

Write it!

Cambridge B1 Preliminary for Schools writing task: NOTE / EMAIL

Focus skill: organising text

Material partly extracted from: Compact Preliminary for Schools (textbook), published by Cambridge University Press

Main lesson steps:



Recognize:

Lead-in to the task topic – exercise 1

Show task – exercise 2. The task comes from the Cambridge English Preliminary for Schools Handbook for Teachers.

Recognize main ideas and linking – exercises 3-4. The answer letter comes from the Cambridge English Preliminary for Schools Handbook for Teachers. Possible headings could be: *Special day and eating, Activities in the morning, Activities in the evening.*

Practise linkers:

Exercises 5-7. Exercises 6-7 are extracted from the sample lesson provided by Cambridge University Press from its textbook Compact Preliminary for Schools. The complete sample lesson can be found here: <http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>, or here: <http://www.cambridge.org/gb/cambridgeenglish/catalog/cambridge-english-exams-ielts/compact-preliminary-schools/>

You may also want to try a digital activity, levels B1-B2, practising discourse markers, here: <http://www.cambridgeenglish.org/learning-english/activities-for-learners/b2w001-organising-writing-> - your students would need to access the internet either on PC's or on their mobile devices.

Write:

Plan ideas, write letter on new task – exercise 8. This task comes from the Cambridge English Preliminary Handbook for Teachers.

Optional: chain writing. Each student writes the first sentence on a loose piece of paper. Then they give the paper to another class mate, who has to continue with the second sentence, which has to make sense and possibly also explicitly linked to what the first student has already written. This chain goes on until the letter is finished. The challenge may be that the ideas that they have planned to include may not easily fit in with what has already been written by the others. It will be up to them whether they stick to their plan, or write something else to fit the existing flow of ideas.

You can re-use these pieces of writing if you photocopy them and discuss organisation skills with a different class.

How to write well

Organise and link ideas

1. What is your favourite day of the year that people celebrate in your country? What do people do? What do **you** do on that day? Think of:



2. Have a look at this letter you receive from an English friend.

For my homework project I have to write about a special day that people celebrate in your country. Which special day should I write about? What information should I include?

What would you write to your friend?

3. Here is what a student like you answered, but the sentences got mixed up on the computer! Number them from 1 to 10 to put them in the right order, so that the letter makes sense.

Dear Peter,

We have special bread with cinnamon, honey, cakes and fruit as well as sweet milk.

First, we have breakfast.

In my country I think the most important day is the first day of spring, when we welcome the new season.

Do you celebrate a special day in your country?

Some people wear costumes and dance.

After breakfast, we visit relatives and play games.

In the evening, there are fires in the town square to say goodbye to winter.

There are coins in the bread and the people who get them receive a gift.

Some people go round houses, playing music, and people give them money.

We have special bread with cinnamon, honey, cakes and fruit as well as sweet milk.

Your friend,

Magda

Look back at the sentences. What words helped you order them? Underline these words.

4. Look at the letter. For each paragraph write a heading to express the main idea.

Dear Peter,

In my country I think the most important day is the first day of spring, when we welcome the new season. First, we have breakfast. We have special bread with cinnamon, honey, cakes and fruit as well as sweet milk. There are coins in the bread and the people who get them receive a gift.

After breakfast, we visit relatives and play games. Some people go round houses, playing music, and people give them money.

In the evening, there are fires in the town square to say goodbye to winter. Some people wear costumes and dance.

Do you celebrate a special day in your country?

Your friend

Magda

5. Put the link words below in the right column.



To add something	To say something opposite	To order things

6 Rewrite the sentences using *and*, *but*, *so* and *because*.



- 1 I was tired. I'd played football all day.
I was tired because I'd played football all day.
- 2 I arrived home. I opened the door.
- 3 I shouted hello. No one was at home.
- 4 I was hungry. I made myself a sandwich.
- 5 My sandwich wasn't very nice. I'd put lots of salt in it.
- 6 I wanted to make toast. I'd used all the bread.

7 Complete the sentences with a suitable linking word.

- 1 I didn't feel well I went straight to bed when I got home.
- 2 I got onto my bike cycled into town.
- 3 I have to do my homework tonight it's due in tomorrow.
- 4 I remember putting my mobile into my bag now it's not there!
- 5 I didn't have any money, I still went into town.
- 6 the rain, we enjoyed our game of football.

This extract is from Compact Preliminary for Schools, published by Cambridge University Press. The complete sample lesson can be found here:
<http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

8. Here is a new letter for you to write. Plan your ideas and how you are going to link them.

- This is part of a letter you receive from an English friend.

My grandmother has given me some money. There's enough to buy a really good camera or go on holiday with my friends. My parents want me to save the money. What do you think I should do?

- Now write a letter, giving your friend some advice.