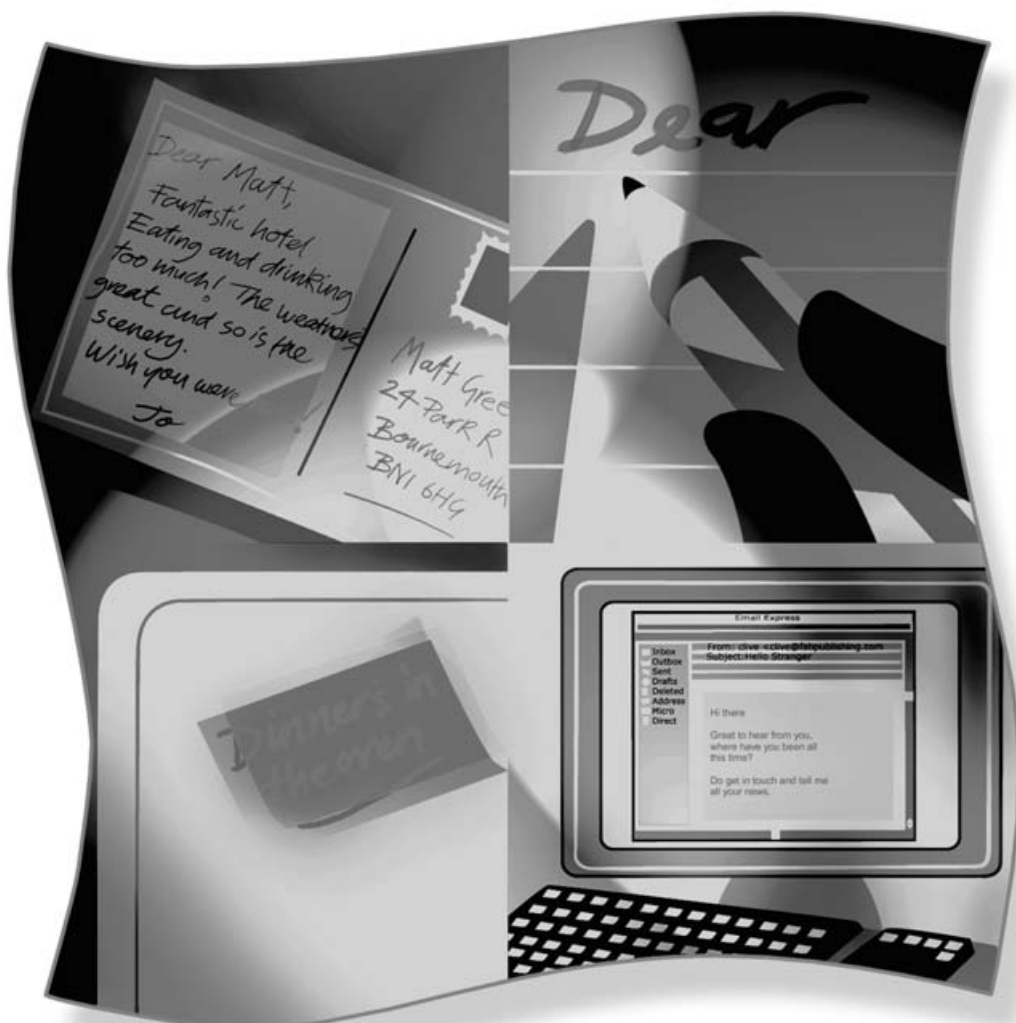


Writing Extra

A resource book of multi-level skills activities



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Contents

Map of the book	4
Introduction	7
Thanks and acknowledgements	9
Unit 1 Personal information	10
Unit 2 The family	16
Unit 3 Daily activities	22
Unit 4 Homes	28
Unit 5 Town and country	34
Unit 6 Travel and tourism	40
Unit 7 Food and drink	46
Unit 8 Describing people	52
Unit 9 Describing things	58
Unit 10 Friends and relationships	64
Unit 11 Health and fitness	70
Unit 12 Leisure time	76
Unit 13 Education	82
Unit 14 The world of work	88
Unit 15 Money	94
Unit 16 Past experiences and stories	100
Unit 17 Science and technology	106
Unit 18 Social and environmental issues	112
Writing tool kit	118

1.1

Pickpocket!

