Unit 1: Choosing the correct amount of information

Quotation

Ask your learners to look at the quotation and discuss what they think it means. (It might take time to organize ideas so that they can be expressed briefly and concisely.)

Introduction

1. Before asking learners to read the information, ask them what sort of documents they need to write and who the intended audience is for each type of document. (If you have already done a learner needs analysis, use this discussion to confirm and supplement the information that you obtained in it.)
2. Inform learners that they will be looking at advice on writing, and that they will relate this advice to their own contexts.
3. Ask the learners to read the first half of the information in pairs (down to and including the paragraph on correct language and appropriate information). Circulate, monitor and assist if necessary. Explain any difficulties and ensure that learners are relating what they read to their own contexts, but don't interrupt if they are working well.
4. Get pairs to report on their 'findings' and discuss these with the whole class.
5. Ask the learners, again in pairs, to read and discuss the remaining paragraphs, following the same procedure as in steps 2 to 4 above. You may have to explain *editing* (=changing an existing text in order to improve it). A document may *go through* a number of *drafts*. If your learners are from one organization, you could ask them whether they collaborate on documents and how they use programs such as Word to do this.

Useful tips

1. Tell your learners to look through the tips, explaining any difficulties. This would be a good time to bring their attention to the Glossary starting on page 102 of the book. Go through the entries now, explaining their structure – headword, part of speech, definition, real example(s) from the COBUILD database (not made-up ones), and, in some cases, a run-on for a grammatically related word. (For example, the adverb *concisely* is a run-on from the adjective *concise*.)

Rather than discussing the tips in the abstract, you could get your learners to provide examples of the writing that their organization produces, and how far these examples follow the advice given here.

Exercise 1

1. Make an explicit link from the previous activity if you can. With the whole class, discuss points 1 and 2, if possible in relation to specific documents rather than in the abstract.
2. Go through the expressions as a quick-fire whole class activity. Some learners might say that one or two of the expressions are acceptable in particular circumstances. For example, the *end result* might follow on from a sequence of earlier results. However, as always, avoid talking in the abstract as much as possible. If there is time and interest, you could get learners to look up these expressions on the Internet, and see if they can find examples of when using them might be justified.

Exercise 2

1. Ensure that your learners understand the task and get them to complete it, either individually or in pairs. Circulate, monitor and assist if necessary, but don't interrupt them if they are working well.
2. With the whole class, go through the answers and discuss them. (The examples of redundant information are self-explanatory; the missing information is a) are other types of printer acceptable? and b) the number to call.)

Exercise 3

1. Explain the task and, if necessary, the word *internship*. (An *intern* is a young person who works for a period in an organization to obtain work experience, for very low or no pay.)
2. Instruct the learners to work in pairs on the task. Circulate and assist if necessary.
3. Call the class to order and discuss the answers. Ask learners how much information from a CV should be mentioned in the email. (If they have knowledge of automated scanning systems that read CVs automatically, ask them about these.)

Exercise 4

1. With the whole class, discuss what the three main areas should be in each email. (If necessary remind learners that the second email is an application for an internship, rather than for a normal job.)

2. Ask your learners to rewrite the emails. (Allocate the emails so that half the learners do one email, and the other half re-write the other).

3. You could then deal with the follow-up in class, or ask learners to hand in their emails on paper (or email them to you) for you to check the next time.

Cultural note

1. Tell your learners to discuss this note in pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are working well.

2. Call the class to order and discuss a) what they understand from the note, and b) whether they think their own cultures are high- or low-context. (There is an interesting article on this at http://en.wikipedia.org/wiki/High_context, which learners could look at and report back on in the next class).

Extension activity 1: telephone role-play

1. If you wish to include an extra speaking activity after Exercise 2, you could ask learners to role-play the following situation in pairs: Learner A, recipient of the email in Exercise 2, phones Learner B, the sender, to obtain the information that is missing from the email.

2. Act out the beginning of the role-play with one learner to demonstrate the task. ('Hello. I'm phoning about …').

3. Ask learners to complete the role-play in parallel pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are working well.

4. Call the class to order and point out improvements or corrections you would like learners to incorporate.

5. Get one or two of the pairs to re-do the role-play, incorporating these improvements and corrections.

Extension activity 2: present simple and continuous

1. If you would like learners to work on the present simple and present continuous, ask them to look again at the email in Exercise 3a. Ask them why the sender writes 'I am responding to your advertisement' (para 1) and not 'I respond …', and why she writes 'My CV lists the jobs …' (para 3) and not 'My CV is listing the jobs…'.

2. You could then ask them to look at *Collins Intermediate Business Grammar & Practice,* Units 1 and 2, and to do the related exercises in order to explore this further.

Homework task

Ask your learners to write the CVs that the senders of the emails in Exercise 3 refer to. Tell them that they should base the CVs on the information contained in the emails, but have quite a lot of room to invent details, especially in the CV relating to the email in Exercise 3b. They could then work on their own CVs. Ask them to email their CVs to you so you can give feedback on them in the next class.