



Teaching English Writing Skills Online
Adapting to the Online Classroom & Maximising Student Potential
Jack Prince

ELTNGL.COM
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Jack Prince has been working in ELT (UK, Germany, Ecuador, Austria, & Italy) for over two decades as a Business English trainer & coach, materials writer and Cambridge examiner and began teaching online about 15 years ago (he has seen some significant changes in the technology!).

He has managed training departments and worked on the development of eLearning platforms and blended learning programmes for a number of large companies and educational institutions. Currently he is the Director of Online Studies for British Study Centres.

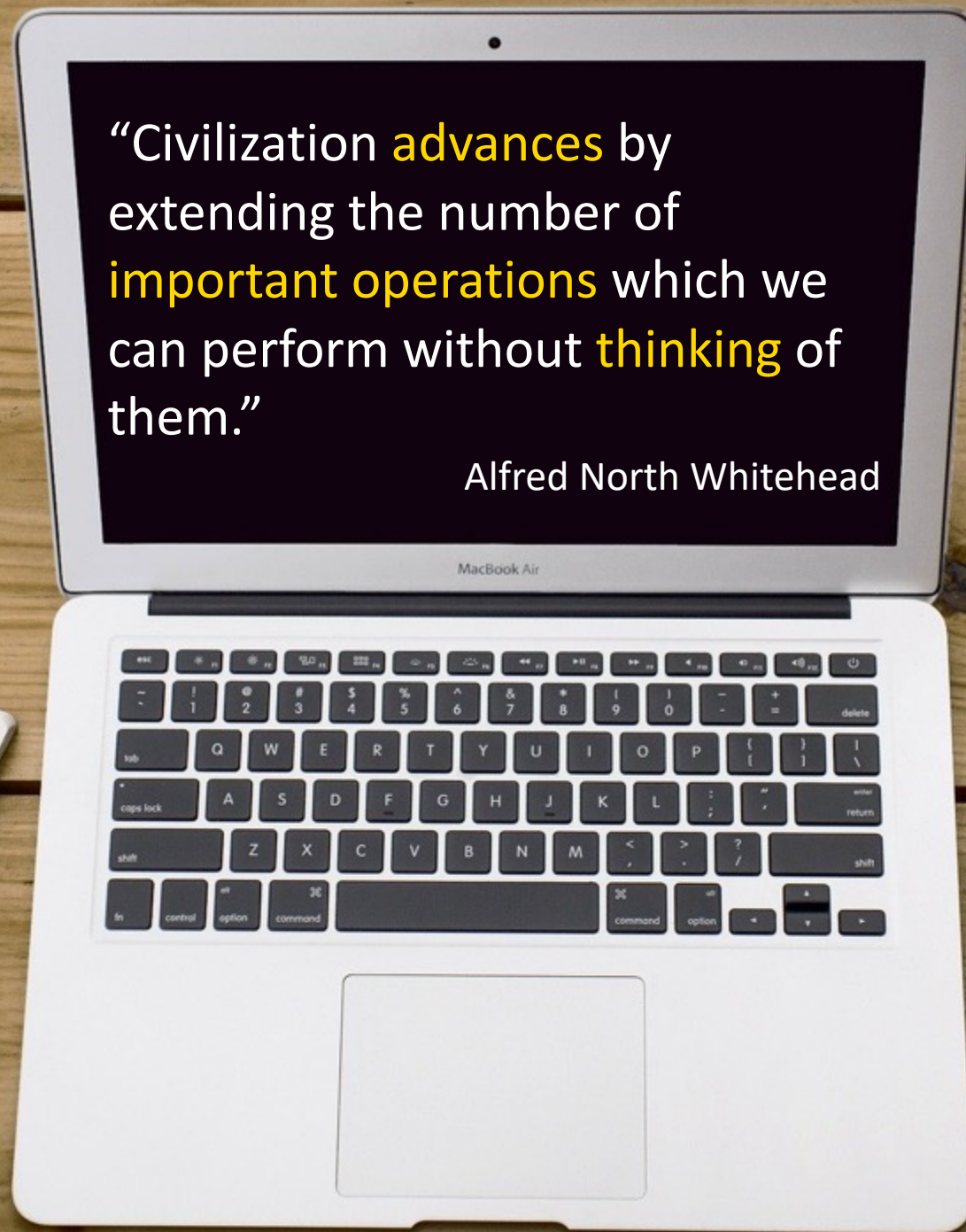


AGENDA

1. Some of the differences
2. Flipping & Blending
3. The technology
4. How to tackle writing online
5. And a few further ideas

“Civilization **advances** by
extending the number of
important operations which we
can perform without **thinking** of
them.”

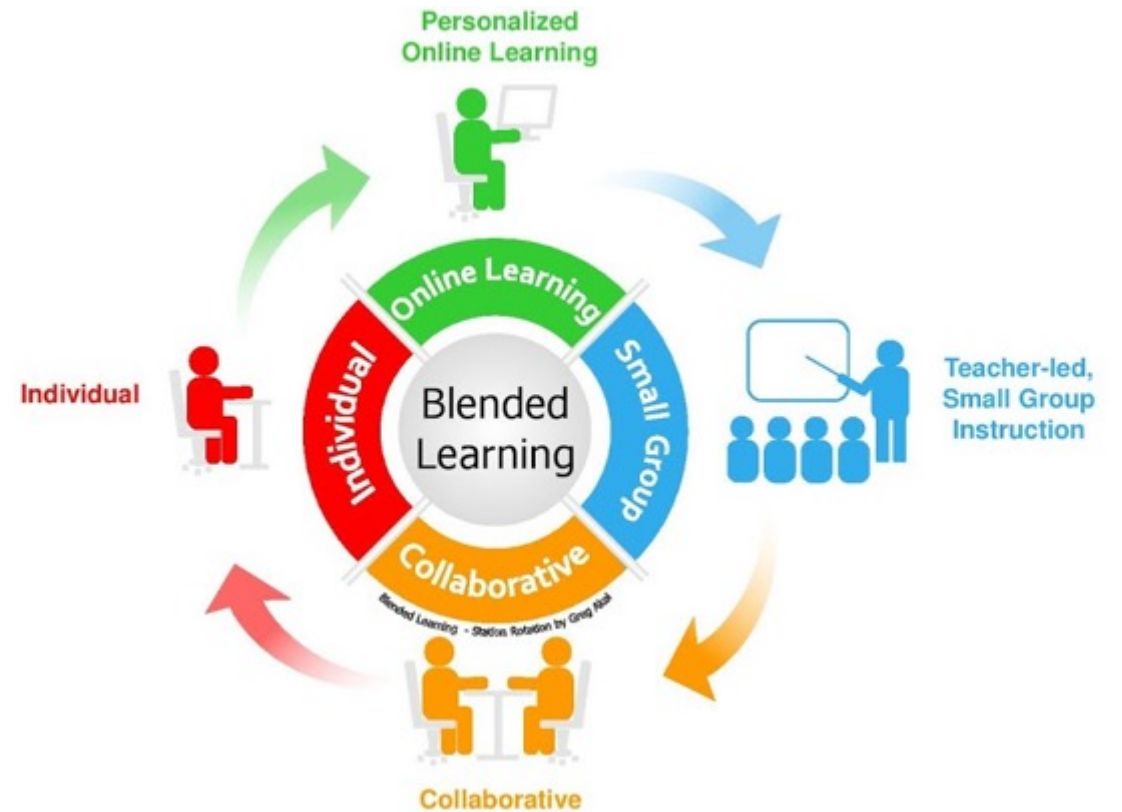
Alfred North Whitehead



- the technology
- turn taking
- body language
- lesson format
- concentration
- personality
- materials



Flipping & Blending



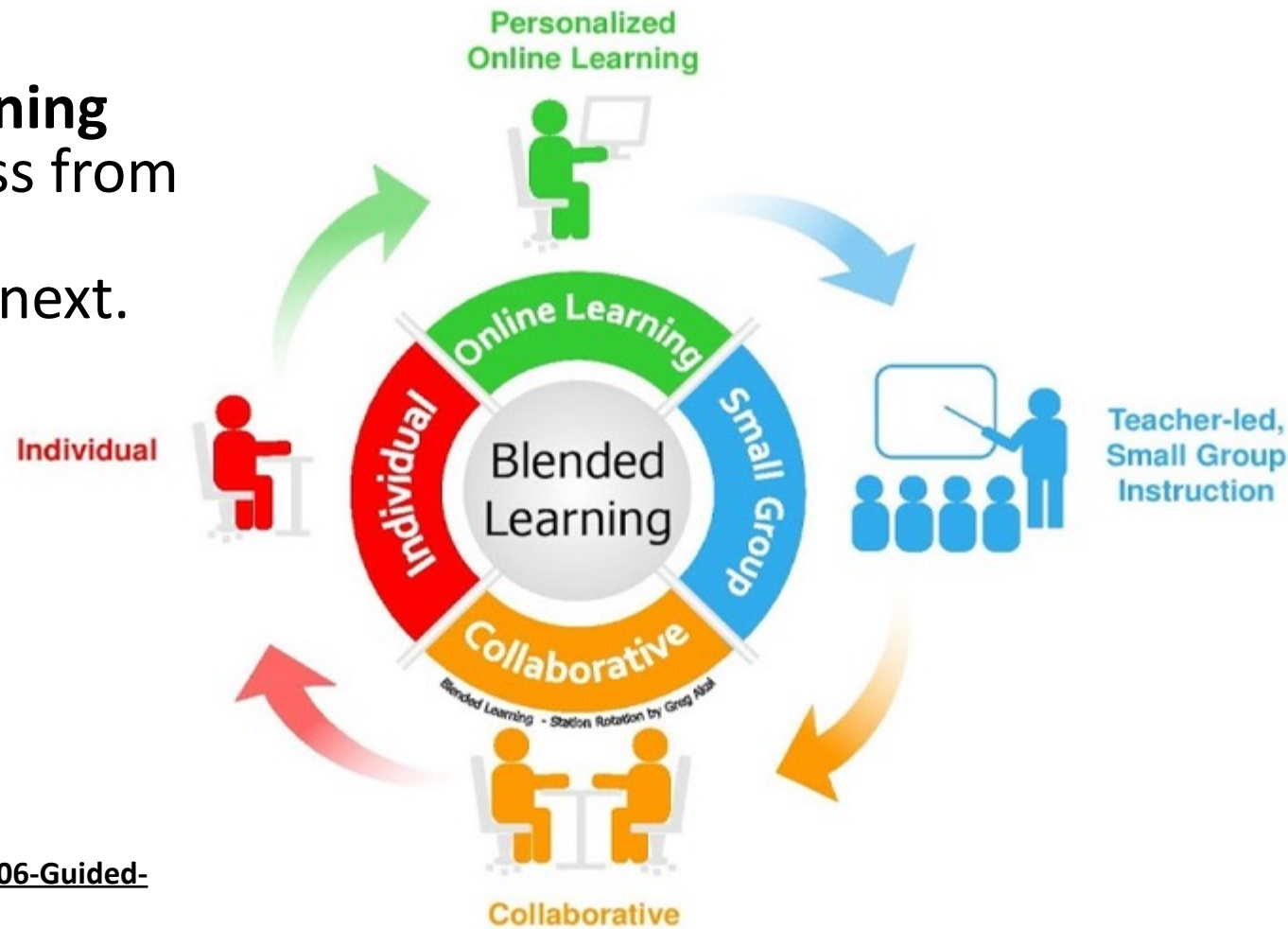
A recipe for success!

