Hi,</p> <p>Thanks for renewing your membership to the Adventure Sports Club. I have added you to our e-mail distribution list so we can keep you updated with details of upcoming events. Alternatively you can click on the 'Events List' on the club website homepage to see what's coming up.</p> <p>This is a non-profit club and is entirely run by volunteers, so what you get out very much depends on what you put in. To get the most out of the club, come along to meetings, express what you want to do and take part! The events list tends to be based on what members at the meetings want to do, so if you want to do anything in particular, make sure you come along. If you have any questions please email me. Otherwise I look forward to seeing you at an event soon.</p> <p>Kindest Regards, Neil</p>	<p>6</p> <p>Hey Jack,</p> <p>Can you send the Quality Control doc to me again? I seem to have deleted it from my inbox.</p> <p>On another note, do you think you could give me a lift to the station after work today and tomorrow? My car's at the garage. There's a train at 5.20, but I'll never make it if I walk and the next one isn't for nearly an hour after that. Would really appreciate it mate!</p> <p>Al</p>

PHOTOCOPIABLES

Phrasal verbs in informal emails

Rewrite the extracts from emails in a more informal way. Use the phrasal verbs in bold.

1. I'm afraid I haven't been able to complete the report you requested because I've had a number of other tasks to complete.
get round to / tied up

2. I have noticed a few problems with your quality control report. Please would you come to my office at your earliest convenience so that I can review the correct procedure with you.
drop by / go over

3. To be considered for the post, please submit your application form before 14th April, otherwise your application will automatically be rejected.
send in / turn down

4. I'm sorry to disappoint you, but I won't be able to assist you in your project after all.
let down / help out

5. Our supplies of photocopier ink are low. Could you order some more please? Try different stores for the lowest prices.
run out of / shop around

6. At the meeting, Pam mentioned that the heating problem still hasn't been resolved.
point out / sort out

7. The management have investigated the possibility of you moving from Human Resources to Finance, but due to staff shortages, we require you to remain in your current position for the time being.
look into / stick to

8. James isn't available to assemble the equipment for the presentation. Would you be able to assemble it for us?
set up / put together

PHOTOCOPIABLES

Phrasal verbs in informal emails – Suggested answers

1. Sorry, I haven't got round to finishing off the report you asked for, because I've been a bit tied up.
2. There are a few problems with your quality control report. Can you drop by some time, and I'll go over the correct procedure with you?
3. If you want to apply for the job, you need to send in your application form before 14th April, otherwise you'll automatically be turned down.
4. I'm sorry to let you down, but I can't help you out with your project after all.
5. We're running out of photocopier ink. Can you order some more please? Shop around for the lowest prices.
6. At the meeting, Pam pointed out that the heating problem still hasn't been sorted out.
7. We looked into the possibility of you moving from Human Resources to Finance, but we're short of staff at the moment, so could you stick to your current position for the time being?
8. James isn't free to set up the equipment for the presentation. Can you put it together for us please?

Unit 2: Writing letters

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 understand the difference in conventions between formal emails and formal letters.
- I can use features such as the passive voice, intensifiers and preposition + *-ing* in formal writing.
- I can use a number of set phrases in formal letters.

Skill focus

Formal letter layout: **Looking closely** ①, ⑤

Formality in writing: **Language focus**, ① ② ③ ④

Vocabulary

Formal letter phrases: *I am writing with regard to ..., ... should be addressed as a matter of urgency, As I am sure you will be aware ..., I would like to request that ..., Your prompt attention to this matter would be greatly appreciated, Yours sincerely, I am writing to inform you that ..., I would like to thank you for ..., Please accept my sincere thanks.*

Usage

Using the passive voice
Using intensifiers
Using preposition + *-ing*
Using set phrases.

obsolete now that correspondence is often done by email?' Discuss some ideas as a class.

