

# Writing for SQA ESOL **National 5** **SAMPLE**

## *Teacher's Book*



## **Dave Butler**

Writing for SQA ESOL National 5 Teacher's Book Copyright © 2023 by Dave Butler.

All rights reserved.

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means without the prior written permission of the author.

# 2: How's it going?

## Introduction to informal e-mails

Students find informal e-mails easier than formal ones so focusing on this first should boost their confidence. The material includes some speaking to get them into the topic before analysis of a model answer. For the first focus on any particular task type, I let them use a dictionary and look at their notes and the model answer while building a text. I don't see this as a test, more an introduction to a new genre in which I give them time to construct their own model answer. We have the whole year to test the students under exam conditions. Emphasise the importance of planning before writing and include a stage where they can compare their plans. Can the students think of some advanced language to include in their e-mails?

### **Answer key**

#### **Exercise B (content)**

Jamie's plan is to take a break from his studies to meet his friend.

#### **Exercise C (structure)**

There are two paragraphs.

Paragraph 1: greetings to friend; response to his previous e-mail.

Paragraph 2: main reason for writing; questions to friend; clarification regarding what he'd like his friend to do in response to this e-mail.

#### **Exercise D (language)**

1. Fill in the gaps.
  1. Hi/Dear (I recommend 'Hi' to students for this task)
  2. for
  3. hear
  4. going

5. ages
6. up
7. fancy
8. about
9. Let
- 10.free
- 11.Hope
- 12.the

2. How does the writer start and finish the e-mail?

Start: Hi Bobby,

Finish: All the best,  
Jamie

Clarify that we just write first names for informal e-mails, followed by a comma at the beginning (Hi Bobby,) but no full stop or comma at the end. Elicit other possible phrases to finish with, such as, 'Best wishes,' or 'Love,' for close friends, spouses/partners and relatives.

3. Formal versus informal writing
- a) shorter sentences - informal
  - b) longer sentences - formal
  - c) contractions (I'm, she's etc.) - informal
  - d) phrasal verbs (pick up, sort out etc.) - informal
  - e) the modal verbs could and would - formal
  - f) Hi Bobby, - informal
  - g) exclamation marks (!) - informal
  - h) Yours faithfully / Yours sincerely – formal

### Exercise E (practice)

1. **Thanks** for your email.
2. It **was** great to hear from you again.
3. We **haven't** seen each other for **ages/so long/such a long time!**
4. Do you fancy **going** to the cinema on Sunday?
5. **How** about meeting **up** on Friday?
6. Let me **know** if you're free.
7. Can't **wait** to see you tomorrow.
8. **All** the best

# 9: I was extremely disappointed....

Formal e-mails 3: writing complaints

E-mails of complaint provide a clear context that everyone can relate to. There's no writing task here. Instead, the language is revised in the next two classes and a chance to practise is given in lesson 12.

## Answer key

### Exercise B (content)

The laptop is the wrong colour and size. Also, the customer service was very poor. Brian would like the laptop to be collected and a new one sent.

### Exercise C (language)

1. Fill in the gaps:

1. am writing
2. bought
3. was sent
4. ordered
5. waiting
6. was put
7. was
8. collect
9. hearing

2. Possible answers:

- I am writing to complain about...
- Unfortunately, there are several problems with...
- Although my friends have told me that your customer service is very reliable, I found it to be extremely disappointing.
- Not only was the call centre agent unhelpful, but he was also incredibly rude.
- I would be most grateful if you could collect this laptop and send me a replacement as soon as possible.

3. Extremely disappointing/incredibly rude (these are good collocations to add to the Useful Phrases section at the back of the Student's Book).

# 17: Healthy college lives

Reports 2

## Answer key

### Exercise B (content)

The following ideas are mentioned: a healthy buffet, an aerobics class, sporting events, a hill walk and guest speakers. The writer recommends that the college offers a variety of sessions.

### Exercise C (useful language)

1. Fill in the gaps.

1. to make
2. is based
3. has been trying
4. organised
5. learn
6. Doing
7. show
8. to organise
9. be
10. recommended
11. Organising
12. eating
13. doing

2. Useful phrases, advanced grammar and vocabulary:

- The aim of this report is to...
- The information is based on...
- The college has been trying to organise.....for some time now.
- The majority of the respondents...

- It is recommended that...

**Advanced grammar:**

- If the college organised this, the students would ... (second conditional)
- Doing some exercise ... (gerund as a subject)
- Although many students ... (advanced linking word)

**Advanced vocabulary:**

- raise awareness
- nutritional
- hire a coach
- give advice on
- lead a healthy lifestyle
- interactive activities
- well-promoted

# 19: School uniforms

Introduction to writing essays

As with previous introductions, allowing the students to work together while looking at the model when they write their first report will help them to gain a good understanding of how to structure their first attempt at a new genre.

## Answer key

### Exercise B (content and structure)

1. As the essay includes both sides of the debate, it is a balanced response.
2. The purpose of each paragraph: the introduction is very general - its purpose, as its name suggests, is simply to introduce the topic. The middle two paragraphs (the main body) discuss each side of the debate (points in favour of uniforms and points against). Finally, the writer gives their own opinion in the conclusion.
3.
  - a. True
  - b. False
  - c. False (do so in the conclusion)
  - d. True
  - e. True

### Exercise C (useful language)

1. Fill in the gaps.
  1. Although
  2. pros and cons
  3. On one hand,
  4. Firstly,
  5. Another advantage
  6. As a result
  7. On the other hand,
  8. In addition,
  9. In conclusion,
  10. In my opinion,
2. Synonyms: pupils, students, schoolchildren, their fellow classmates, young people.