LEVEL

Elementary

TOPICIdentifying people,
crime**ACTIVITY TYPE**

Group role play

WRITING FOCUS

Form, statement

TIME

50 minutes

KEY LANGUAGE*course, interests and hobbies, membership, nationality, occupation, pickpocket, receipt, title, victim;*

Wh- questions

PREPARATION

One photocopy of Contents of Wallet, cut up, for each group of four students; one photocopy of the Police Form for each student; for Follow up, one photocopy of the Police Form for each student

Optionally, one simplified photocopy of the Second draft checklist (p.120) for each student

Warm up

- 1 Ask a student to walk across the classroom. Mime taking their wallet from their pocket. Ask: *What did I do?* Elicit the noun *pickpocket* and the phrasal verb *to pick somebody's pocket*.
- 2 Ask: *Has anyone ever had something stolen from their pocket? What was it? How did they get it back?*

Main activity

- 1 Tell the students they are police officers who have found a stolen wallet in London's Oxford Street. The wallet does not contain an address, or any money or credit cards; they will need to find out as much as possible about its owner if they are to return it. Elicit what documents might be in the wallet and what information they might contain.
- 2 Divide the class into groups of four and give each group one set of the Contents of Wallet. Tell the students to discuss what the documents are and what they tell them about the wallet's owner. Feedback as a whole class.
- 3 Give out one copy of the Police Form per student and ask them to complete the form. They should write full sentences under the heading Interests and hobbies.
- 4 Feedback as a whole class. Elicit the correct question for each piece of information and write the question on the left of the board and the answer on the right:

<i>What's his surname?</i>	<i>Parker</i>
<i>What's his first name?</i>	<i>Peter</i>
<i>Mr, Mrs, Miss or Ms?</i>	<i>Mr</i>
<i>When was he born?</i>	<i>21 May 1984</i>
<i>Where does he live?</i>	<i>We don't know.</i>
<i>What's his telephone number?</i>	<i>We don't know.</i>
<i>What does he do?</i>	<i>Student</i>
<i>Where does he come from?</i>	<i>We don't know.</i>
<i>What are his interests and hobbies?</i>	<i>He is studying English Literature and enjoys music. He likes travelling (he has an International Student Travel Card), keeping fit, swimming and/or playing squash.</i>

- 5 Explain that Peter has gone to the police station. Write these cues on the board: *My name is ... / When I was ... / ... was stolen / It had lots of important things in it like ...* In pairs, tell students to write Peter's statement to the police, using the cues to help them.
- 6 Tell the students to swap their statement with another pair and check the language. You may want to give students a simplified Second draft checklist to help them with this (see p.120).
- 7 Display the finished statements on the wall with one set of the Contents of Wallet. In groups of three or four, tell the students to select the statement which is most factually accurate.

Follow up

- Ask the students how much information about themselves they think is in their own wallet. Give each student a second copy of the Police Form and ask them to use their own wallet to complete it. Tell them not to add any information that is not included in the wallet.
- Ask the students to complete the story: *'Yesterday, Peter Parker went shopping ...'*

Contents of Wallet

**Brent Valley
University Library Card**

Student Name: Peter Parker
Course: BA (Hons)
English Literature

**South Ealing Sports &
Fitness Centre**

Membership card
No.567823

Expires: **August 2004**

This card must be used when
booking squash courts or time in the

N. Patel
Newsagent
Ealing

28.03.04

**BBC Music
Magazine** £3.99

£3.99

Thank you for
shopping with us

Shepherds Bush Empire

**COSMIC CHICKEN
+ SUPPORT BAND**

Doors open: 8.00 p.m.
30 March 2004

£15.00

Seat: A32

**International Student
Travel Card**

Name: Parker, Peter
Brent Valley University
DoB: 21/05/1984

**Police Form**

Metropolitan Police	Details of Victim	Crime Report Form
Surname:	First name:	
Title: Mr/Mrs/Miss/Ms	Date of birth:	
Address:	Telephone number:	
Occupation:	Nationality:	
Interests and hobbies:		

