

## 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.