

Unit 3: Planning the document

Quotation

Get your learners to look at the quotation and ask what they understand by it. (They may know Lewis Carroll as the author of *Alice's Adventures in Wonderland*.)

Introduction

1. Go through the four-box document plan and the explanation underneath it with the whole class. Clarify any difficulties. (Ensure that they read it left to right, top row then bottom row, looking at the points in the right order.) Point out that this plan is a good way of covering all possible points – not all the points necessarily apply in all circumstances, but this is not a problem.
2. Be sure to discuss the document plan in relation to your learners' own writing. Ask if all the points are relevant to all documents (especially the last point under 'What next'). If you have not asked the learners to bring relevant documents from their own contexts to this lesson, ask them to bring some that would be suitable for this approach to the next lesson so that you can continue the discussion.
3. Ask the class to look through the information on the four sections in pairs and ask them, if possible, to relate it to documents that they read or write in their own studies or work. Circulate, monitor and assist if necessary, but don't interrupt if they are working well. Explain any difficulties.
4. Call the class to order and discuss the four points, ensuring that they discuss ways in which this planning method might be applied to their own documents. Bring their attention to the fact that the purpose of the document is mentioned twice, once at the beginning and once at the end. Ask them why this is (to reinforce the message and increase its impact).
5. This would be a good time to go through the entries relating to this unit in the Glossary on page 102. Explain any difficulties and, if there is time and interest, get learners to also look at the entries in the online *COBUILD Advanced Dictionary* (www.collinsdictionary.com/COBUILD), from which the Glossary entries are taken, and to report back on the various senses and examples of the words in the next class. You could allocate different expressions to different learners.

Exercise 1

1. With the whole class, draw the framework for the document plan on the board. Meanwhile, ask your learners to read through the points. Explain any difficulties (e.g. *e-procurement*: obtaining supplies using the Internet, sending invoices to suppliers via the Internet and so on).
2. Discuss the points and get learners to say where in the box each one should go, giving their reasons. (The process whereby they do this is as important as the answer itself.)

Exercise 2

1. Ask your learners to think about which point should go in an appendix, and why.
2. Get them to look at the key on page 112 and discuss any differences with the answers that they came up with themselves.

Exercise 3

1. Explain the task. This time, get your learners to work in pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are working well.
2. Call the class to order and get one of the pairs to come to the front of the class and present the four-box plan that they think provides the basis for the document. Encourage discussion with the whole class, asking if other pairs came up with the same answer.
3. After fully discussing the process of the exercise, get your learners to look at the key on page 113 and discuss it with them.

Cultural note

Ask your learners to look at and discuss the information, first in pairs and then with the whole class. You will probably have to explain *impetuous* (=likely to act quickly and suddenly with thinking or being careful). Ask whether these ideas apply to all types of writing that your learners undertake.

Extension activity 1: active and passive

1. If you would like learners to work on grammar at this point, get them to look again at the last sentence in the introduction to the report in Exercise 3: 'It is now proposed to ...'. Ask learners how this could be expressed in other ways. ('We now propose to ...' or 'The proposal now is to ...')

2. The above lead-in would be a good way of getting learners to focus on the active and the passive. You could ask them to look at Collins *Intermediate Business Grammar & Practice*, Units 22 and 23, and do the related exercises in order to explore this further.

Extension activity 2: document types

1. Bring your learners' attention to Appendix 4 on *Sample documents*, starting on page 90. Quickly go through the various document types and then ask them to concentrate on the report on pages 92–93. Give them time to read it, telling them to think about the degree to which it follows the four-box document plan.

2. Call the class to order, and with the whole class, discuss their views about this. Again, emphasize that it is not necessarily negative if all the points in the four-box document plan are not exemplified in a particular document – it depends on what type of document it is.

Homework task

Using the four-box document plan, ask learners to write a document that they use in their jobs, or in the sort of job they would like to have. They can email it to you so that you can give them feedback in the next class.