1.2

Who's who

LEVEL

Intermediate

TOPIC

Identifying famous people

ACTIVITY TYPE

Paired puzzle-solving, text analysis

WRITING FOCUS

Biography

TIME

50 minutes

KEY LANGUAGE

to break a record, education, major achievement, scorer, to sign a contract, success, transferred, to turn something down;

Question forms

PREPARATION

One photocopy for each pair of students; a list of ten famous people that your students will know

Optionally, one simplified photocopy of the First draft checklist (p.120) for each student

Note: You may want to download more examples of biographies from www.biography.com

Warm up

- 1 Divide the class into groups of four. Write a famous person's name on the board. Ask the groups to discuss everything they know about that person.
- 2 After two minutes, feedback onto the board as a whole class. Use these headings: *Name; Occupation; Achievements; When/where they were born; What their education was; What jobs they have done.*

Main activity

- 1 Put the students in pairs and give each pair a photocopy of the Sample Biographies. Ask them to read them and guess the names of the people. Feedback as a whole class.

Answer key

A Ronaldo (Luis Nazá de Lima) **B** J.K. Rowling

- 2 Tell the students to use the Warm up headings to identify where different information is given in the Sample Biographies. Feedback as a whole class and emphasise the level of formality of the language.
- 3 Explain that they are going to gather information on another student, so that they can write a brief biography. Students who do not have much lifetime experience may wish to do this in 'role' by thinking of a famous person or selecting one from the list the teacher prepared before the lesson. Tell them not to tell anyone who they are!
- 4 Divide the class into groups of four and ask them to brainstorm the sort of questions they are going to have to ask. Feedback as a whole class. Write these cues on the board as students feedback: *Was born in ... (place?) / Was educated ... / Worked as ... / Major achievement ... / Free-time achievement ...*
- 5 Put the students in pairs and ask them to interview their partners and make notes, using the cues on the board to help them.
- 6 When students have had sufficient time, stop them and ask them to write their partner's biography. Tell them to ensure they do not write a name on the biography.
- 7 Ask them to swap their written biographies with their partner and tell them to check them for factual content and organisation and redraft the biographies together. You may want to give students a simplified First draft checklist to help with this (see p.120).
- 8 Display the finished biographies around the classroom and ask the students to read them and try to identify who is who!

Follow up

- Ask the students to write the biography of a fictional character, e.g. Sherlock Holmes, Hamlet or Cinderella.
- Ask the students to rewrite their own biography for the first page of their website. Emphasise how this may differ, e.g. it will probably use less formal language and might focus on achievements and hobbies rather than education and career. It will also be written in the first person.

Sample Biographies

A

.....?..... (1976 -), footballer. He was born in Rio de Janeiro, Brazil. By the age of 16 he was already playing in the Brazilian First Division and scored 54 goals in 54 games. Two years later, he became a member of Brazil's World Cup team and joined PSV Eindhoven to become Holland's top scorer for that season. In 1996 he transferred for a record \$19.2 million to the Spanish club FC Barcelona, who went on to win the European Cup Winner's Cup. In the same year he won a bronze medal with the Brazilian team at the Olympics. In the late 1990s he was voted European Player of the Year and twice International Footballer of the Year. 1997 saw him sign to the Italian club Inter Milan and win the Copa America. He joined Brazil's World Cup team in 1998 and, after recovering from several injuries, scored two decisive goals in the 2002 finals against Germany. In the same year he signed to Spanish club Real Madrid.

.....?..... is widely believed to be Brazil's best player since Pele.

