

# Materials Writing

Promoting clarity: technical issues

Using authentic materials: ways to handle

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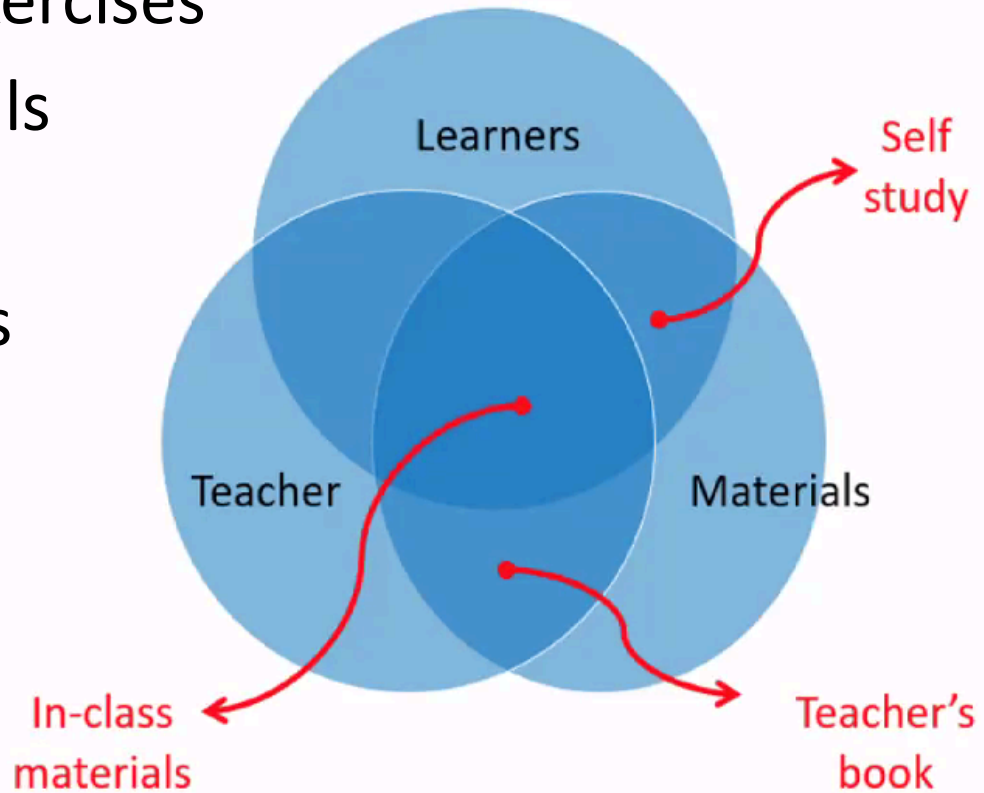
# What materials do YOU write?

e.g.

- Quizlet quiz
- Qs and gapfill vocab exercises on an (edited) newspaper article (B1)
- A revision worksheet on vocab from past 3 weeks (B1)
- Worksheet for sts on how to engage your audience on social media (CallToAction) (C1)
- & you?

# Categories of materials

- Supplementary exercises
- Self-study materials
- ★ • Complete lessons
- Notes for teachers



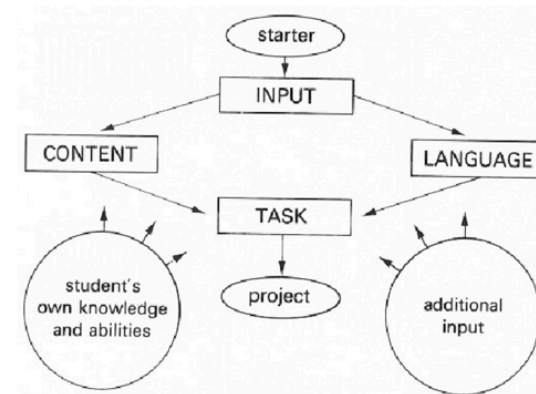
# Why write our own materials?

- a. To meet previously defined needs
- b. To put a course plan into action
- c. To supplement a course book
- d. To tailor materials to students' needs
- e. To use corporate material
- f. No suitable course book
- g.

# Considerations, e.g.

- Students' level
- Students' needs
- Topics
- Motivation
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## Materials design model: **expanded**



Hutchinson & Waters: 'An expanded materials model', 1987

# Outline

- Part I: Technical issues in writing tasks and activities
  - Clarity & focus
  - Meaningful practice
  - Personalisation
- Part II: Authentic materials
  - Considerations
  - Genre analysis
  - Ways to exploit

# Part I: Technical issues

- Clarity & focus
- Meaningful practice
- Personalisation

# Sample lesson: draft 1

in groups 5'

How could you improve this material?