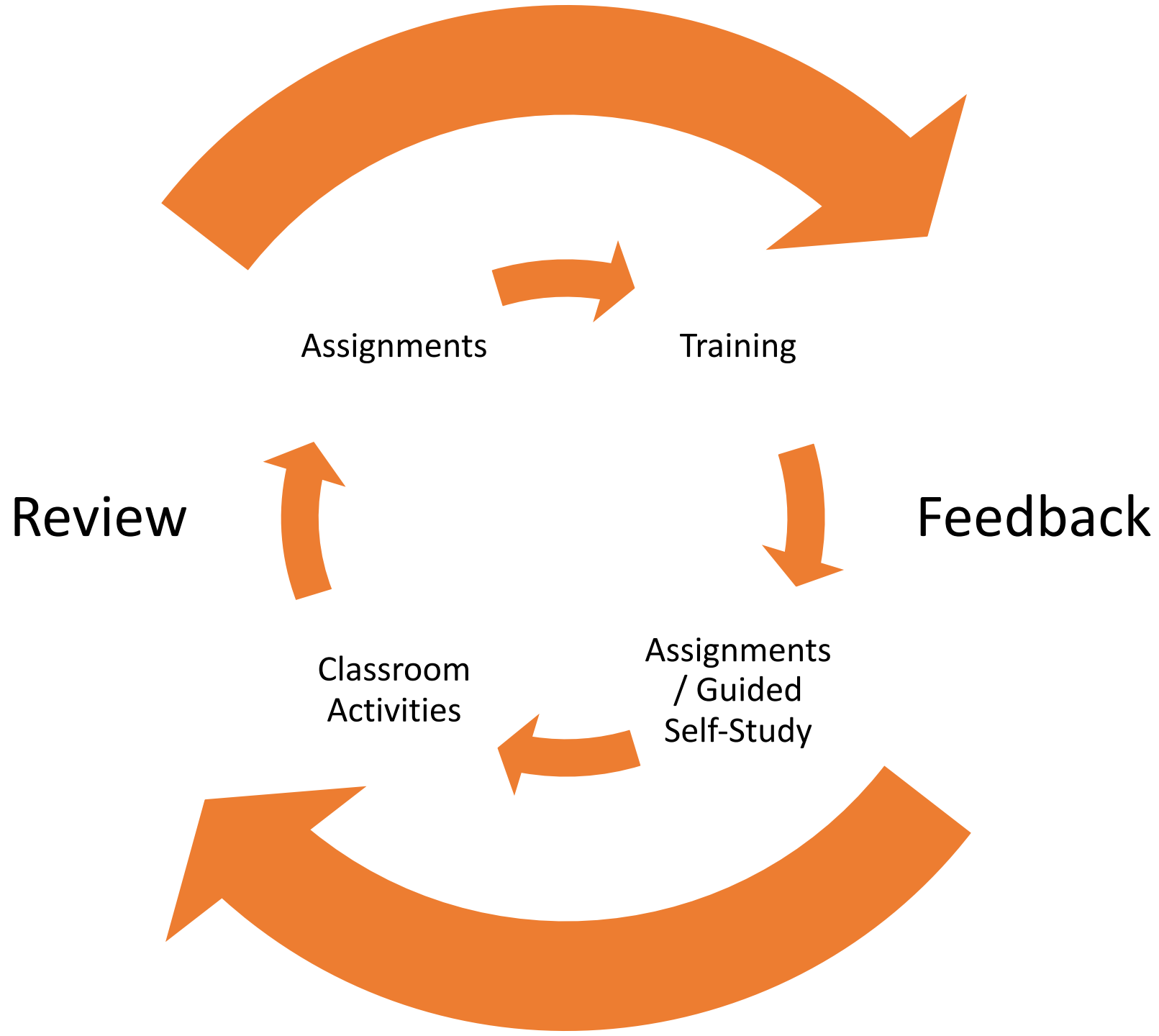
Why Blended Learning?

It takes approximately **200 guided learning hours** for a language learner to progress from one level of the Common European Framework of Reference (CEFR) to the next.

- achieve 200 hours of learning with only the necessary number of lessons
- flipped classroom (students do the time consuming preparation independently)

* Source: <https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours>





The Flipped Classroom

IN CLASS



DURING

CLASS TIME IS USED TO REVIEW,
PRACTISE AND MASTER SKILLS THROUGH
COLLABORATIVE TASKS AND DISCUSSIONS

OUT OF CLASS



BEFORE

STUDENTS USE MYBSC
TO PREPARE FOR THEIR
ONLINE LESSON



AFTER

STUDENTS RECEIVE
HOMEWORK AND COMPLETE
SELF-STUDY IN MYBSC

English for Writing | English Online Delivery

Pre Lesson

- Introduce new skills & topics
- Q&A
- Homework / guided self-study to prepare for lessons

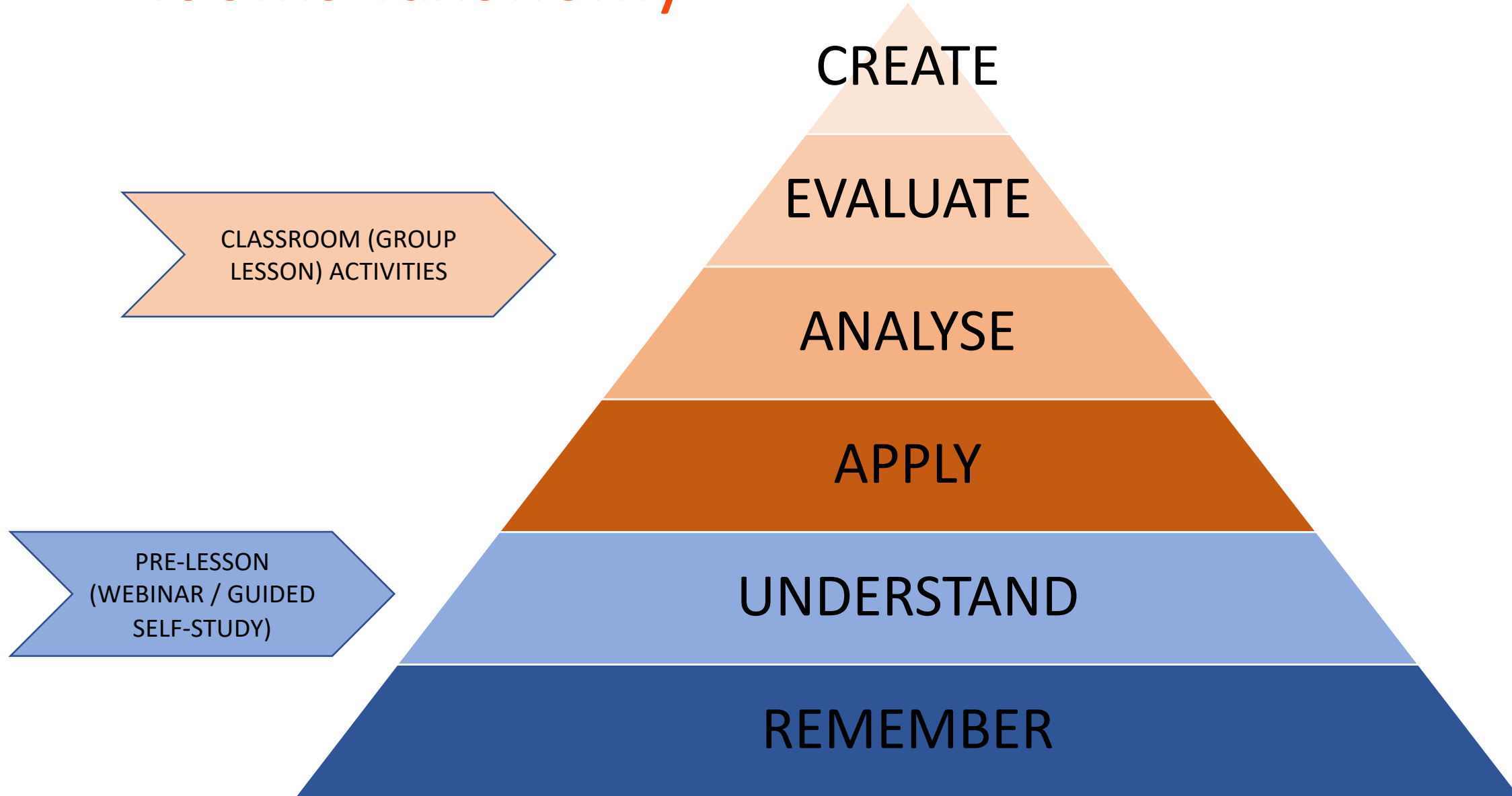
Lesson

- Practice new skills
- Review tasks
- Ask questions
- Develop skills

Homework / Self-Study

- Complete homework task
- Guided self-study, e.g.
 - Grammar & Vocabulary
 - Writing a summary
 - Analysing texts

Blooms Taxonomy




```
graph TD; OC((Online classroom)) --- WB((Whiteboards)); OC --- BR((Breakout rooms)); OC --- N((Notes)); OC --- P((Polls)); OC --- C((Chat));
```

Chat

Whiteboards

Breakout
rooms

Online
classroom

Polls

Notes

Whiteboard 1

Stop Sharing

Past Simple

Present Perfect

Past Perfect

Color

Size

1 100%

4 WRITING Stories

VOCABULARY Describing disasters

- 1 Read the sentences and decide what kind of natural disaster each one is describing.
 - 1 The ground floor was completely under water and all our stuff was **ruined**. We were **stranded** on the roof for hours until they **rescued** us.
 - 2 It **spread** very rapidly. Luckily, they managed to **evacuate** our town shortly before the whole place **went up in flames**.
 - 3 It was **triggered** by a massive underwater earthquake. By the time they hit the coast, the **waves** were 30 feet high. All the villages near the beach were completely **destroyed**.
 - 4 There'd been increasingly strong **tremors** for weeks and then it erupted one evening. All the villagers had to **flee** the area to escape the streams of **lava**.
 - 5 It destroyed everything in its **path**. Our neighbour's house was completely **flattened**. We were incredibly lucky that we only had our roof **blown off**.
- 2 Use the extra information in sentences 1–5 above to guess the meanings of the words in **bold**. Translate the sentences into your language.

- 3 Cover Exercise 1. See how much of each description you can remember. Use the words below to help you.

- 1 water – ruined – stranded – rescued
- 2 spread – evacuate – before – flames
- 3 triggered – hit – waves – destroyed
- 4 tremors – erupted – flee – lava
- 5 path – flattened – lucky – blown off

- 4 Compare what you remember with a partner. Then look back at Exercise 1 and check your ideas.

WRITING A travel blog story

- 5 Read the short story from a travel blog about a natural disaster. Answer these questions.
 - 1 Where was the writer when the disaster struck?
 - 2 What happened?
 - 3 How did he feel?
 - 4 How did the locals react? What explanation did the writer give?
- 6 Complete the gaps in the story using these words.

active	breeze	delayed	minor
blocked	cleared	journey	slopes

BLOG ABOUT ME PHOTOS CONTACT

AN EXPLOSIVE TRIP!

So we finally made it to Bali! As I write, I am sitting on a hotel balcony overlooking the beach, enjoying the early evening ¹ _____. Bet you wish you were here, eh?

The ² _____ across Java was fairly eventful – and took a few days longer than we were expecting. Believe it or not, what ³ _____ things was getting caught up in a volcanic eruption!

One of the things we'd been really looking forward to doing was climbing Mount Semeru, the highest mountain on the island. It's an ⁴ _____ volcano, so to be on the safe side, we found a local guide, Kencur, who knows the mountain really well. At two in the morning, we set off up the ⁵ _____ in total darkness.

The first indication that something was up was a series of tremors, like a ⁶ _____ earthquake. This was followed by a loud rumbling noise, like thunder, that came up from the ground as we were walking. At this point, Kencur stopped and suggested we return to our hostel. Shortly afterwards, the volcano erupted, leaving the main road out of town completely ⁷ _____ by rocks and lava. We were stranded in our hostel until the roads were ⁸ _____ – three days later! It was pretty scary, unlike anything I'd ever experienced before, but what really struck me was how relaxed about everything all the locals were. I guess they'd seen it all before.



TASK 2 An Agree/Disagree Essay

IELTS PRACTICE TASK

You should spend about 40 minutes on this task.