B

.....?..... (1965 -), writer of children's books. Born in Chipping Sodbury, England, she was educated at Wydean Comprehensive School and Exeter University before becoming a teacher of French and English. In 1990 she began writing the first of a planned series of seven books about her famous wizard and his stay at Hogwarts School of Witchcraft and Wizardry. The first book was turned down by several companies before finally appearing in 1997, when it was an instant success. Her following books broke many publishing records. By 2000,?..... was the world's highest earning author and within two years her books had sold over 167 million copies worldwide. The film versions followed and the fifth book in the series was published in 2003.

.....?..... was recognised for services to Britain in 2000 with the award of an OBE (Order of the British Empire).

1.3

Jobsearch

LEVEL

Upper-intermediate

TOPIC

Jobs

ACTIVITY TYPE

Group game, role play, text analysis

WRITING FOCUS

CV (Curriculum Vitae)

TIME

50 minutes

KEY LANGUAGE*initiating, liaising, to nurture, ongoing, programme, stock;*

Past tenses; omission of subject pronouns

PREPARATION

One set of Pictures, cut up, for each group of four students; one photocopy of Previous Employment Details for each pair of students

Optionally, one photocopy of the First draft checklist (p.120) for each student

Note: You may want to download examples of CVs from www.jobstar.org/tools/resume

Warm up

- 1 In groups of four, give each group a set of Pictures. Ask each student to take one picture. Explain that they are going to create information about that person. Ask them to write on the picture a fictional name and age for the person. Give them five minutes to use their imagination and write on a separate piece of paper brief notes about the person, e.g. job, family, qualifications, etc.
- 2 Ask the students to swap their picture with someone else in the group. Tell them not to talk together. Ask them to write on the back of the new picture what job they think that person might have done in their earlier life and what their hobbies are.
- 3 Tell the students to swap back their pictures. Ask them to tell the group about their character, using the person's previous job and hobbies, as well as their own notes. The group should try to provide logical reasons for any inconsistencies in their career.

Main activity

- 1 Write CV on the board. Brainstorm what a curriculum vitae is, i.e. a short summary of your career and experiences which you send to a company when you are looking for a job. Elicit why conciseness is important, i.e. because employers receive many CVs and have limited time: if your CV is too long it will not even be read!
- 2 Elicit what is normally included and, as students feedback, write these headings on the board: *Name; Address; Qualifications; Details of present employment and responsibilities; Details of previous employment and responsibilities; Hobbies; Referees*. Elicit how the information given under *Name, Address, Qualifications, Hobbies* and *Referees* will be factual and in list form, while the information on current and previous employment will be subjective and presented in complete paragraphs.
- 3 Give each group two copies of the Previous Employment Details. In pairs, ask them to read the details and do the vocabulary exercise. Feedback as a whole class.

Answer key

1 initiating 2 developing 3 liaising 4 nurtured 5 delighted 6 ongoing

Elicit why the writer has used a formal style, i.e. because CVs are written for a business context, and how it 'sells' the person to the company by presenting everything in a positive way.

- 4 Brainstorm the characteristics of the layout, i.e. dates; job; company/employer; location; responsibilities and description of the person's contribution to the company; and the style, i.e. formal, concise, subject omitted in the first sentence. **Note:** The person in this example works for the local government, Hertfordshire County Council.
- 5 Ask the students to decide on a job their fictional character from the Warm up would like to apply for. Ask them to write the character's CV, using the headings from step 2.
- 6 After ten minutes, ask them to swap CVs with another student. Tell them to check the new CV for organisation and style and correct it. You may want to give students a copy of the First draft checklist to help them with this (see p.120).
- 7 Ask the students to swap back CVs and in their pairs discuss/agree any corrections.

Follow up

- Tell students to find a job advertisement that interests them in a newspaper and write their own CV in English, targeted at that particular job.
- Tell the students they have seen a job advertisement which interests them, and need to write a formal letter to enclose with their CV when applying for the job. It must include: where they saw the advertisement; a brief summary of why they want the job and why they would be good at it.