Using Looking closely

1. Before reading, look at the layout of the letter. Ask students to create a plan of a formal letter, with boxes showing the correct positioning, alignment and punctuation of the following features:
 - Sender's address (*Answer: top right-hand corner, right aligned, no punctuation*)
 - Recipient's address (*Answer: top left-hand corner but below sender's address, left aligned, no punctuation*)
 - Date (*Answer: top-right hand corner below sender's address, right aligned, no punctuation*)
 - Salutation (*Answer: Below recipient's address, leave a space above, left aligned, comma at end, no indent*)
 - Paragraphs (*Answer: Below salutation, leave a space above, left aligned, no indent*)
 - Closing expression (*Answer: Below paragraphs, leave a space above, left aligned, no indent, comma at end*)
 - Sender's signature (*Answer: Below closing expression, leave a space above, left aligned, handwritten*)
 - Sender's name (*Answer: Below signature, left aligned, typed, no punctuation*)
2. Ask students to read the letter and discuss the answers to *Exercise 1* with a partner. Check answers as a class. Note that answers may vary.

Using Language focus

1. Before progressing, revise the form (form of *be* + past participle) and use of the passive voice. Tell students that we use the passive voice when the subject of the sentence is unknown, irrelevant or unimportant; to draw attention to the object, rather than the subject of the sentence; and to sound less direct. You could direct students to the *Collins COBUILD Intermediate English Grammar and Practice* for further practice of the structure.
2. Ask students to read the *Language note* and complete *Exercises 2* and *3*. Check answers as a class.
3. Present the features below and ask students to find examples of them in the letter.
 - Subjunctive form – a verb form that refers to a possibility rather than a fact. (*I would like to request that this issue **be** addressed ...*)
 - Nominalisation – the use of a noun instead of a verb, in order to create a stronger sentence. (*There has been **an increasing number** of road accidents ...*)
 - Use of formal set phrases. (*I am writing with regard to ...*)

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 B2+ Upper Intermediate* in class.

Using Getting Started

1. Put students into pairs or groups to discuss the questions.
2. Brainstorm the formal letters that students have written recently, both in English and in their own language. Ask students how often they have to write formal letters and whether they find writing them easy or difficult.
3. If you are working through *Writing B2+ Upper Intermediate* in sequence, recap some features of formal emails (see *Unit 1*), which are also applicable to formal letters.
4. Ask students to discuss the following question in pairs. 'To what extent will formal letter writing become

4. Draw students' attention to the set phrases that use *as*. (*As a mother of two school-age children, as it stands, as a matter of urgency, As I am sure you will be aware ...*). Ask them to write four example sentences using the phrases with *as*. Ask students to compare their phrases with a partner and share some ideas in whole-class feedback.
5. Read out the *Language note* on Intensifiers. Ask students to complete *Exercise 2*.
6. Ask students which of the following adverbs can precede the adjective *dangerous*.
very, absolutely, completely, utterly, extremely, really, totally
(Answer: *very, extremely, really*)
Ask students to complete *Exercise 4*.

Optional extension work: Gradable and Non-gradable adjectives

1. You can use the photocopiable worksheet *Gradable and Non-gradable adjectives and their adverbs 1* in these ways.
 - Make one copy of *Gradable and Non-gradable adjectives and their adverbs 1* for each pair of students and cut along the dotted lines. Ask students to match the gradable adjectives with non-gradable adjectives with a similar meaning.
(Answers: *disappointed – devastated; sad – tragic; busy – overwhelmed; pleased – delighted; surprised – stunned; necessary – essential; shocked – appalled; good – fantastic; dangerous – lethal; bad – appalling; wrong – unacceptable; dishonest – unscrupulous; unnecessary – pointless*)
 - Play the 'Matching game' in groups of four. Turn the slips of paper upside down. Students must find pairs of adjectives with a similar meaning by turning two slips of paper over. If the words match, they keep the slips and have another go. If the pairs do not match, they replace the slips of paper and the game continues with the next player.
2. You can use the worksheet *Gradable and Non-gradable adjectives and their adverbs 2* in the following ways:
 - Make one copy of *Gradable and Non-gradable adjectives and their adverbs 2* for each pair of students and cut along the dotted lines. Ask students to put them into groups – those that can be used with gradable adjectives, those that can be used with non-gradable adjectives and those that can be used with both.
(Answers: *Use with gradable adjectives: extremely, very, fairly, quite, rather, reasonably, a bit; Use with non-gradable adjectives: absolutely, totally, completely, utterly; Use with both: really*)
3. You can use the photocopiable worksheet *Adjective - Adverb collocations* to demonstrate how some adverbs and adjectives often go together.
 - Follow the instructions on the worksheet.

