

# Writing file 1 | Teacher's notes

## Learning objectives in this lesson

Looking at the organizational features of a memo, as well as the style of language and the purpose of memo writing. By the end of the lesson students will have covered the format, layout and language style needed for successful memo writing.

- 1 Introduce the text and ask students to decide what type of correspondence it is and why they think so.

### Answers

**Text type** – memo

**Reason** – layout style and linguistic style

- 2 Now get students to read the text again and fill in the table based on the information in the text.

### Answers

**Patrick**, Team Leader, manages the Sales Team

**Hazel**, After-sales Assistant, handles complaints and queries, responsible for current client list

**Tony**, Team Leader, manages the After-sales Team

**Vaughan**, Sales Rep, deals with new clients

- 3 Ask students to decide if the statements are true or false. Ask them to justify their answers. Ask students to compare answers with a partner before taking class feedback.

### Answers

- 1 F. Usually internal communication between different departments.
- 2 T. This is the usual accepted style.
- 3 T. It should have a clear and concise message.
- 4 T. We often use the infinitive or imperatives and the use of bullet points is common.
- 5 F. It depends on who it is being written to, so the reader needs to be considered when writing.
- 6 F. It is usually signed off with the initials or first name of the writer.

## Extra activity

Get students to look at the text and find examples of words and expressions to describe responsibilities. They may remember these from the main unit in the Student's Book, e.g. *oversees, reports, is responsible for, handles, is part of, deals with*. Then ask students to briefly discuss their own responsibilities with their partner. Encourage them to use these terms.

- 4 In this exercise, students look at the organization and layout of a memo. Ask students to work in pairs to match the parts of the memo (already in the correct order) with their definitions.

### Answers

1 c

2 e

3 a

4 b

5 d

- 5 This task gets students to apply the layout and organizational features discussed in the lesson thus far. Ask students to consider Juan Carlos's notes and organize the information appropriately using the headings from the previous activity.

This can be done as homework, so students write the memo and send it to the teacher as an email attachment. Or it can be done in class with students working in pairs to write the memo and then comparing theirs with other examples in the class. In either case, it is a good idea to give some feedback afterwards.

## Evaluation tips

Look for appropriate layout and concise language. Look at the first paragraph. Does it explain the function of the memo? Remember to comment on content as well as accurate language use.

### Sample answer

There are no fixed answers. However, students should be able to justify the order in which they have presented the information in the memo.

**From:** Juan Carlos

**Date:** 25th October

**Subject:** New security measures

I would like to inform you about the new security measures being implemented due to the rise in thefts in recent months.

### Time

The new measures are to be implemented immediately.

### Measures

Members of staff must carry their ID cards with them at all times.

All members of staff must show their ID cards whenever asked by security in reception.

All visitors must be signed in and out and be supplied with a temporary ID card.

Please make sure that you lock your office even if you are only leaving it for a short time.

If anyone has further questions about the above, please give me a call.

JCS