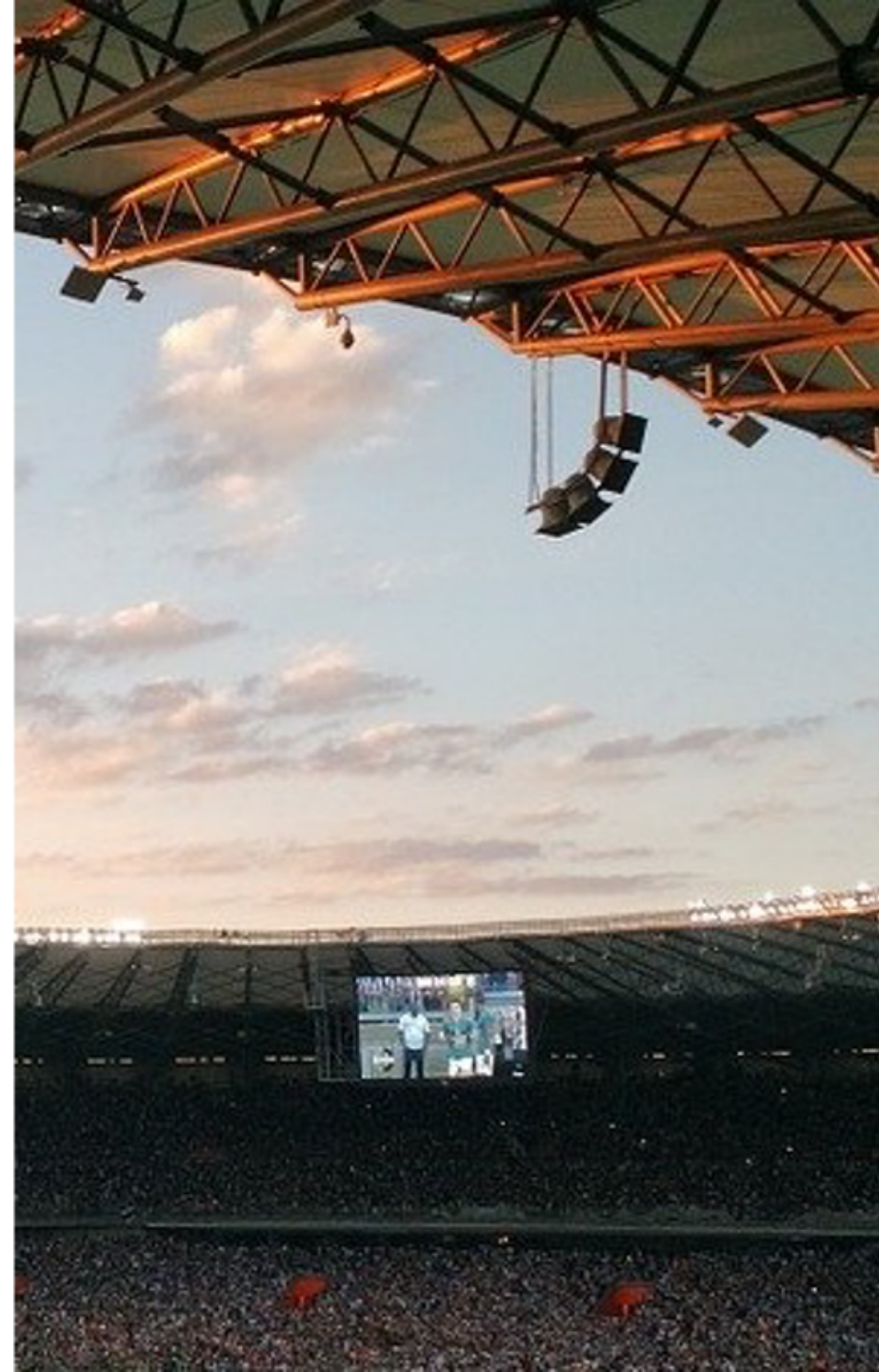
Write about the following topic:

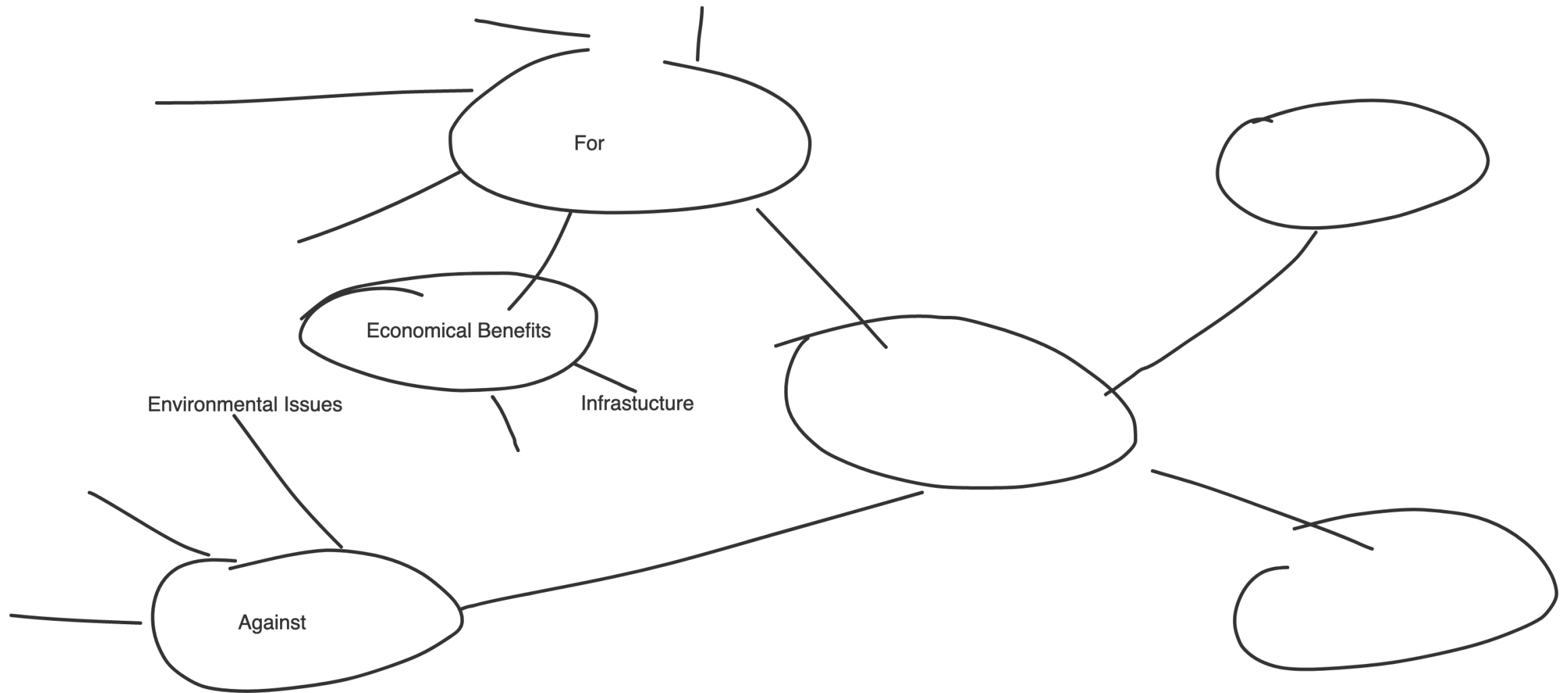
International sporting events like the Olympics and football World Cup place huge financial burdens on host nations that cannot be justified.

To what extent do you agree or disagree with this opinion?

Give evidence to support your ideas and include any relevant examples from your own knowledge and experience.

Write at least 250 words.





Breakout Rooms

Attendees (1)
Icons: List, Grid, People
Active Speakers
Start Breakouts
Main Meeting (1)
JACK PRINCE
Breakout 1 (0)
Breakout 2 (0)
Breakout 3 (0)
Chat (Everyone)

Share
Main Meeting
Breakout 1
Breakout 2
Breakout 3

6 WRITING Reports

WRITING

- Read the introduction to a report about public transport and car use and then the list of its main findings. Discuss the questions in pairs.
 - What do you think the statistics would be if the report was about your city or area?
 - Considering the aim of the council, which of the statistics do you think is good news and which is bad? Why?
 - What action would you recommend to the council?
- Read the summary of the findings and complete the text with these words.

examples factor favourably	interviewed long majority	mentioned minority rated	respondents vast widely
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INTRODUCTION

The survey that led to this report was conducted with people in the Northsea area. It aimed to find out how people travelled and the reasons for their choices, with a view to the council developing policies to discourage car use.

Main findings:

- 75% use the car as their main form of transport.
- In the previous month, four out of five people had used some alternative – train, bus, bike, motorbike or (electric) taxi.
- 90% said they would be willing to use alternative transport to the car.
- 83% of journeys by public transport were by bus.
- Only one tenth of those surveyed felt public transport provision was good or very good.
- The main reasons cited for not using public transport were cost and inconvenience.

SUMMARY OF FINDINGS

...m of transport, there was some
ge. Only a small 1 _____

...use them more often if
that were 5 _____ on
running infrequently and

...ost-wise, the perception of the
nsive. Interestingly, those using
e bus. This suggests comfort

...as services. It should improve
mple through a website.
...buses and cars – as well as
...a real difference, the council
ency and comfort.

Breakout Rooms

Assign 0 participants into

1

Rooms:



Automatically



Manually

0 participants per room

Create Breakout Rooms

The Materials

- Authenticity
- Adapting materials
- **Simulations**
- Collaborative Tasks
- Role play
- Critical thinking/
problem solving
- Discussions

Types of task

writing an opinion essay • writing skill linking words Unit 5 Development

5e Big cities, big problems

Writing an opinion essay

- Work in pairs. Answer the questions.
 - Why do you think people want to live in big cities? Give reasons.
 - What problems do big cities create?
- Look at the title of the opinion essay and read the answer. What is the opinion of the writer?

% of world population living in cities

Year	% of world population living in cities
1800	2
1900	10
1950	25
2014	55
2050?	70

Our cities have become too big. The problems they create outweigh the benefits. Discuss.

In 1800 only two per cent of the world's population lived in cities. But since then, and particularly in recent years, more and more people have moved to cities looking for work and a better life. **As a result**, more than half the world's population now live in cities and that number is expected to grow. Cities are evidence of the amazing organizational abilities of human beings. However, in some cases, they also bring many social, economic and environmental problems. The question is: do the problems they create outweigh their benefits?

Cities exist because they are more convenient places to live. Jobs, schools, hospitals are all close to people's homes. There is a wide choice of people to socialize with and they offer good opportunities for entertainment and leisure.

On the other hand, there also seems to be more crime, more poverty and more pollution and often these problems are found in a particular area of a town, making them seem even worse. But this is not so surprising, if you think about it. The same problems exist in the countryside or in smaller towns, but they are not so concentrated. **Because of this**, they are noticed less.

As long as the population of cities does not grow more quickly than the services available for it, cities can solve a lot of our problems. **In addition**, they can provide jobs and a more interesting life. The problem with cities is not how big they are, but how well managed they are.

- Does the opinion essay in Exercise 2 follow this structure?

Introduction → Arguments for → Arguments against → Conclusion

4 The introduction to an opinion essay can take different forms. Which of these does the writer choose?

- giving a dramatic example of the problem
- telling a story about the problem from the writer's own experience
- giving some statistics that illustrate the seriousness of the problem
- quoting what someone famous has said about this problem

5 Writing skill linking words

a Look at the linking phrases in the table. Then put the highlighted phrases from the essay in the correct place in the table. Compare answers with a partner.

Adding an argument	Introducing a contrasting fact	Explaining the consequences
Furthermore, As well as	Then again,	Consequently,

b Choose an appropriate linking phrase to complete the sentences.

- Certain cities in the world have become especially popular. _____, we have seen the emergence of what are called megacities: cities with over ten million inhabitants.
- A lot of people find a better standard of living in big cities. _____, big cities also contain some of the poorest people.
- _____ being convenient for the residents, cities also make life easier for businesses.

6 Write an opinion essay about this statement. Use the correct structure and linking words.

In our busy urban lifestyles, we have lost our sense of community. We need to return to a way of life that involves more interaction between people and more caring for each other. Discuss.

7 Work in pairs. Exchange essays with your partner. Use these questions to check your partner's essay. Did you use any of the same arguments? Do you find the arguments convincing?

- Is it organized in clear sections/paragraphs?
- Does it follow the structure suggested in Exercise 3?
- Does it use one of the introduction techniques suggested in Exercise 4?



Role play & Simulations

The scenario:

The players:

Level of formality:

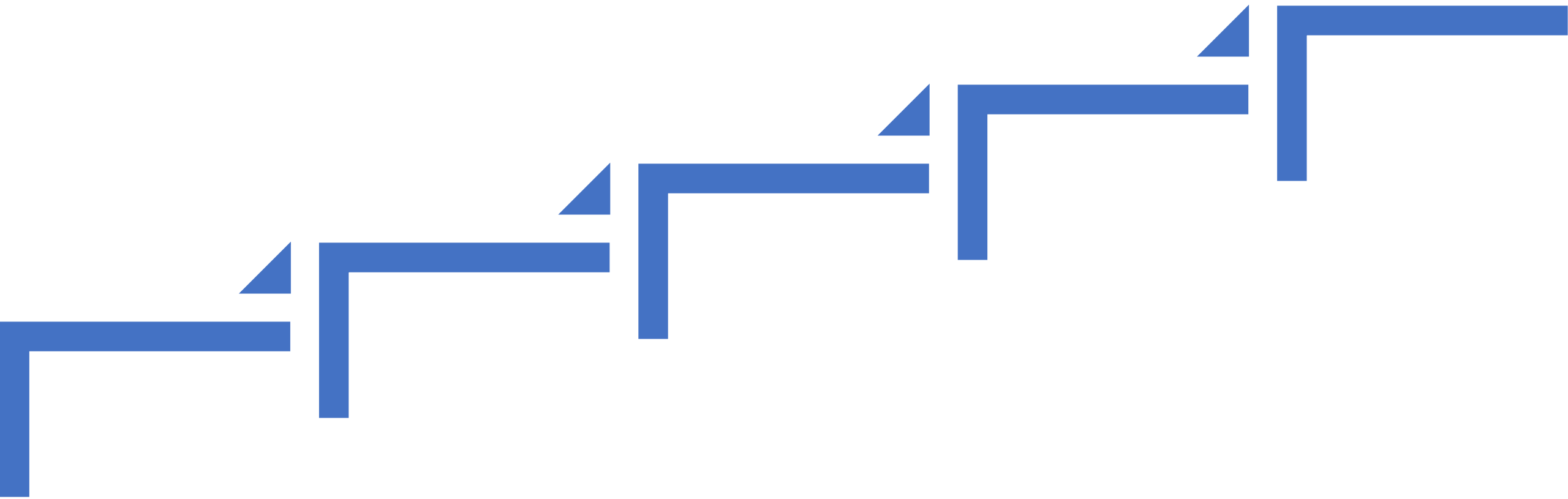
Background for sender:

Background for recipient:

Additional information:



Steps of the Simulation



Attachments

Request information

Send Attachments

Problem with attachment

Resend documents

Thank/Comment/Follow up

9e Requesting information

Writing an email requesting information

- 1 When you want to go on holiday, how do you find out information about the holiday? (e.g. online, from a travel agent, by email or phone)
- 2 Read the email and answer the questions.
 - 1 What is the writer's reason for writing?
 - 2 What two things does he want to know?