- Explain to students that there are some adverbs and adjectives that often go together (collocations). To practise such expressions, hand out the photocopiable sheet *Adjective – Adverb collocations*.
(Answers: **1** highly **2** blatantly **3** astronomically **4** heavily **5** deeply **6** widely **7** utterly **8** bitterly **9** perfectly **10** well **11** terribly **12** most)
- Students can test each other on the adverbs by saying a sentence and leaving a gap for their partner to fill.

Using Looking closely

1. Ask students to discuss their answers to *Question 1* in pairs or small groups.
2. Tell students to look for intensifiers in this email and note them in their vocabulary books.
(Answers: *deeply; sincere*)

Using Language focus

1. Complete *Exercise 1* as a class.
2. Ask students to rewrite the sentence beginning *While being excited...* in different ways using *Although, Even though, but, however* and *even so*.
(Answers:
Although / Even though I am excited about my move, I am deeply sorry to leave behind colleagues from whom I have learned so much.
I am excited about my move, but I am deeply sorry to leave behind colleagues from whom I have learned so much.
I am excited about my move. However / Even so, I am deeply sorry to leave behind colleagues from whom I have learned so much.)
3. Discuss the extent to which the two clauses are interchangeable by asking whether *While being excited about my move, I am deeply sorry to leave behind colleagues* has the same meaning as *While being deeply sorry to leave behind colleagues, I am excited about my move*. (Answer: *Same meaning in general, but the second clause holds the new, interesting information, so the emphasis changes.*)
4. Complete *Exercise 2*. Highlight that the emphasis in the rewritten sentences must be the same as the original sentences. Allow students to compare their ideas in pairs before checking answers as a class. They should pay attention not only to the verb form, but also to the order of the two clauses.
5. Complete *Exercise 3*. You can also ask students to underline fixed formal phrases from the letter on page 12. Encourage students to pick out phrases rather than individual words or full sentences. Tell students to use their underlined phrases to make their own sentences. For example: ***I would like to inform you that your order is ready to collect.***
6. Complete *Exercise 4* and check answers.

7. Students create their own 'spot the error' questions on slips of paper by choosing sentences from the letter on page 14. They alter the sentence so that it contains an error. Distribute the slips of paper around the class. Students work in pairs to identify and correct the mistakes.
8. Ask students if they have ever written to a newspaper, and if so, what they wrote about. Tell them to read the letter in *Exercise 5* and consider which pairs of sentences could be joined to create one sentence, and how best to do this. They can compare their answers in pairs.

Using *Get writing*

1. Suggest to students that they write the letters in stages. In the first stage they decide the content of their letter: what information they will include and in what order. They should write up a rough version, without worrying too much about its level of formality. Then they can focus on incorporating features of formal writing into their letter such as:
 - the passive voice
 - nominalisation
 - intensifiers / gradable and non-gradable adjectives and adverbs
 - preposition + *-ing*
 - fixed phrases.
2. You can approach the *Get writing* tasks in a number of ways:
 - Write a very simple letter on the board, for example *Thanks for showing me round Japan. Here's a present for you and some photos too. From Jo.* Elicit ideas from the class as to how to make the letter more interesting and appropriate. Finally, students write a more detailed version of the letter.
 - Make a copy of the photocopiable sheet *Get writing – example sentences* for each pair of students. Cut out the sentences along the dotted lines and hand out the sentences to each pair. Ask students to decide which letter in *Get writing* the sentence best fits. Advise students that some sentences can fit into more than one letter. Check answers. Then students can choose one of the letters to write in full.