**DRAFT 1**


**EATING OUT**

1 What are the most well-known dishes in your country? What's your favourite? Describe one to your partner. Can you guess each other's? Are there any foods that you don't eat? Why? Tell your partner.

2 Label the pictures of dishes on the right with their names.

*Chicken & pine nut salad*  
*Fish soup*  
*Greek salad*  
*Prosciutto with melon*  
*Spaghetti carbonara*

*Tomato & avocado salad*  
*Crispy-fried mushrooms with garlic dip*









3 Now listen to the recording of three people, Tom, Ellen and Sue, in a restaurant. What do they order to eat and drink, and is there anything they can't eat?

4 Complete the gaps in the extracts from the text. Then listen to check.

**Extract 1:**  
Tom. There's a good choice, too! What do you recommend?  
Ellen. Well, you could try the fish soup. It's a local speciality, and it's a bit spicy, ...  
T. Oh, that sounds good. Sue – what about you?  
Sue. ....  
E. Then maybe you'd like the crispy-fried mushrooms. I think I'm going to have that.  
S. Are the mushrooms deep-fried in breadcrumbs? .....  
E. Yes, I think they are.

**Extract 2:**  
E. The crispy-fried mushrooms for me, please, without the garlic dip.  
W. Oh, I'm afraid ..... the mushrooms. What about a Greek salad?  
E. Er, no, .....  
W. ....?  
E. Yes, I do.  
W. Then I could bring you the chicken salad with nuts.  
E. Can you tell me .....?  
W. It has pine nuts in it, but no other nuts. Is that OK?  
E. Yes, ..... Thank you!  
W. Anything else?  
T: Yes, could you also bring me some bread to go with the soup?  
W. Yes, of course. And what can I get you to drink?

**Extract 3:**  
E: Would you like some coffee, or a dessert?  
S: Not for me, thanks.  
T. Well, ....., but the cakes look very tempting. But no! Let me pay for this.  
E. No, absolutely not. I insist.



5 Roleplay: You're going to work in groups of 3, taking it in turns to choose and order food in a restaurant. Remember to include some food problems – what can't you eat?

**[END DRAFT 1. PTO: Audioscript; answers underlined]**



# Sample lesson: draft 2

in groups 5'

1. What makes this version better?

2. What else could you do to improve it?









**DRAFT 2**  
**EATING OUT**

VOCABULARY for special diets.

1. Work in pairs or small groups.  
a. Think of one of your favourite dishes, or a favourite dish from your country. Describe it to your partner. Try to guess each other's.  
b. Some people don't eat certain foods. Are there any foods that you or your friends don't eat? Why?

2. Look at the menu below. What would you choose to eat? Why? Tell your partner.

*Today's menu:*

	Prosciutto with melon <u>M</u>	
	Tomato & avocado salad _____	
	Greek salad _____	
	Fish soup _____	
	Crispy-fried mushrooms with garlic dip _____	
	Chicken & pine nut salad _____	
	Spaghetti carbonara _____	

3. Some people avoid the following ingredients: dairy, eggs, fish, gluten, meat, nuts. Label the dishes on the menu which may include these ingredients.  
D = contains dairy    E = contains eggs    F = contains fish  
G = contains gluten    M = contains meat    N = contains nuts

LISTENING for information

4. Ellen is taking Tom and Sue out for lunch. They've had a business meeting all morning. Listen to the conversation.  
a. What does each person order to eat and drink?  
i. Ellen: \_\_\_\_\_  
ii. Tom: \_\_\_\_\_  
iii. Sue: \_\_\_\_\_  
b. Are there any foods which Ellen, Tom or Sue don't, or can't eat?  
i. Ellen: \_\_\_\_\_  
ii. Tom: \_\_\_\_\_  
iii. Sue: \_\_\_\_\_

Useful phrases box. Are there any phrases which are useful for you?

Page box:  
I eat. I'm a vegetarian.    What kind of meat is it, exactly?  
I like meat.    I like beef.  
I like fish products.    Does this dish have any dairy in it?  
I like food with eggs?    I'm allergic to nuts.    What sort of nuts does it contain?  
I'm allergic to nuts.    I can't eat gluten.    I have a gluten intolerance.  
I'm vegetarian / vegan / someone who can't eat [wheat]?  
I'm on a special diet.

Conversation below.

