

ESOL BOOKS

Sample unit

Writing for SQA ESOL National 5

Student's Book



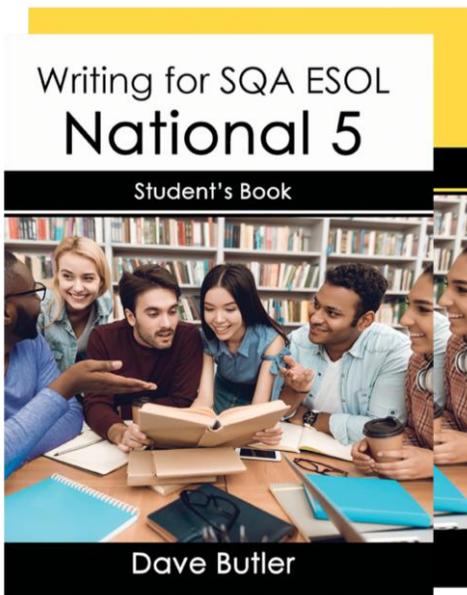
**Upper
intermediate**

Dave Butler

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Essential tasks to boost your learners' writing



“It’s a great tool for providing students with the skills they need to master exam tasks such as formal and informal emails, reports and essays.”

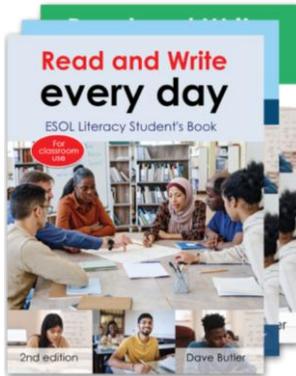
Tanja Baxter
ESOL Teacher,
Glasgow Kelvin College





ESOL BOOKS

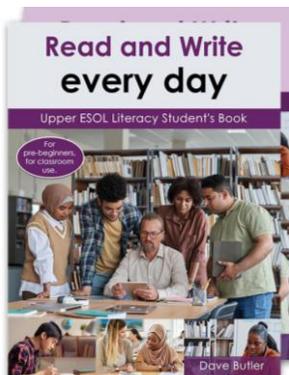
Current titles



Read and Write every day

ESOL Literacy Student's Book,
Workbook and Teacher's Book

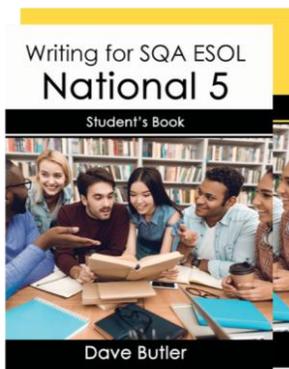
- ✓ For pre-entry level.
- ✓ 14 units based on contexts relevant to students' lives.
- ✓ Enables reading aloud, personalised writing, phonics and numeracy work.



Read and Write every day

Upper ESOL Literacy Student's Book and Workbook

- ✓ For low beginners / Entry Level 1.
- ✓ Gives support with literacy / numeracy plus more advanced areas, e.g. grammar.
- ✓ Teacher's Book coming in September 2025.



Writing for SQA ESOL National 5

Student's Book and Teacher's Book

- ✓ For upper intermediate / Level 1 learners (B2).
- ✓ Preparation for writing assessments.
- ✓ Focus on key task types: formal / informal e-mails, reports and essays.

Introduction



Hi, I'm Dave. I'm an ESOL teacher and teacher trainer based in an FE college in Glasgow. I have been teaching groups of ESOL learners for 25 years. Many of my students cite writing as the most difficult of the skills for them. While preparing my Upper intermediate group for their external exam I developed material to guide them as regards the structure, content and key language to use. Although this book has been written with the SQA ESOL National 5 exam in mind (a Scottish exam), much of its content will be relevant to ESOL Level 1 / Upper intermediate / B2 learners in general.

Sample units from the **Writing for SQA ESOL National 5 Teacher's Book** are included in this booklet. Please feel free to photocopy any of the samples on our website and use them with your class.

How to order

- ✓ Look at the following page to see our current prices.
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Feedback

We'd love to know what you think of these sample units! Please contact me to give me your feedback: **davebutler@esolbooks.com**.



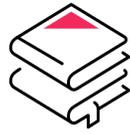
ESOL BOOKS

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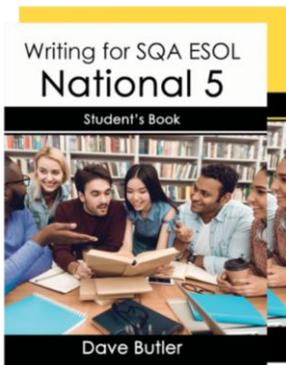
Title	Price
Read and Write every day ESOL Literacy (pre-entry) series	
Student's Book	£29.99
Workbook	£19.99
Teacher's Book	£19.99
Read and Write every day Upper ESOL Literacy (Entry Level 1) series	
Student's Book	£29.99
Workbook	£19.99
Teacher's Book (coming September 2025)	£19.99
Writing for SQA ESOL National 5 (Upper Intermediate)	
Student's Book	£19.99
Teacher's Book	£19.99



ESOL BOOKS

Writing for SQA ESOL National 5

Student's Book and Teacher's Book
For Upper intermediate level / Level 1



Boost your learners' writing skills

Do your students' writing skills lag behind their speaking level? Or perhaps they lack the language needed for formal or academic writing? Do they struggle with the structure and layout of reports? This book provides model answers and analysis to help your learners upgrade their writing skills and prepare for assessments and exams.

- ✓ Models of key task types (informal/ formal e-mails, reports, essays).
- ✓ Guidance on structure, content and key language to use.
- ✓ Practice tasks to get students using more advanced language.
- ✓ Exam writing tasks.

“This book’s explanations are easy and clear to understand. I highly recommend this student.”

Shaymaa Kadhim
ESOL student



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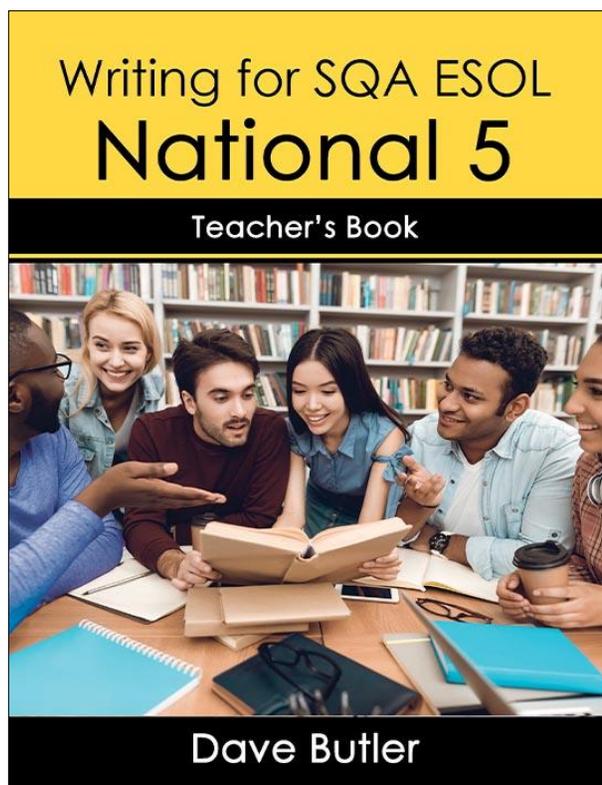
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Writing for SQA ESOL National 5

Teacher's Book

SAMPLE UNITS



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 participate
9. hiring
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.