(Suggested answers:

Letter 1 *We were delighted by ...; I found my stay most enjoyable; I would like to compliment you on the ...; In particular, I enjoyed ...; Should you ever pay a visit to ..., you are most welcome to ...; As a token of my appreciation, I have enclosed ...; I am most grateful to you for taking the time to ...; Please pass on my thanks to ...; I remember you saying how much you liked English tea, so ...*

Letter 2 *Your service was exemplary; I wondered whether you might be interested in seeing ...; We were delighted by ...; I found my stay most enjoyable; I would like to compliment you on the ...; The staff were a credit to you; Please pass on my thanks to ...; I would be honoured if you would add it your collection behind the reception desk.*

Letter 3 *I ask that something is done to remedy the situation as soon as possible; I was shocked to find that ...; Frankly, this is unacceptable; I trust that you will discuss this issue at the next committee meeting; It is the responsibility of ... to ...; I was totally appalled by ...; This matter has gone on for long enough.)*

Using *Next steps*

1. If you have access to computers, you can do this part during class time. If not, you can set it as homework. You can find sample formal letters on a variety of topics on these websites:
<http://letterwritingguide.com/>
<http://www.writeexpress.com/>
2. Copy and print a selection of letters. Hand out one letter to each student. Each student should highlight one example of formal writing. Encourage them to look for:
 - the passive voice
 - nominalisation
 - intensifiers
 - preposition + *-ing* patterns
 - other formal fixed phrases.

When they have highlighted something, they can pass on their letter to another student and take a new one. Continue until each letter has five annotations.

PHOTOCOPIABLES

Gradable and non-gradable adjectives and their adverbs 1

disappointed	devastated
sad	tragic
busy	overwhelmed
pleased	delighted
surprised	stunned
necessary	essential
shocked	appalled
good	fantastic
dangerous	lethal
bad	appalling
wrong	unacceptable
dishonest	unscrupulous
unnecessary	pointless

PHOTOCOPIABLES

Gradable and non-gradable adjectives and their adverbs 2

really	absolutely
very	extremely
totally	completely
quite	fairly
rather	reasonably
utterly	a bit

PHOTOCOPIABLES

Adverb and adjective collocations

Choose the correct adverb to complete the sentences. Use each adverb once only.

1. I think it's	astronomically	unlikely that Marta will get the job.
2. I think it's	bitterly	obvious why we can't make these changes.
3. House prices have become	blatantly	high recently.
4. The bus service is	deeply	subsidised by the government.
5. We were	heavily	saddened by the news.
6. It's	highly	believed that Francis Bacon contributed greatly to Shakespeare's plays.
7. The news was	much	devastating.
8. I was	perfectly	disappointed when I didn't get the job.
9. I think it's	terribly	clear why we can't buy more equipment.
10. I'm	utterly	aware of the consequences of taking this action.
11. I'm	well	sorry for the inconvenience.
12. Your help was	widely	appreciated.

PHOTOCOPIABLES

Get writing – example sentences

I ask that something is done to remedy the situation as soon as possible.
Your service was exemplary.
I was shocked to find that ...
I wondered whether you might be interested in seeing ...
We were delighted by ...
Frankly, this is unacceptable.
I found my stay most enjoyable.
I would like to compliment you on the ...
In particular, I enjoyed ...
I trust that you will discuss this issue at the next committee meeting.
It is the responsibility of ... to ...
Should you ever pay a visit to ... you are most welcome to ...
As a token of my appreciation, I have enclosed ...
The staff were a credit to you.
I was totally appalled by...
I am most grateful to you for taking the time to ...
This matter has gone on for long enough.
Please pass on my thanks to ...
I would be honoured if you would add it your collection behind the reception desk.
I remember you saying how much you liked English tea, so ...

Unit 3: Writing online (1)

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 level of formality in an online forum.
- I can use hedging language to sound more polite.
- I can give my opinion in both a formal and informal way.

