

## Classroom implementation

*Collins English for Business: Writing* aims to develop learners' writing skills over a range of business document types. The book is designed for self-study, but is also suitable for use as supplementary material on business communication and business English courses.

These notes provide:

- ideas on how the materials can be used in the classroom, either with groups or one-to-one
- ideas for additional activities that extend beyond the materials.

This first document looks at some of the generic issues and ideas related to the exploitation and extension of the book in the classroom.

The other downloadable documents provide detailed lesson notes for the first three units of the book, giving step-by-step procedures for classroom exploitation of the components. The plans demonstrate how to make the exercises work best in a classroom environment, and also offer extension opportunities to really get the most from the content – see below.

Another purpose of the detailed lesson notes is to provide illustrations of the sort of procedures or activities that you can apply to later units. You can use the activities as models of how to exploit and extend material in other parts of the book.

Of course, you are free to pick the sections you want to use in relation to the requirements and interests of your learners.

### USING THE UNITS

Each unit follows this format, or a variation of it:

#### Quotation

Getting learners to discuss the insight in the quotation provides a good way of leading into the unit.

#### Introduction

Learners look at guidance on a particular aspect of writing.

#### Examples

In some units, learners look at good and bad examples of texts showing how the guidance in the Introduction is being applied (or not!). The unit-specific notes often refer to examples of documents that you have asked learners to bring to the classroom so that they can analyse them in relation to the material in the unit. It's good to look ahead so that you can ask your learners to bring relevant documents with them to the following lesson.

#### Exercises

In the exercises, learners look at advice and work on strategies that can be applied in particular types of writing.

#### Cultural note

Here there is advice on issues that will affect the way that different styles of writing are perceived in different cultures.

#### Homework task

Tasks for homework are suggested for each unit. This is usually a writing task related to the content of the unit. Get your learners to email their work to you so that you can give feedback on it in the next class.

## CLASSROOM EXTENSION

### Suggestions for additional activities

The main skill that the book is designed to develop is, of course, writing, and the unit-specific notes suggest additional writing tasks that might follow on from the ones in the units themselves. However, they also suggest additional speaking tasks.

The tasks often follow on from the inputs in a way that mirrors real communication in business life. For example, activities may include role-playing speaking tasks related to material in the unit, or additional written tasks.

### Speaking tasks

Learners have opportunities for speaking when they discuss the writing material, as well as in the speaking tasks mentioned in the unit-specific notes. It's for you to decide how much speaking you want learners to do – this will depend, for example, on whether you are teaching writing as part of a wider course that already includes speaking.

The suggested speaking tasks are often in the form of pair role-plays. This is one way of using them:

1. Explain the task clearly. If the task is relatively complex in relation to the level of your learners, ask a confident learner (but not the same one every time) to be your partner and act out the beginning with them, to demonstrate the task.
2. Make sure all your learners know who they are paired with. Start the task. Circulate, monitor and assist where necessary, but don't interrupt learners who are doing well. Note down any points that are causing difficulty.
3. Call the class to order. Go over any points that caused problems, getting learners to use the correct wording in each case.

4. Ask one or two of the pairs to perform the activity for the whole class, incorporating your corrections.
5. If doing pair work with a one-to-one learner, the teacher can take one of the parts and the learner the other part. Do this twice if necessary, with the learner incorporating any improvements or corrections, and the teacher pointing out any language that they chose to use (if appropriate). You can then exchange parts, encouraging the learner to incorporate this language.

### **Writing tasks**

The extension writing tasks also mirror the types of communication that your learners encounter, or will encounter, in their business lives – the types of text that learners are asked to complete are all business-related.

### **Appendices**

Some of the additional tasks in the unit-specific notes refer to the appendices on pages 84–101 of the book. These also offer an opportunity to follow up on the main activities in the units. Using them in the classroom will also hopefully encourage learners to refer to them at other times, too.

### **Glossary**

The unit-specific notes also provide ideas on how the Glossary, starting on page 102 of the book, can be exploited in conjunction with the units. It also suggests ways of linking this to the online *COBUILD Advanced Dictionary* ([www.collinsdictionary.com/COBUILD](http://www.collinsdictionary.com/COBUILD)), from which the Glossary entries are taken, to allow learners to explore further. Again, getting learners to consult the Glossary in the classroom will encourage them to use it at other times.

### **Collins Intermediate Business Grammar & Practice**

The unit-specific lesson plans also suggest ways in which the language points that emerge can be further practised, with cross-references to relevant units in *Collins Intermediate Business Grammar & Practice*. How you exploit these ideas will depend on other grammar work you may be doing on the course, for example if you are using *Collins English for Business: Writing* as one component on a course that also covers other skills, such as speaking.