Dear Sir or Madam,

I am writing to request more information about the 'Explorer's Holidays' on your website. In particular, could you provide me with more details of your next tour to Alaska?

Currently, the website says that you will confirm the exact dates of tours for next year in the near future. I would be grateful if you could inform me as soon as they become available.

My second question is about accommodation. It seems to include camping and staying in hotels, but the information on the site is not very clear. I would like to receive more details about this.

Thank you in advance for providing this information. I look forward to hearing from you.

Best regards,
William P Faversham

- 4 Circle any contracted forms (e.g. *I'm*, *it's*, *you're*) in the email and in Exercise 3. Do we use contracted forms more in formal or informal writing?

- 5 Choose the more formal option.

- 1 *I'm writing to ask for* / *I am writing to request* more information about your product.
- 2 *I would be grateful if you could* / *Can you send an up-to-date price list.*
- 3 *I would also like* / *I also want* a copy of the holiday brochure.
- 4 *Thanks* / *Thank you for your help / assistance.*
- 5 *I'll tell* / *I will inform* you when they are ready / available.
- 6 *Could you confirm* / *Please let me know* when I will receive / I'll get the payment.
- 7 *Hope to hear* / *I look forward to hearing* from you soon.

- 6 You have looked at a holiday website for cruises around the coast of South America. Write an email to the tour company and request information about:

- 1 how long the cruise lasts (in weeks).
- 2 when and where the cruise starts and ends.
- 3 the cost of a cabin.

- 7 Exchange emails with your partner. Has your partner used formal expressions?

3 Writing skill formal expressions

Find formal expressions in the email that have a similar meaning to these informal expressions.

Starting

- 1 Hi
- 2 It's about ...

Requesting more information

- 3 Can you send me ...?
- 4 Please tell me ...
- 5 when you have them
- 6 I'd like to get ...

Ending

- 7 Thanks for the information.
- 8 Hope to hear from you soon.
- 9 All the best

6e A disappointed customer

Writing a letter/email of complaint

- 1 Have you ever had a bad experience on holiday that you complained about? What happened and what was the outcome?
- 2 Read the letter of complaint from a guest about a stay in a hotel. Answer the questions.
 - 1 Why is the customer unhappy?
 - 2 What does she want the hotel to do about it?
 - 3 Does her complaint seem justified?

44 Ascot Street
Oxford
OX4 1EP

Sweet Hotel Group
54 Pembroke Road
London
W8 6NX

Dear Sir/Madam

I am writing to express my dissatisfaction with my stay at the Victoria Arms Hotel on 12th April. I made a reservation through another website which was offering one night for two people with an evening meal and breakfast for £110. However, when we arrived at 5.30 p.m. we were informed that there was no table available in the restaurant and that we could either dine at 6.00 p.m. or find another restaurant in the town.

We had the strong impression that, because it was a discounted offer, we did not receive the same level of hospitality as regular, full-paying guests. The situation was embarrassing and inconvenient. After some discussion with the staff, we opted to dine in the restaurant, but much later than we wished – at 9.30 p.m. No one apologized for this.

Compensation is not actually my principal concern. I would just like you to investigate the matter and ensure that this situation does not arise in future with other guests.

Yours faithfully

Ann Dunhill

- 3 Work in pairs. Formal letters follow certain conventions. Answer the questions.
 - 1 What is the correct position for each address?
 - 2 When do we write *Yours faithfully* and when do we write *Yours sincerely*?
 - 3 Where is the reason for writing mentioned?
 - 4 Where is the request to the recipient of the letter for action?
 - 5 How would the format be different if this was an email?

4 Writing skill formal language

- a Find the formal words or phrases in the letter that say the following:

1 say I was	6 chose to eat
2 unhappy about	7 wanted
3 they told us	8 what worries me
4 a cheap deal	9 most
5 get	10 look into
6 after we talked to	11 make sure

- b Rewrite the sentences replacing the expressions in bold with more formal language. Use the letter to help you.

- 1 We **want to tell you how unhappy we were** with the standard of the food on the cruise ship *Golden Dawn*.
We wish to express our dissatisfaction with the standard of the food on the cruise ship Golden Dawn.
- 2 I **told** the receptionist that I **had booked the room** for two nights, not one.
- 3 After I'd **talked to** the manager, she **said she was sorry** and promised to **look into** the problem with the shower. **But** no action was taken.
- 4 I would have expected that the safety of the guests **was what the staff were most worried about**.
- 5 Given the **trouble** this caused us, we expected to **get some money back**.
- 6 The manager said no other rooms were **free**, but if the opportunity **came up**, she would move us.

- 5 Read this situation. Then write a letter or email of complaint to the hotel.

You recently stayed at a small hotel in the centre of Oxford in the UK. During the night you were woken up by some noisy people trying to climb a wall into the hotel courtyard. You went down to reception to tell a member of the hotel staff but no one was there. You are angry and upset that no staff were on duty during the night.

- 6 Work in pairs. Exchange letters and compare what you have written. Use these questions to check your letters.

- Does the letter begin with the reason for writing?
- Does the letter end with what action is expected?

Formal VS Informal

Reformulation

Informal

**I didn't like my time
in your hotel.**

Sorry about that.

**write / express /
dissatisfaction / stay /
Victoria Arms Hotel / 12th
April.**

**apologise / inconvenience
/ caused**

Formal

**I am writing to express my
dissatisfaction with my
stay at the Victoria Arms
Hotel on 12th April.**

**I apologise for any
inconvenience this may
have caused.**

1e News from home

Writing an informal email

- 1 When you send news or communicate with friends in other cities or countries, how do you usually communicate (letter, email, instant messaging, social media, etc.)? Why?
- 2 Read the email from Mateo to his friend, Fergus. Where is Mateo and what is he doing there?
- 3 How are these things (1–5) expressed in the email? Compare your answers with a partner.
 - 1 sending good wishes
 - 2 asking for news
 - 3 giving news
 - 4 suggesting a meeting
 - 5 the reason for writing
- 4 Look at the differences between formal and informal written English. Then find and underline examples of informal language in the email.

Informal

Contracted verb forms
(e.g. *isn't*)

Informal linking words
(e.g. *so, but*)

Conversational words
(e.g. *get, nice*)

Idiomatic expressions
(e.g. *it's no big deal*)

Formal

Uncontracted verb forms
(e.g. *is not*)

Formal linking words
(e.g. *therefore, however*)

More formal vocabulary
(e.g. *receive, pleasant*)

Conventional language
(e.g. *it is not important*)

5 Writing skill greetings and endings

Look at these greetings and endings. Which

Dear Fergus

I hope all's well with you. I've been meaning to write with my news for ages, but my work takes up a lot of my time. Please don't think it's because I haven't been thinking about you all – I have and I'm getting quite homesick. But I have to remind myself of why I am here, which is to try and get experience as a freelance journalist and photographer.

I'm now in Sri Lanka visiting some tea plantations and talking to people about how their lives have changed in the last twenty years or so. The countryside here is amazing. At the moment I'm in the hills just outside Kandy which are so lush and green, you wouldn't believe it. I'm trying to get an interview with one of the plantation owners that I can make into an article for a magazine. Fingers crossed!

So, my plan is to stay here until the end of September and then get a plane back to Buenos Aires so that I can go and chat to some publishers about my work. It would be great to get together with you then. How's the family? Is Sarah still working for that awful estate agent? Do send everyone my love. I'll write again soon.

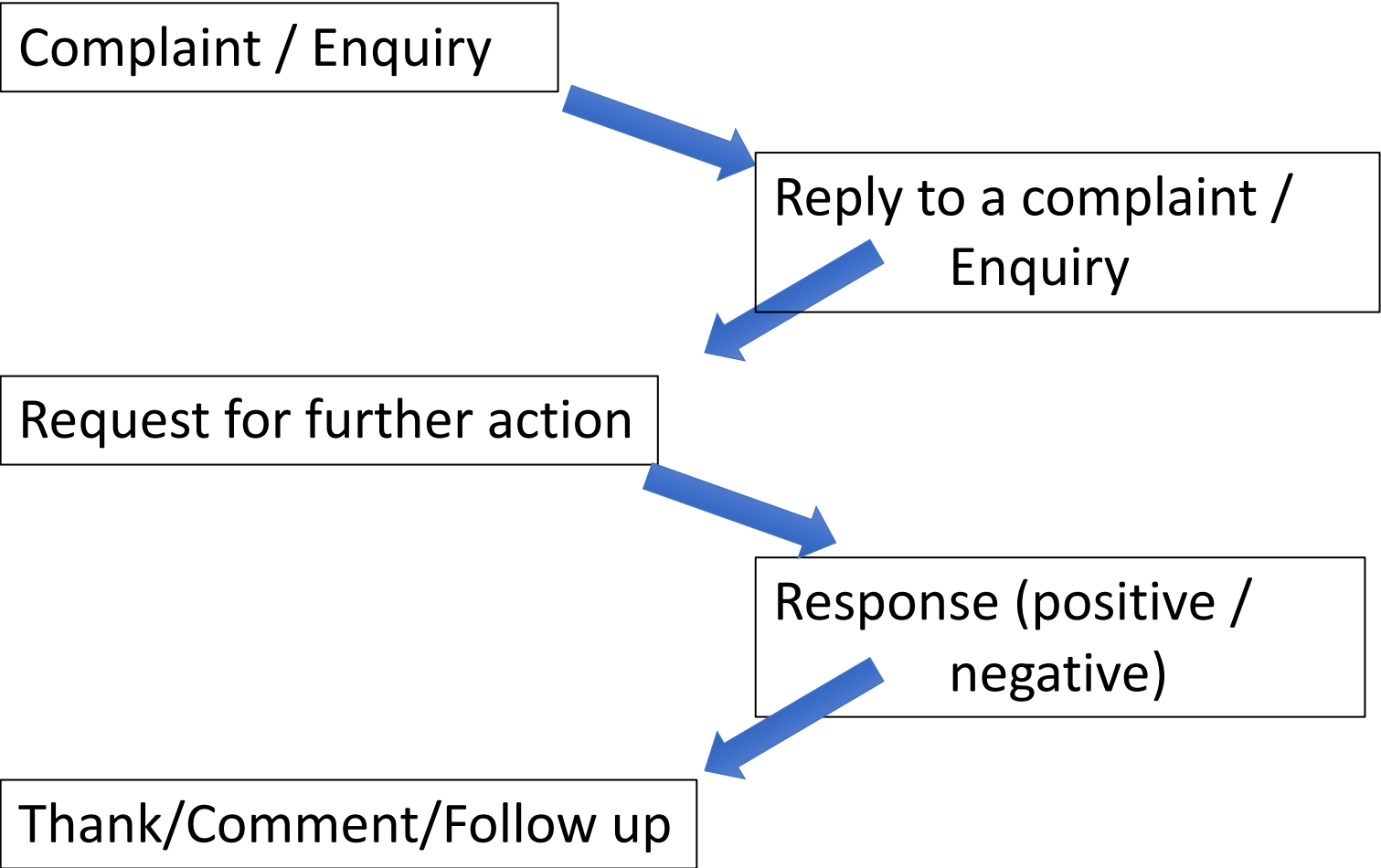
All the best,

Mateo

- 6 Imagine you have been away from home studying a foreign language or working in another country. Write an email (about 200 words) to a friend or family member. Include these elements.

- A greeting and the reason for writing
- Giving your news (the course/work, the

Complaints & Enquiries



writing a formal letter/email • writing skill explaining consequences

Unit 5 Wellbeing

5e We look forward to your reply

Writing a formal letter/email

1 A group of students has written to the manager of a local supermarket. Read the letter quickly. What is its purpose? Choose the correct option (a–c).

a to ask about prices in the supermarket

b to complain about the supermarket’s actions

c to invite the supermarket to stock new products

3 Writing skill explaining consequences

a Find these words in the letter. They link causes and consequences. For each word, underline the cause and circle the consequence.