Skill focus

Informal writing:

Looking closely ②, Language focus ① ② ③ ④,

Get writing ①

Formal writing:

Looking closely ① ②, Get writing ②

Vocabulary

Informal language: *could do with, food for thought, pick up, skip*

Hedging language: *seem to, tend to, could, may well*

Usage

Using hedging language

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 B2+ Upper Intermediate* in class.

Using Getting started

1. Put the class into groups or pairs to answer the questions.
2. Discuss the forums that students have used. Ask what sort of discussions students have been involved in and why they enjoy participating in forums. Ask students who do not currently use forums whether they have been inspired to participate more, and why / why not.

Using Looking closely

1. Before reading, study the layout of the forum. Ask students to discuss these questions in groups:
 - a. What is the topic of the forum? (*Answer: travel*)
 - b. What type of people is the website aimed at? (*Answer: people who are planning their travels*)
 - c. What are three topics that might be discussed on this forum? (*Possible answer: where to go, what to visit, what to take*)
2. Complete *Question 1*. Then ask students to read the text and identify:

a. Nelly4's advice (*Answer: Visit more places in South America*)

b. FishMD's advice (*Answer: Avoid New Zealand and spend more time in South America*)

3. Ask students to discuss what they would advise Stefano to do. They should then write a short post (no more than two sentences) with their advice. Ask students to share their posts in small groups, and for each group to choose one piece of advice to share with the class.
4. Complete *Exercise 2*. Ask students to make a list of phrases and features that helped them decide that the text is informal. (*Suggested answers: Hey guys, could do with, do 3–4 months in, use of capitals for emphasis (VERY), lack of capitals (i'm), use of exclamation marks, use of phrasal verbs (picking up)*)
5. Tell students to highlight the phrasal verbs in the texts and check understanding. (*Answers: picking up a job (get a job), look at (investigate), factor in (include)*)

Using Language focus

1. Complete *Question 1*. Check understanding of the informal words and phrases by asking students to discuss the following questions in small groups:
 - a. What could you do with right now?
 - b. How can students in your city pick up a job?
 - c. Has anyone given you a suggestion which you found *food for thought*?
 - d. What happens at your school if you skip a class?

Ask each group to feed back an answer to one of the questions. Students could write example sentences in their vocabulary notebooks using these phrases.

2. Complete *Exercise 2* and ask students to read the *Language note*. There is a cultural note to tell students here too, i.e. that in the UK, sounding less sure of yourself, e.g. through using hedging language, is considered more polite. Ask students whether this is true in their own country or not and discuss other situations where hedging language might be appropriate.
3. Give each student a copy of the photocopiable sheet *Hedging language*. Ask them to complete *Exercise 1* and compare their answers with a partner.
(*Suggested answers:*
1 Wages in the north of the country are low. **2** Stay in New Zealand for a month. **3** The people in the south aren't as friendly as those in the north. **4** People are sportier in Australia than in Britain because the weather is better there. **5** Visiting the market is stressful for tourists because the stallholders pester them.)

Tell students to write the hedging language they identified in their notebooks, along with an example sentence of their own so that they know how it is used. (Answers: **1** *tend to, a little, on the ... side* **2** *I suppose, you could, around, or so* **3** *On the whole, seem to me to be, a bit* **4** *be inclined to, a bit, may well, in general, tend to, somewhat* **5** *can be, rather, tend to, somewhat*)

4. Ask students to complete *Exercise 2* on the photocopiable sheet. Compare answers. Note that answers will vary.
(Suggested answers:
1 *Your travel plans seem to be a bit on the impractical side.* **2** *The hotel tends to be a bit noisy and it can be rather smelly.* **3** *Travelling by bus can be a bit uncomfortable because the seats tend to be somewhat small.* **4** *You may well find the ruins a bit disappointing because they can get rather crowded.* **5** *Personally, I wouldn't take children to Scotland in the summer, because it tends to rain.*)
4. Complete *Exercises 3 and 4 of Language focus* and check answers as a class.
5. Tell students to look back at the reply they wrote to Stefano in *Looking closely, Step 3*. They should rewrite their post incorporating:
 - hedging language
 - phrasal verbs
 - informal expressions
 - informal punctuation