Waiter: What do you recommend?  
Customer: Fish soup. It's a local speciality, and it's a bit spicy. ...  
Waiter: OK. What about you?  
Customer: I'll have the fish meat so ...  
Waiter: The crispy-fried mushrooms. I think I'm going to have that.  
Customer: Fried in breadcrumbs? (b) ... gluten intolerance.  
Waiter: OK. For me, please, without the garlic dip.  
Customer: I'll have the mushroom. What about a Greek salad?  
Waiter: OK. I'll bring you the products.  
Customer: Thank you!  
Waiter: I'll bring you the chicken salad with nuts.  
Customer: I'll have that. Nuts? It contains other nuts. Is that OK?  
Waiter: Yes, thank you!  
Customer: I'll have some bread to go with the soup?  
Waiter: OK. I'll get you to drink?  
Customer: I'll have a dessert?  
Waiter: OK. The cakes look very tempting. But no! Let me pay for this.  
Customer: Thank you very much.  
Waiter: Thank you.

Put your answers in 6.

Write one or two things you don't or cannot eat. ...  
- 2 guests, and 1 waiter - to practise similar restaurant  
Use the conversation again.

Well, I'm allergic to ...    Then you could try the ...

# Improvements

- Exercises are numbered
- (sub-) Headings are clear ( and in **bold**)
- Instructions (rubrics) are short & clear
- Tasks are broken down into shorter exercises
- Sample answers / a model is included (NB. writing!)
- (more) Space provided
- Activities are (more) personalised: enables sts to relate to content at several points – to use content/lang.
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# Rubrics: “rules”

- Be consistent
- Use only one action per sentence
- Use imperatives
- Make them easy to understand (clarity; level)
- Put instructions in **bold**
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# Draft 2: extra ideas

- Personalisation task
- Vocabulary exercise
- Pronunciation task (sounds; word stress; etc.)
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# Extra 1: personalisation, e.g.

- Gapfill -> Questions with gaps; ask and answer
- “Has this ever happened to you / a friend?”
- Roleplay the situation
- “What would you do if ...?”
- Substitute you / friends / places you know
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- 



# Extra 2: vocabulary

Task, pairs

Add instructions to this exercise.

*vegan foods diet allergies dish vegetarian*

- a. When you cook at home, are there any ..... which you never use?
- b. Have you ever thought about becoming a ....., and not eating meat? Why?
- c. What ..... could you recommend for someone who can't eat [*dairy / nuts / meat*]?
- d. Do you have any food .....
- e. Have you ever been on a (special) .....? What was it like?
- f. Do you think one day we will all be ....., and eat only plants and seeds?

# Extra 2: vocabulary

## 1. Complete the questions using the appropriate noun.

*vegan foods diet allergies dish vegetarian*

- a. When you cook at home, are there any ..... which you never use?
- b. Have you ever thought about becoming a ....., and not eating meat? Why?
- c. What ..... could you recommend for someone who can't eat [*dairy / nuts / meat*]?
- d. Do you have any food .....
- e. Have you ever been on a (special) .....? What was it like?
- f. Do you think one day we will all be ....., and eat only plants and seeds?

## 2. Work in pairs. Ask and answer the questions in 1.

# Extra 3: pronunciation

**In natural speech, we often say words quickly together.**

1. In each of the phrases below, which two or three words are spoken quickly together? Underline them.

a. Do you often come? /dʒʊ/

e. Could you also bring me ...

b. I'm afraid we've /æməfreɪd/

f. I'd like mineral water.

c. What do you recommend?

g. And a small beer ...

d. Can I take your order?

2. Listen to check.

3. In pairs, practise saying the phrases to each other.



# Materials Writing Tip 1:

“ Leave your first draft for **at least 24 hours** before editing and revising it; if possible, **ask a colleague** you trust **to proofread** your work. **Pilot it** in your class. **Invite a colleague** to use your activity and **comment** on it. Keep making final tweaks ... . (p. 35)



# Materials Writing Tip 2:

“ I share my materials on LinkedIn, on Facebook or Freed [a shared community].

Once I got something about how I wrote a particular **instruction**, that **it was not clear, students got really confused**. So I **rephrased** it and I **sent it back** to the teacher and she said that now it was better and I could do a better job.

**Sometimes what I think, is not good, or appropriate, or clear enough for students or teacher.**



# Outline

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- **Part II: Authentic materials**
  - Considerations
  - Genre analysis
  - Ways to exploit

# Authentic materials: Considerations

- Dis./advantages
- Types: Authentic, Simplified, Simulated
- “Adapt the task not the text”:
  - e.g. Differentiation / provide tasks at different levels
- ★ • Text analyser:
  - to find out level of the text (words?)
  - to help choose words you might replace / pre-teach

# Text Analysers

- Oxford Text Checker
- Text inspector (English Vocab. Profile)
- Vocab Kitchen
- Cambridge English Profile
- Pearson English