1 as a result (paragraph 1)

2 mean (paragraph 2)

3 lead to (paragraph 4)

b Complete the sentences with these words. Sometimes, more than one option is possible.

as a result consequently lead to mean

result in therefore

1 We object strongly to this plan. _____, we will not be able to support it.

2 We welcome the new community kitchen. This will _____ more people eating a hot meal.

3 The prices have gone up. _____, fewer people will shop here.

4 New price policies _____ we’ll be able to buy more.

5 We suggest lowering prices as this could _____ more customers coming in.

6 We reduced our prices and _____ increased the number of customers.

4 Prepare a letter with your reaction to one of these situations. Make notes before you start. Use the questions in Exercise 2 to guide you.

• Your college is going to close the student cafeteria.

• Your favourite TV show is being scrapped.

• Your employer/school has banned junk food and drink machines.

• Your local swimming pool is being closed.

5 Write your letter. Follow the structure of the paragraphs in Exercise 2. Use these questions to check your letter.

• Is the style correct for a formal letter?

• Is the purpose of the letter clear?

• Is it clear what action the person who the letter is addressed to needs to take?

6 Exchange letters with your partner. Read your partner’s letter. Take the role of the person it is addressed to. Are you going to take any action as a result of the letter? Write a short reply to the letter.

Dear Sir

We are writing to express our shock at the news that your supermarket is throwing out huge amounts of fresh food every day. Not only that, but you put bleach on the food and as a result it becomes inedible.

In our view, this will have serious consequences for people in need. As you may know, many people can’t afford to buy enough food every week. If you stop putting bleach on the food that you throw out, this will mean people can make use of it.

There are several local organizations that could use this unsold food. Will your supermarket consider working with them to pass on unwanted food to people who need it? Most food is still of good quality for some time after its sell-by date and therefore it should not be thrown out.

In addition, a lot of the unsold food that you throw out has reached its sell-by date. If your supermarket reduces the price of this food (as some of your competitors do), more people will be able to buy it. This will lead to less waste and more profit for you.

We look forward to your reply.

Yours faithfully

Year 11

Broadchurch High School

bleach (n) /bli:tʃ/ a chemical for cleaning kitchens, bathrooms, etc.

2 Read the letter again. Answer the questions about each paragraph.

Paragraph 1 What two actions are the students writing about?

Paragraph 2 Who is affected by the supermarket’s actions?

Paragraph 3 What question do the writers have?

Paragraph 4 What alternatives do the writers suggest?

my life

RULES AND REGULATIONS • CONSEQUENCES • MODERN LIFE • RESTAURANT DISHES

A FORMAL LETTER/EMAIL

65

Life 2e Upper Intermediate



Meeting

Layouts

Pods

Audio



Help

Role Play template



The scenario:

The players:

Level of formality:

Background for sender:

Background for recipient:

Additional information:

Attachments.pptx

Draw

Attachments

Request information

Problem with attachment

Thank/Comment/Follow up

Notes

11

Email 5 - Thank/Follow Up

Email 4 - Resend Attachment

Email 3 - Problem

Email 2 - Send Attachment

Email 1 - Request Attachment

11

REQUESTING

Writing .. see · help me .. Happen · have copy · slides · last week's
presentation .. Appreciate · send · copy. Also · let have figures ·
2015 .. Send · Friday · latest
Appreciate · help · this.
Thank · advance · your help · this matter.

Video

Start My Webcam

Preparation

In your group think of a product you wish to purchase.

PRODUCT _____

Now write to the manufacturer/supplier.

- AN ENQUIRY (customer)
- REPLY TO AN ENQUIRY(supplier)
- REQUEST FOR QUOTATION/APPOINTMENT/ (customer)
- QUOTATION (supplier)
- COUNTER-PROPOSAL (customer)
- REPLY TO AN COUNTER-PROPOSAL(supplier)
- AN ORDER (customer)
- DISPATCH ADVICE / INVOICE (supplier)
- A COMPLAINT (customer)
- REPLY TO A COMPLAINT/APOLOGY/PROMISE ACTION (supplier)

6e A disappointed customer

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Ann Dunhill

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- 5 How would the format be different if this was an email?

4 Writing skill formal language

- a Find the formal words or phrases in the letter that say the following:

- | | |
|----------------------|-------------------|
| 1 say I was | 6 chose to eat |
| 2 unhappy about | 7 wanted |
| 3 they told us | 8 what worries me |
| 4 a cheap deal | 9 most |
| 5 get | 10 look into |
| 6 after we talked to | 11 make sure |

- b Rewrite the sentences replacing the expressions in bold with more formal language. Use the letter to help you.

- 1 We **want** to tell you how **unhappy** we were with the standard of the food on the cruise ship *Golden Dawn*.
We wish to express our dissatisfaction with the standard of the food on the cruise ship Golden Dawn.
- 2 I **told** the receptionist that I **had booked** the room for two nights, not one.
- 3 After I'd talked to the manager, she **said she was sorry** and promised to **look into** the problem with the shower. **But** no action was taken.
- 4 I would have expected that the safety of the guests **was what the staff were most worried about**.
- 5 Given the **trouble** this caused us, we expected to **get some money back**.
- 6 The manager said no other rooms were **free**, but if the opportunity **came up**, she would move us.

- 5 Read this situation. Then write a letter or email of complaint to the hotel.

You recently stayed at a small hotel in the centre of Oxford in the UK. During the night you were woken up by some noisy people trying to climb a wall into the hotel courtyard. You went down to reception to tell a member of the hotel staff but no one was there. You are angry and upset that no staff were on duty during the night.

- 6 Work in pairs. Exchange letters and compare what you have written. Use these questions to check your letters.

- Does the letter begin with the reason for writing?
- Does the letter end with what action is expected?

Structure - The Hamburger Model

7 WRITING Arguing your case

SPEAKING

1 Work in groups. Discuss the questions.

- Can you remember the last time you went to a zoo? Who did you go with? What did you see?
- Can you think of three reasons why keeping animals in captivity is a good thing?
- What are the alternatives to zoos?

GRAMMAR

Articles

Articles are used before nouns. We use *a* / *an* when we introduce something new.

They've got a huge snake there – and a gorilla!

There is a zoo in my town, but I've never been there.

We use *the* when we think the listener knows the specific thing we mean – because they can see it, because they know there's only one or because it's already been mentioned. When we use *the*, we often add a clause to clarify which thing we mean.

Do you know the old zoo near the park? It's a bit depressing!

We don't use articles with plurals or uncountable nouns when we talk about them in general, or if they represent the whole of a type or group (e.g. animals).

Zoos are a thing of the past nowadays, aren't they?

2 Find the five mistakes and correct them.

- 1 The zoos protect endangered animals.
- 2 When kids visit zoos, they get a chance to see lots of different animals.
- 3 I saw a TV programme the other day about the zoo in Singapore and it sounds like the amazing place.
- 4 The zoo in my town is home to the very rare kind of panda. That's the main attraction.
- 5 The fact that fewer and fewer people are visiting zoos these days does pose the big problem.
- 6 Without a funding, what will happen to all the animals housed in such institutions?
- 7 For me, the main issue is whether or not animals should be kept in an unnatural environment.

WRITING

3 Read the essay which has been written in response to the task: 'Zoos are not something we need in the 21st century. Discuss.' Does the writer agree or disagree with the idea of zoos? How do you know? Do you agree with this point of view?

4 Complete the gaps with *a*, *an*, *the* or nothing.

5 Work in pairs. Discuss the questions.

- What is the function of each of the four paragraphs?
- What is the function of each of the three sentences in the opening paragraph?
- In what different ways does the writer introduce ideas they do not agree with?

ZOOS ARE NOT SOMETHING WE NEED IN THE 21ST CENTURY

Over the last twenty years or so, ¹ _____ fierce debate about zoos has been raging. It is often claimed that ² _____ zoos are ³ _____ outdated form of entertainment and should be closed down. However, over recent years, there has been growing appreciation of the work zoos do both in terms of protecting endangered animals and also in terms of public education.

One argument against zoos is that they are cruel. They are seen as being a kind of prison for animals that should supposedly be left in the wild to roam free. It is also believed that zoos somehow legitimize ⁴ _____ idea that it is acceptable to capture animals and to keep them in ⁵ _____ captivity, and that this then encourages all manner of cruelty towards animals in society in general.

Nevertheless, the positive work done by zoos has become increasingly important and is surely sufficient reason for their continued existence. For instance, zoos do a lot to protect ⁶ _____ endangered species. Many have breeding programmes, which are essential if we want these animals to survive. A good example here are orangutans. These animals' natural environment is rapidly being destroyed and, as a result, they are on ⁷ _____ verge of extinction. As such, zoos represent ⁸ _____ final chance of survival for orangutans. Anyone that attacks zoos is, in fact, hastening the demise of these beautiful animals.

If you add to this ⁹ _____ excellent work many zoos do in raising awareness of the problems facing animals in the wild, then you surely have sufficient reasons for supporting ¹⁰ _____ continued existence of this endangered public institution!



Opening / Intro

Core paragraphs

Outcomes Upper Intermediate

Closing / Summary



7 WRITING Arguing your case

SPEAKING

1 Work in groups. Discuss the questions.

- Can you remember the last time you went to a zoo? Who did you go with? What did you see?
- Can you think of three reasons why keeping animals in captivity is a good thing?
- What are the alternatives to zoos?

GRAMMAR

Articles

Articles are used before nouns. We use *a / an* when we introduce something new.

*They've got **a** huge snake there – and **a** gorilla!*

*There is **a** zoo in my town, but I've never been there.*

We use *the* when we think the listener knows the specific thing we mean – because they can see it, because they know there's only one or because it's already been mentioned. When we use *the*, we often add a clause to clarify which thing we mean.

*Do you know **the** old zoo near the park? It's a bit depressing!*

We don't use articles with plurals or uncountable nouns when we talk about them in general, or if they represent the whole of a type or group (e.g. animals).

Zoos are a thing of the past nowadays, aren't they?

ZOOS ARE NOT SOMETHING WE NEED

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If you add to this ⁹ _____ excellent work many zoos do in raising awareness of the problems facing animals in the wild, then you can see sufficient reasons for supporting ¹⁰ _____ continued existence of zoos as an endangered public institution!

GRAMMAR

Articles

Articles are used before nouns. We use *a / an* when we introduce something new.

*They've got **a** huge snake there – and **a** gorilla!*

*There is **a** zoo in my town, but I've never been there.*

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Zoos are a thing of the past nowadays, aren't they?



The fact that fewer and fewer people are visiting zoos these days does pose the big problem.

- 6 Without a funding, what will happen to all the animals housed in such institutions?
- 7 For me, the main issue is whether or not animals should be kept in an unnatural environment.

WRITING

3 Read the essay which has been written in response to the task: 'Zoos are not something we need in the 21st century. Discuss.' Does the writer agree or disagree with the idea of zoos? How do you know? Do you agree with this point of view?

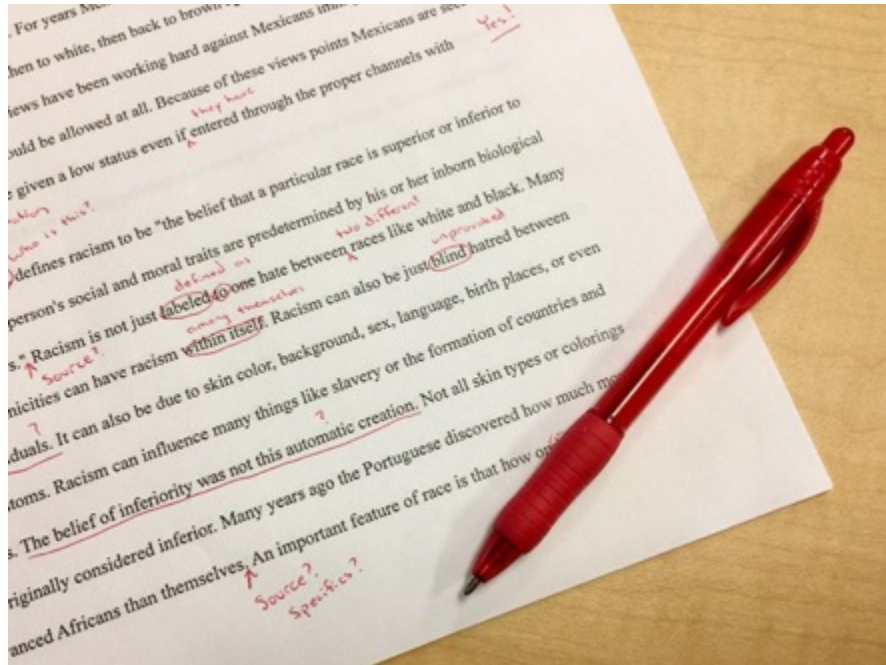
4 Complete the gaps with *a, an, the* or nothing.