Using *Looking closely*

1. Ask students to look at the forum on page 18 and to decide who the forum is aimed at (users of a local park). Put them into pairs and give them two minutes to think about what issues may be discussed on this forum.
2. Complete *Exercises 1 and 2*.
3. Ask students to identify which posters agree with the bill (Answer: *Xavier and Betty M*).
4. Ask students to discuss in pairs or groups their own opinion about this issue. Tell them to write a short two-sentence post expressing their opinion. Discuss some ideas as a class.

Using *Language focus*

1. Complete *Exercise 1*.
2. Ask students to rewrite some of the sentences containing formal vocabulary or phrases in a less formal tone. Tell them to rephrase the whole sentence rather than looking for informal synonyms.
3. Complete *Question 2* and read the *Useful tips*.
4. Ask students to rewrite or amend their post from *Looking closely, Step 4*, incorporating two of the features from *Exercise 2* and using advice from the *Useful tips*.

Optional extension activity: *Speaking and Writing*

1. Choose a topical issue or use one of these suggestions: *A new motorway through the local countryside, A new wind farm in an area of natural beauty, A new supermarket in a small town.*
2. Write the following people on the board: *a student, a parent of young children, an elderly man, a businessperson, an environmentalist.*
3. Each student should take the role of one of the people. They should consider how this person would feel about the issue and make brief notes.
4. Line students up in the classroom in two rows of equal numbers of students facing each other. Students pair up with the student opposite them. Students should introduce themselves in their role and discuss how they feel about the issue. Encourage students to react appropriately to the other person's point of view. After a couple of minutes, move one row of students along the line so that they have a new partner. Repeat the activity up to five times.
5. Students complete the exercise by writing a forum post outlining how they feel about the issue.

Using *Get writing*

1. Ask students to complete these *pre-writing* tasks:

Exercise 1

- Get students to brainstorm possible answers to *Exercise 1* in pairs or small groups. Advise them that accuracy is not important here.
- Tell students to look back at the posts on page 16 and pick out two phrases or language features they can use for each of the texts they are to write.

Exercise 2

- Get students to read the posts and discuss possible suggestions in small groups.
2. Set *Exercises 1 and 2* as homework or as a timed class activity. You can set both tasks or choose one or the other. Highlight that you expect them to respond with an appropriate level of formality, so they should look back over the unit and consider how they can do this.

Using *Next steps*

1. If you have access to computers, you can do this part during class time. If not, you can set it as homework.
2. If you do not have access to computers, you can have your own class forum. Hand out a blank piece of paper to each student. Tell them to write an opening post giving some information about themselves and why they are seeking advice. Then ask them to pass the paper to the next person in class, who should read the post and write a response below it. Repeat four more times and then return the page to the original poster. Share any particularly funny or interesting responses with the class.

PHOTOCOPIABLES

Hedging language

1. Identify the hedging and vague language in these sentences. Then rewrite the sentences, removing all hedging/vague language.

1. Wages in the north of the country tend to be a little bit on the low side.

2. I suppose you could stay in New Zealand for around a month or so.

3. On the whole, the people in the south seem to me to be a bit less friendly than those in the north.

4. The reason why people are inclined to be a bit sportier in Australia than in Britain may well be because in general the weather tends to be somewhat better there.

5. Visiting the market can be rather stressful for tourists because the stallholders tend to pester them somewhat.

2. Rewrite these sentences using some of the hedging language from the example sentences above.

1. Your travel plans are impractical.

2. The hotel is noisy and it smells bad.

3. Travelling by bus is uncomfortable because the seats are small.

4. You'll be disappointed by the ruins because they're always crowded.

5. Don't take children to Scotland in summer because it always rains.