5 Work in pairs. Discuss the questions.

- What is the function of each of the four paragraphs?
- What is the function of each of the three sentences in the opening paragraph?
- In what different ways does the writer introduce ideas they do not agree with?

EDITING

Cutting the waffle!



**“Perfection is
achieved
not when then is
nothing more to add,
but when there is
nothing left to take
away.”**

Antoine de Saint-Exupéry, author &
aviator

**“All good
writing is
rewriting.”**

Ernest Hemingway

**“For first you write a sentence,
And then you chop it small;
Then mix the bits and sort them out
Just as they chance to fall:
The order of the phrases makes no difference at all.”**

Lewis Carroll

EDITING & REVIEWING

**“I begin to see what I had in mind;
and want to begin cutting out the masses
of irrelevance and clearing, sharpening and
making the good phrases shine.”**

Virginia Woolf

WHAT TO LOOK FOR



Grammar

Lexis

Register

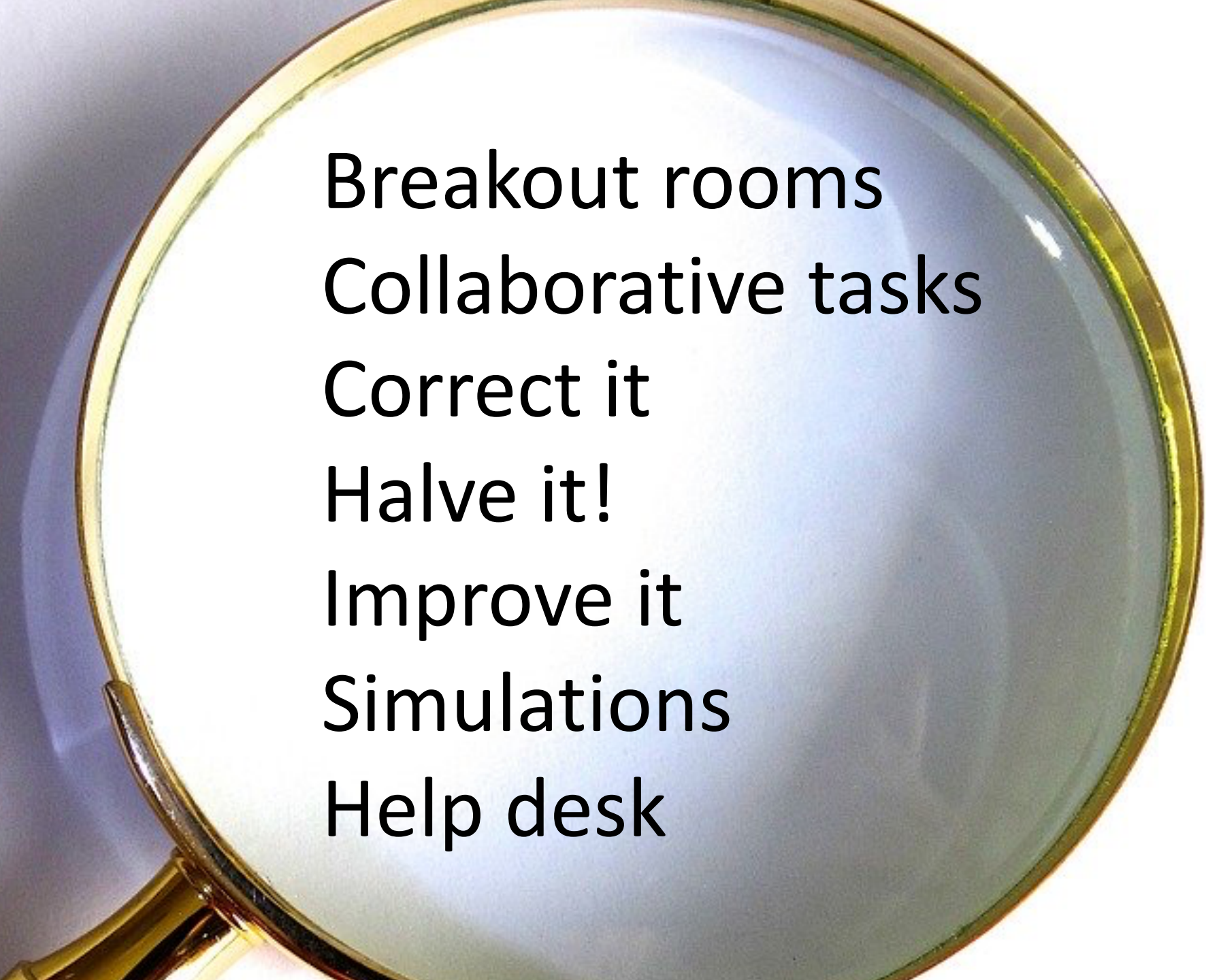
Appropriacy

Punctuation

Redundancy

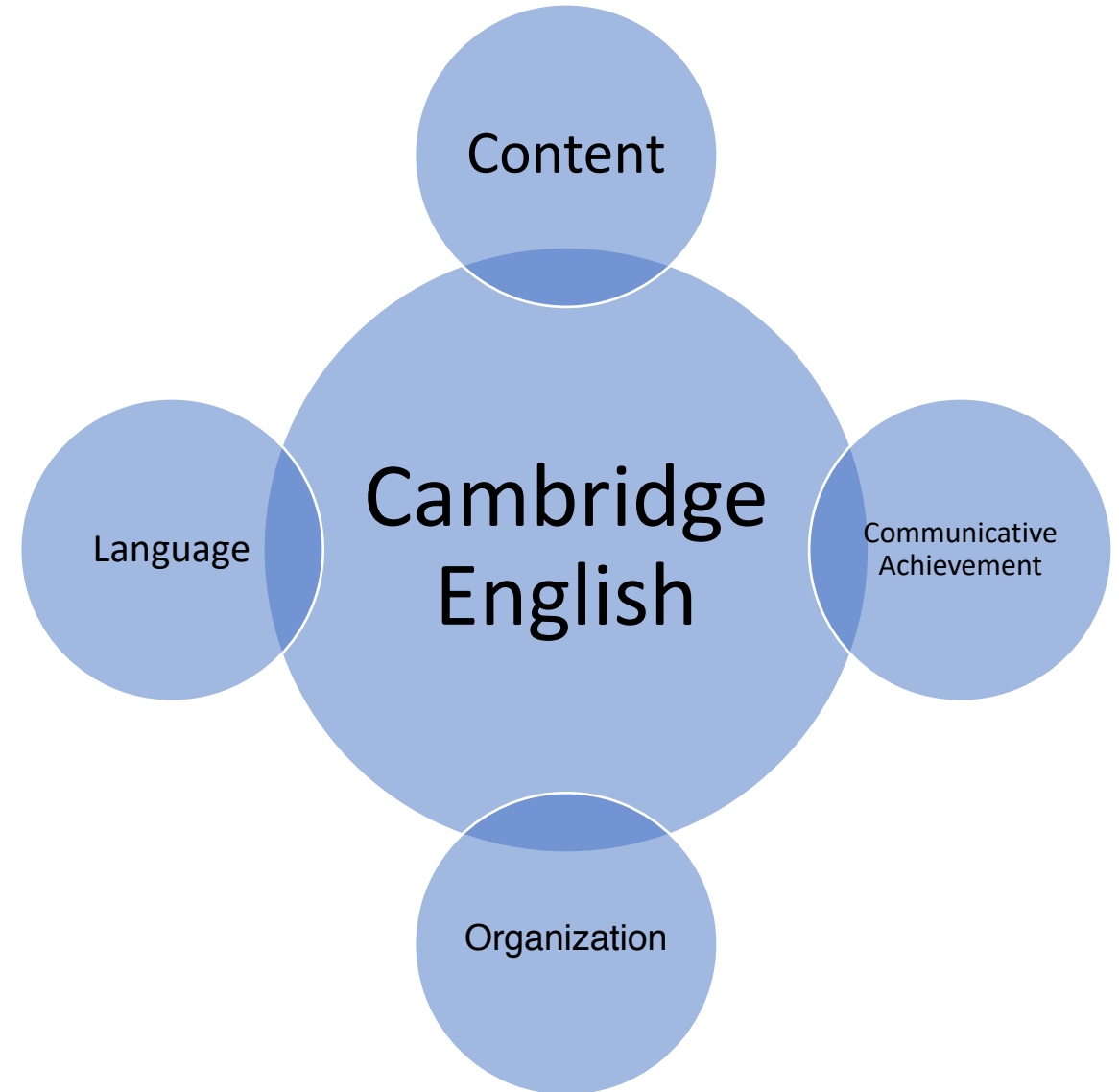
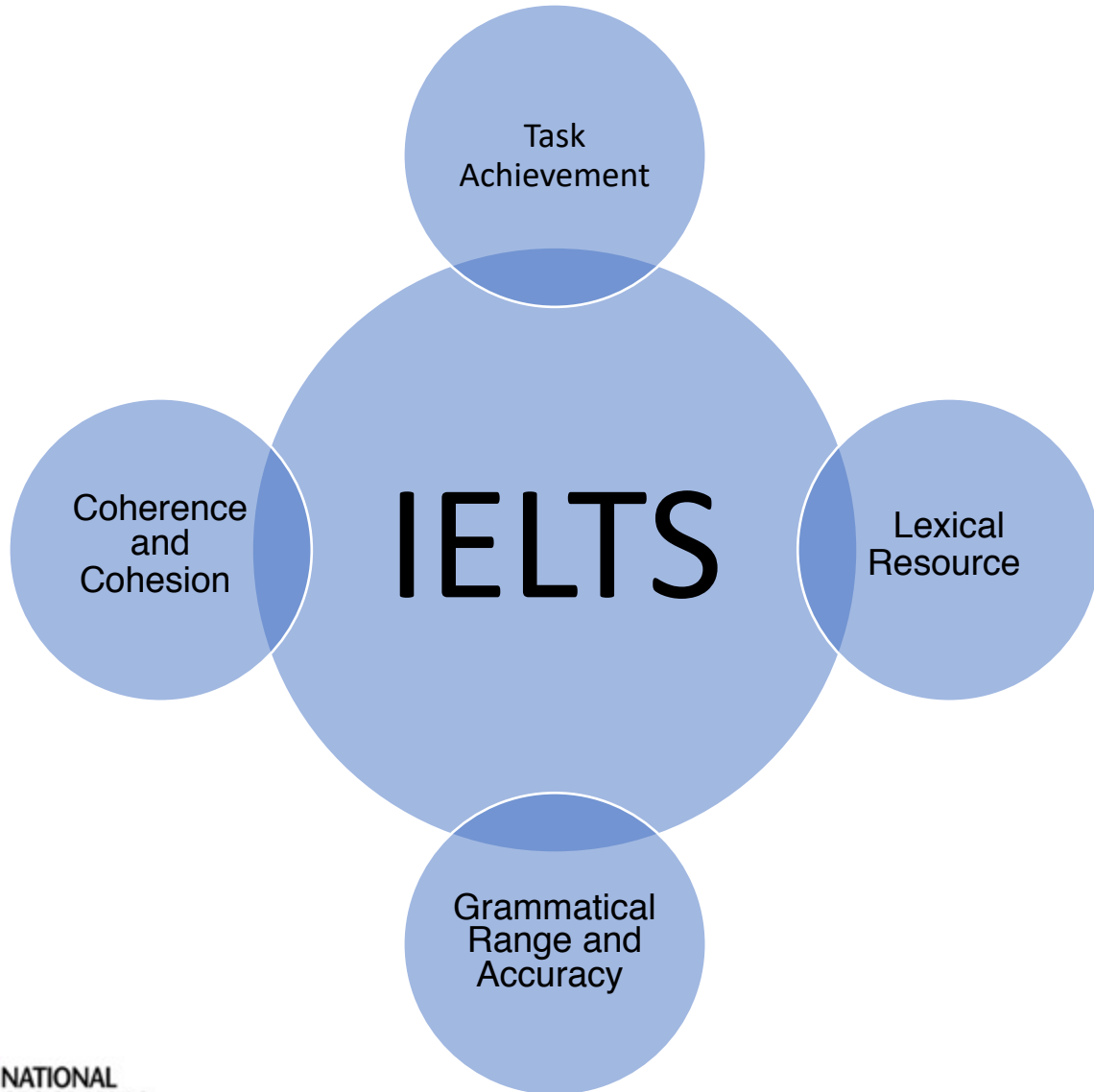
Structure

How!

A magnifying glass with a gold-colored frame is positioned over a white surface. The lens of the magnifying glass is focused on a list of seven items, which appear larger and clearer than the surrounding text. The background is a soft, out-of-focus white.

Breakout rooms
Collaborative tasks
Correct it
Halve it!
Improve it
Simulations
Help desk

Examiners criteria



11e A point of view

Writing an opinion essay

- 1 Work in pairs. Look at the title of the essay. Discuss the question and make notes on at least two reasons to support your answer.
- 2 Read the essay and answer the questions.
 - 1 Do you agree with the writer of the essay?
 - 2 Does the essay include the ideas you had in Exercise 1?
 - 3 What (other) ideas does the essay include?

DOES THE INTERNET MAKE IT EASIER FOR PEOPLE TO KEEP IN TOUCH?

- 1 These days, there are many different apps that allow you to communicate with other people. I think this makes it easier to stay in touch with friends and family, and also to make new friends.
- 2 Firstly, many people now have constant access to the internet via smartphones as well as tablets and PCs. This means that if you send someone a message, they will see it straightaway. I think that you stay in touch more easily when you can communicate quickly.
- 3 In addition, there are lots of different apps available. For example, you can share photos, videos and links with people as well as text messages. It's also very easy to have video chats. You can do all of these things either for a small charge or completely for free. Some people say it's not 'real' conversation, but I disagree. In my opinion, it's the same as writing letters used to be.
- 4 To sum up, I believe that the number of apps on the internet and the low cost make it very easy to keep in touch with people.

3 Writing skill essay structure

- a Match the functions (a–d) with the paragraphs (1–4).
 - a additional opinions / other opinions / examples
 - b concluding statement referring to the ideas in the essay
 - c general statement and short response to the title
 - d statement to support your response

- b Write the words and expressions from the essay that are used for these functions. Add a comma where necessary.

Starting a paragraph
Giving your opinion
Contrasting opinions
Giving examples

- c Complete the essay with expressions from Exercise 3b. Remember to add a comma where necessary. More than one answer is sometimes possible. Compare with your partner.

¹..... nearly everyone has a phone that lets them get online. I've read that experts think we spend too much time online and ²..... we sometimes feel pressure to answer messages quickly. But ³..... with both points.

⁴..... there are many great reasons to go online. ⁵..... you can use social media to connect with your friends. ⁶..... being online gives you access to lots of information.

⁷..... the advantages of being online outweigh the disadvantages.

- 4 Work in pairs. You're going to prepare an essay with four paragraphs. Choose one essay title. Write the introduction (paragraph 1) together. Look at your notes and decide which ideas can go together in paragraphs 2 and 3.

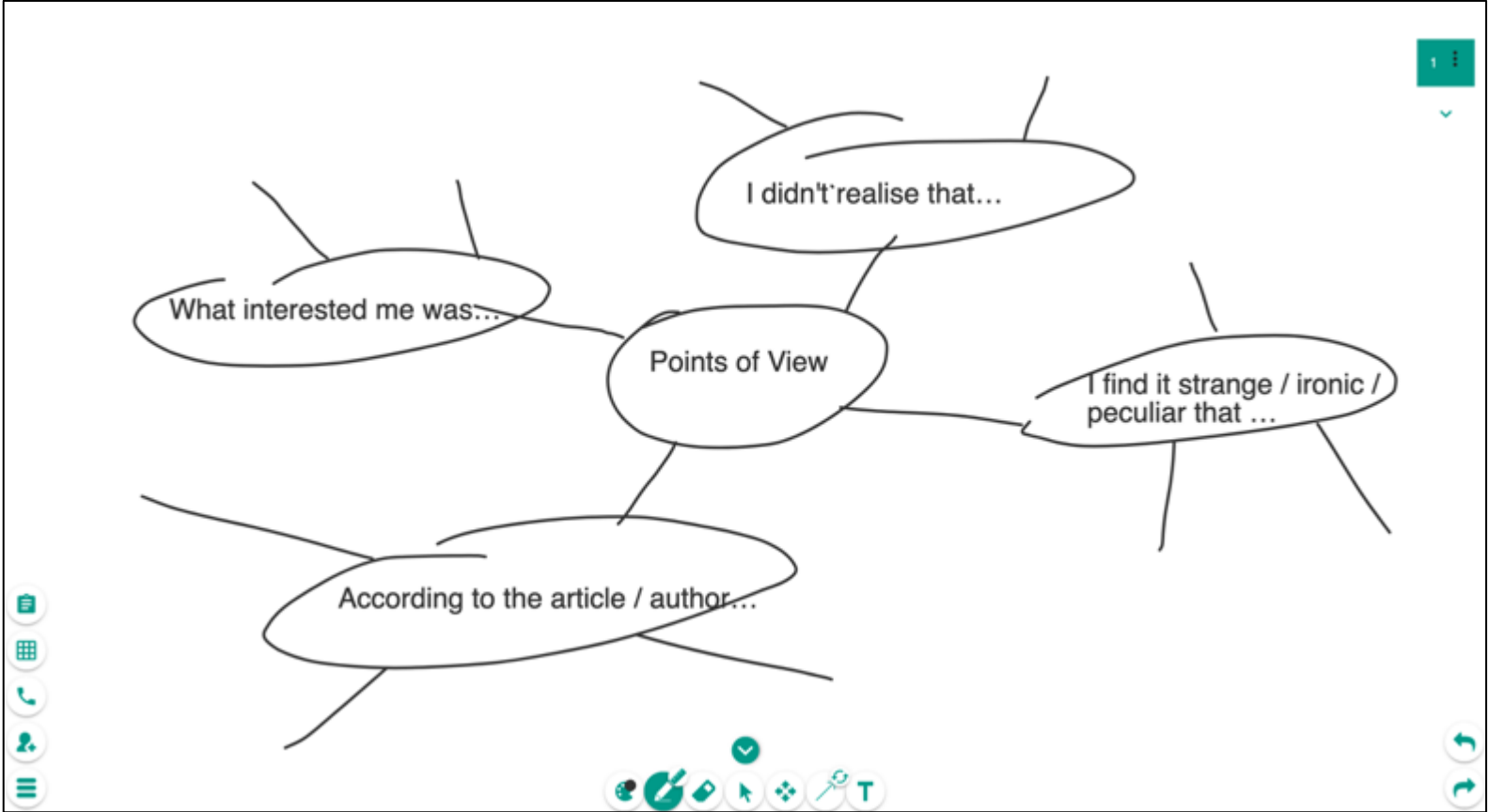
- Do people spend too much time online these days?
- Is it a good idea to have one day a week 'off' the internet?
- Do children under the age of ten need mobile phones?

- 5 Work on your own. Write paragraphs 2 and 3 to follow your introduction. Then write the concluding paragraph. Use expressions from Exercise 3b.

- 6 Use these questions to check your essay. Then exchange your essay with a new partner.

- Have you organized your essay correctly?
- Is your opinion clearly expressed?
- Have you used expressions from Exercise 3b correctly?

- 7 Work in pairs. Ask your new partner about one thing they wrote in their essay.

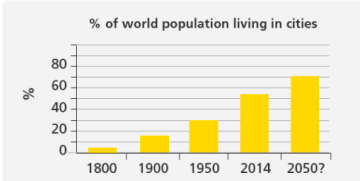


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5e Big cities, big problems

Writing an opinion essay

- 1 Work in pairs. Answer the questions.
 - 1 Why do you think people want to live in big cities? Give reasons.
 - 2 What problems do big cities create?
- 2 Look at the title of the opinion essay and read the answer. What is the opinion of the writer?



Our cities have become too big. The problems they create outweigh the benefits. Discuss.

In 1800 only two per cent of the world's population lived in cities. But since then, and particularly in recent years, more and more people have moved to cities looking for work and a better life. **As a result**, more than half the world's population now live in cities and that number is expected to grow. Cities are evidence of the amazing organizational abilities of human beings. However, in some cases, they also bring many social, economic and environmental problems. The question is: do the problems they create outweigh their benefits? Cities exist because they are more convenient places to live. Jobs, schools, hospitals are all close to people's homes. There is a wide choice of people to socialize with and they offer good opportunities for entertainment and leisure. **On the other hand**, there also seems to be more crime, more poverty and more pollution and often these problems are found in a particular area of a town, making them seem even worse. But this is not so surprising, if you think about it. The same problems exist in the countryside or in smaller towns, but they are not so concentrated. **Because of this**, they are noticed less. As long as the population of cities does not grow more quickly than the services available for it, cities can solve a lot of our problems. **In addition**, they can provide jobs and a more interesting life. The problem with cities is not how big they are, but how well managed they are.

- 3 Does the opinion essay in Exercise 2 follow this structure?
Introduction → Arguments for → Arguments against → Conclusion

- 4 The introduction to an opinion essay can take different forms. Which of these does the writer choose?
 - giving a dramatic example of the problem
 - telling a story about the problem from the writer's own experience
 - giving some statistics that illustrate the seriousness of the problem
 - quoting what someone famous has said about this problem

5 Writing skill linking words

- a Look at the linking phrases in the table. Then put the highlighted phrases from the essay in the correct place in the table. Compare answers with a partner.

Adding an argument	Introducing a contrasting fact	Explaining the consequences
Furthermore, As well as	Then again,	Consequently,

- b Choose an appropriate linking phrase to complete the sentences.
 - 1 Certain cities in the world have become especially popular. _____, we have seen the emergence of what are called megacities: cities with over ten million inhabitants.
 - 2 A lot of people find a better standard of living in big cities. _____, big cities also contain some of the poorest people.
 - 3 _____ being convenient for the residents, cities also make life easier for businesses.
- 6 Write an opinion essay about this statement. Use the correct structure and linking words.

In our busy urban lifestyles, we have lost our sense of community. We need to return to a way of life that involves more interaction between people and more caring for each other. Discuss.

- 7 Work in pairs. Exchange essays with your partner. Use these questions to check your partner's essay. Did you use any of the same arguments? Do you find the arguments convincing?
 - Is it organized in clear sections/paragraphs?
 - Does it follow the structure suggested in Exercise 3?
 - Does it use one of the introduction techniques suggested in Exercise 4?



outweigh

the

of

being

disadvantages

advantages

the

online





Pros

free

easy to
stay in
touch

make
new
friends

Cons

superficial

no
privacy



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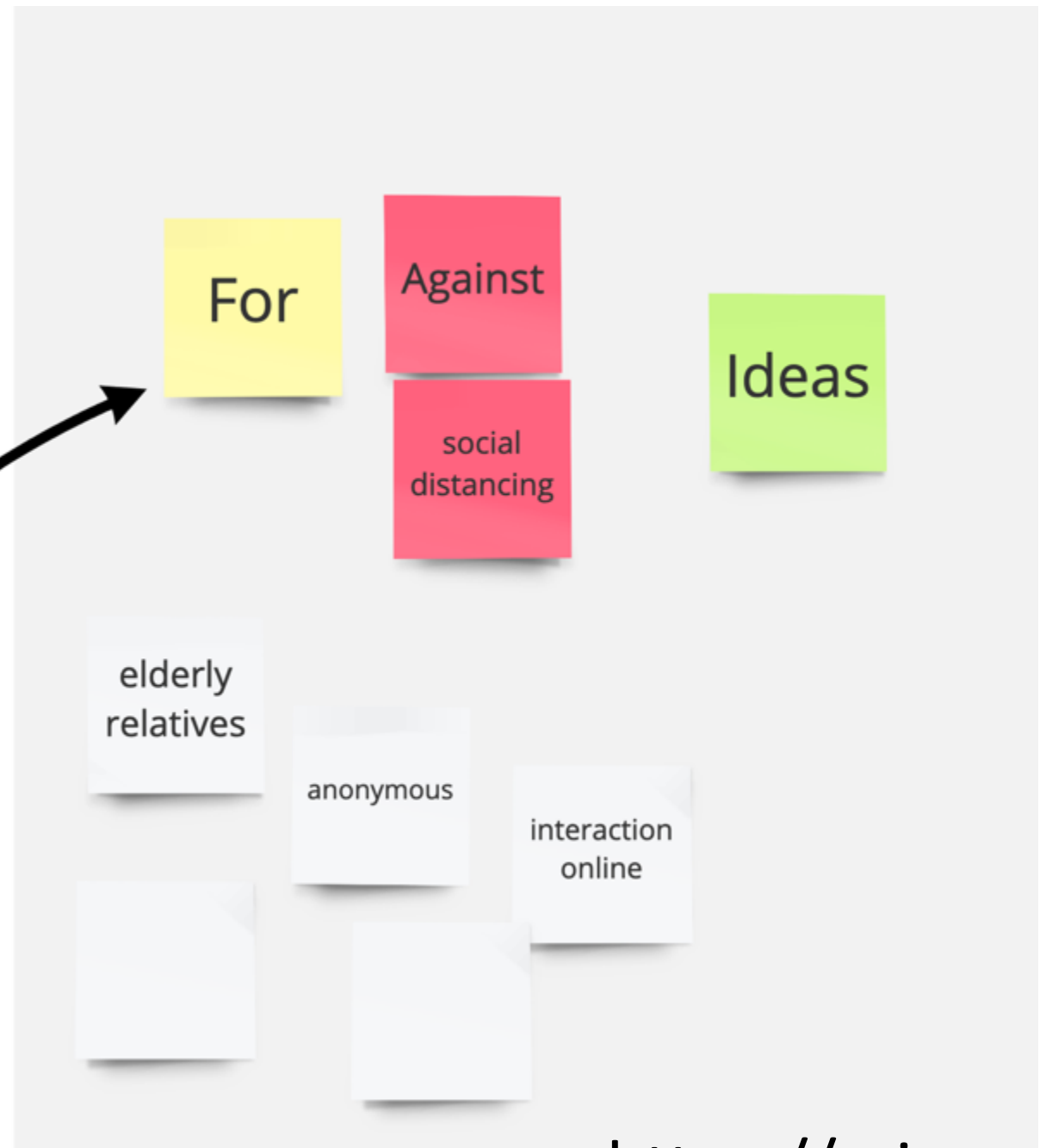
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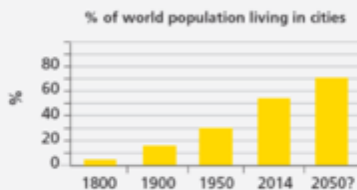
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Cities exist because they are more convenient places to live. Jobs, schools, hospitals are all close to people's homes. There is a wide choice of people to socialize with and they offer good opportunities for entertainment and leisure.

On the other hand, there also seems to be more crime, more poverty and more pollution and often these problems are found in a particular area of a town, making them seem even worse. But this is not so surprising, if you think about it. The same problems exist in the countryside or in smaller towns, but they are not so concentrated. **Because of this**, they are noticed less.

As long as the population of cities does not grow more quickly than the services available for it, cities can solve a lot of our problems. **In addition**, they can provide jobs and a more interesting life. The problem with cities is not how big they are, but how well managed they are.

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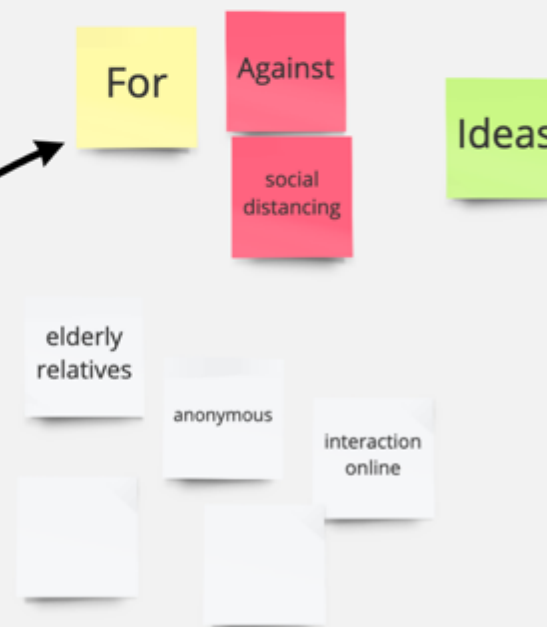
In our busy urban lifestyles, we have lost our sense of community. We need to return to a way of life that involves more interaction between people and more caring for each other. Discuss.

7 Work in pairs. Exchange essays with your partner. Use these questions to check your partner's essay. Did you use any of the same arguments? Do you find the arguments convincing?

- Is it organized in clear sections/paragraphs?
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- Does it use one of the introduction techniques suggested in Exercise 4?

It is true that city dwellers have become more isolated...

On the other hand...



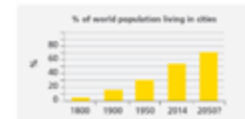


5e Big cities, big problems

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Our cities have become too big. The problems they create outweigh the benefits. Discuss.

In 1900 only two per cent of the world's population lived in cities. But since then, and particularly in recent years, more and more people have moved to cities looking for work and a better life. **In a way**, more than half the world's population now live in cities and that number is expected to grow. Cities are evidence of the amazing organizational abilities of human beings. However, in some cases, they also bring many social, economic and environmental problems. The question is: do the problems they create outweigh their benefits?

Cities exist because they are more convenient places to live. Jobs, schools, hospitals are all close to people's homes. There is a wide choice of people to socialize with and they offer good opportunities for entertainment and leisure.

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6 Choose an appropriate linking phrase to complete the sentences.

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- 2 A lot of people find a better standard of living in big cities. **On the other hand**, big cities also contain some of the poorest people.
- 3 **Because of this**, being convenient for the residents, cities also make life easier for businesses.

6 Write an opinion essay about this statement. Use the correct structure and linking words.

In our busy urban lifestyles, we have lost our sense of community. We need to return to a way of life that involves more interaction between people and more caring for each other. Discuss.

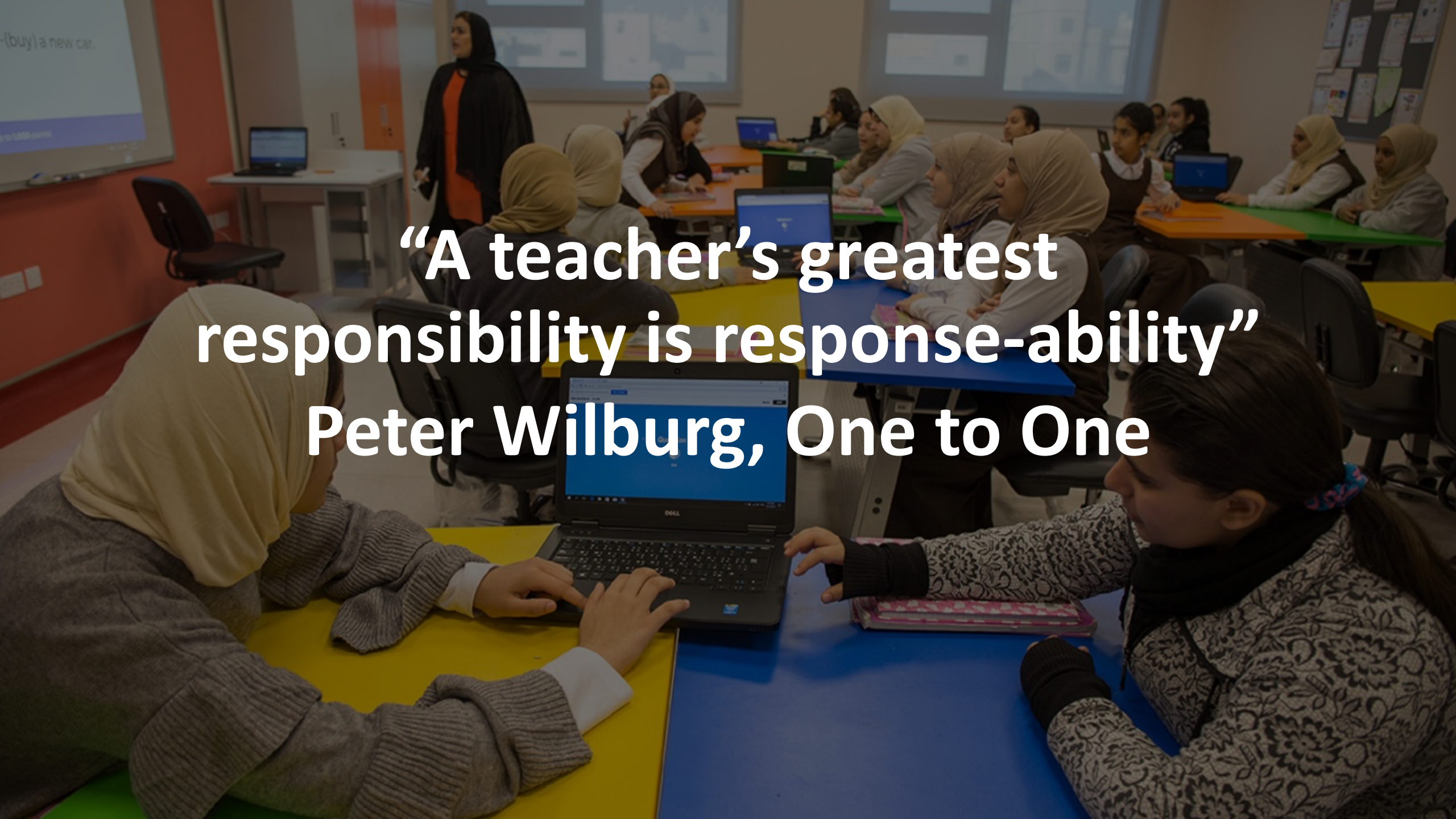
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- Is it organized in clear sections/paragraphs?
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It is true that city dwellers have become more isolated...

On the other hand...



A classroom scene with students at laptops and a teacher standing at the front. The students are seated at desks with colorful tops (yellow, blue, green). They are wearing hijabs and are focused on their laptops. The teacher, a woman in a black abaya and orange top, is standing at the front of the room. The background shows a large screen displaying a presentation. The text is overlaid in the center of the image.

**“A teacher’s greatest
responsibility is response-ability”
Peter Wilburg, One to One**

9e News story

Writing a news article

1 Read the article and answer the questions.

- 1 What problem does the article describe?
- 2 What solution is being proposed?
- 3 Who might not be happy about this solution?

2 Complete the notes (1–5) about structuring a newspaper article using functions a–e.

Headline: ¹ _____

First short paragraph: ² _____

Second paragraph: ³ _____

Third paragraph (optional):

⁴ _____ or gives other relevant facts

Final paragraph:

states how the story ends, ⁵ _____ or gives an alternative side to the story

- a gives the details of the story
- b what is likely to happen next
- c catches the reader's attention
- d gives most of the key information
- e includes a comment or quotation about the events

3 Writing skill using quotations

a Look at the sentences (1–3). Then choose the correct options to complete the rules (a–d).

- 1 The head of the investigation said, 'We haven't even started to write our report.'
- 2 'Don't wait for me,' she said with a smile.
- 3 'And what,' he asked, 'is the solution?'

- a Always begin a quotation with an opening quotation mark and then a small / capital letter



Is 'supercar season' over?

Temporary residents in some of London's richest areas have been warned that their supercars will be banned or even taken away if they are caught driving them dangerously.

Every summer the streets of Kensington and Chelsea are filled with the sound of loud engines and screeching tyres as rich visitors to London bring with them their collections of Ferraris, Aston Martins and Lamborghinis. Although the visitors bring necessary income to the five-star hotels, shops and restaurants, many local residents have complained about the noise and dangerous driving. Now the police have stepped in and warned drivers that inconsiderate driving will be punished.

'A car which suddenly accelerates in a busy street can be a real danger to the public,' said the head of police for the area, 'and we must act before someone is seriously injured.'

Not everyone will be happy, however. The supercars

Blogs

A bouquet of pink baby's breath flowers in a white vase, resting on a white notebook with a green cover and a black pen.

Diary

Comment

Summary

Discussion

Opinion

Review

3e What a weekend!

Writing a blog post

- 1 Do you read or write any blogs? What kind of things do people write about in personal blogs? And in professional blogs?
- 2 Read the post and answer the questions.
 - 1 What is the topic of this post?
 - 2 What do you think *beach gear* refers to?
 - 3 Who do you think Ellie, Louis and Oscar are?
- 3 Put the main events of the story (a–g) in the correct order.
 - a Ellie, Louis and Oscar **ran** to the sea.
 - b The sun **started to shine**.
 - c There was a storm.
 - d A ship lost a cargo of trainers.
 - e They **got** into the car.
 - f They **picked up** things to take to the beach.
 - g They **went** to the beach.
- 4 **Writing skill** interesting language
 - a Compare the post with the sentences in Exercise 3. Which verbs does James use instead of the verbs in bold? Why?
 - b Circle the verbs and adjectives that James uses instead of these words.

raining full of people looking arrived
holding

The calm after the storm

It was pouring with rain all weekend, so we spent almost the whole time indoors trying to entertain the kids. Then, unexpectedly, the sun came out late on Sunday afternoon. We grabbed our beach gear, jumped into the car and headed down to the bay. When we got there, we realized that everyone had had the same idea! The beach was packed. But everyone was staring out to sea and picking stuff up off the sand. Ellie, Louis and Oscar rushed down to the water's edge, full of excitement. It turned out that a ship had lost its cargo in Saturday's storm. Five containers of Nike trainers had washed up on the beach! Everyone was clutching odd shoes, looking for the other one to make a pair! What a strange end to the weekend!

Written by James

28 Feb 23.17

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