

UNIT

1

Part 1 Getting ready to write

Section 1 What is a paragraph?

Option 1

1. Introduce the idea of a paragraph by having students discuss these questions with a partner:
 - *What is a paragraph?*
 - *What information should a paragraph include?*
2. Then have students read the explanation in the textbook.

Option 2

1. Have students read the information.
2. Check students' understanding by asking:
 - *How many topics should a paragraph contain?* (Answer: 1)
 - *What should every sentence in the paragraph describe?* (Answer: **The topic of the paragraph**)
3. Emphasize:
 - *The purpose of a paragraph is to explain one idea.*

Exercise 1

Option 1

1. After reading the paragraph on page 3, give students a few minutes to think about the answers to these questions individually.
2. Then have students discuss these questions in pairs or small groups.

Option 2

1. After reading the paragraph on page 3, have students close their books and, in pairs or small groups, summarize what the paragraph was about to each other.
2. Then have students discuss question 2.

Section 2 The structure of a paragraph

Option 1

1. Regarding the paragraph structure, elicit from students:
 - *What are the three parts of a paragraph?*
 - *What is the purpose of each part?*
2. Write them on the board.

Option 2

1. Have students read the explanation of the three components of a paragraph (page 4).

2. Have students close their textbook and summarize what they read to a partner.
3. Ask the questions from Option 1.

Option 3

1. Draw a diagram of a paragraph on the board. Use lines to represent sentences instead of actual words.
2. Number the first line "1," the middle lines "2," and the final line "3."

Have students match a number to the three terms, e.g.:

- ① _____
- ② _____
- _____
- _____
- _____
- _____
- ③ _____

Exercise 2

Option 1

1. Have students do parts 1 and 2 individually.
2. In pairs or small groups, have students compare answers.

Option 2

1. Follow Option 1 above.
2. Then have students:
 - underline the controlling idea in the topic sentence.
 - circle the concluding sentence.
 - write a number next to each supporting point.

Option 3

1. After Option 1 or 2, elicit from students:
 - *How many sentences explain each supporting point?*
 OR
 - *How might this paragraph (on page 3) be different from other paragraphs you have written?*
 (Possible answer: **It is much longer than the three- or four-sentence paragraphs often taught prior to university.**)

2. Emphasize:
 - *Academic paragraphs often reach eight or nine sentences or longer. This is necessary to properly support the controlling idea.*
 - *Because academic paragraphs are often of this longer length, a concluding sentence is often necessary to summarize the supporting points and reaffirm how they support the controlling idea or thesis.*

Section 3 **Generating ideas for writing – brainstorming**

Option 1

Prior to explaining the three brainstorming methods:

1. Have students read the introductory information.
2. Have students, in pairs or small groups, quickly discuss any of the following questions:
 - *Have you ever used brainstorming techniques before? If so when and for what purpose?*
 - *In what situations do people brainstorm for ideas?*
 - *What are the different ways to brainstorm for ideas?*
3. Elicit answers.

Option 2

After presenting “listing”:

1. Have students, in pairs or small groups, come up with a list for item 1 in Exercise 3 (page 7): “Reasons for studying abroad.”
2. Tell students they have two minutes to complete this task. Keep time.
3. Elicit answers and compile them on the board into one long list.

Option 3

After presenting “listing”:

1. Have students, in pairs or small groups, try to add more ideas to the list on page 5.
2. Then have students try to put the ideas into categories, e.g.:
 - “to get a good job ...,” “to think about the future” = career

Option 4

After presenting “mind mapping”:

1. Have students, in pairs or small groups, come up with a mind map for item 2 in Exercise 3 (page 7): “Advantages of joining a university organization.”
2. Tell students they have two minutes to complete this task. Keep time.
3. Elicit answers and compile them on the board into one giant mind map.

Option 5

After presenting “mind mapping”:

1. Have students, in pairs or small groups, add more ideas to the mind map on page 6.

2. Then have students discuss:
 - *Which ideas would you use if you had to write an essay on this topic?*

Option 6

After presenting “free writing”:

1. Have students individually free write sentences on item 3 in Exercise 3: “Causes of stress among university students.”
2. Tell students they have three minutes to complete this task. Keep time.
3. When time is up, in pairs or small groups, have students swap and read each other’s free writing.
4. Emphasize:
 - *“Free writing” is not only useful when brainstorming, but also when writing the first draft of an essay. Often at the beginning of the writing process, students spend too much time thinking and not enough time writing. Free writing is a way to avoid overthinking what to write and wasting time.*

Option 7

If students had a chance to practice all three of the methods:

1. Have them discuss in small groups:
 - *What are the advantages/disadvantages of each brainstorming style?*
 AND/OR
 - *Which brainstorming method was easiest for you and why?*
2. Elicit answers.

Option 8

Explain the following additional points regarding brainstorming:

1. *Brainstorming can be done alone but will be better if more people are involved.*
2. *Students often hesitate to write ideas they feel may not be appropriate. However, brainstorming should be a quick activity where the objective is quantity, not quality, of ideas.*
3. *Although many ideas may be generated when brainstorming, writers will need to be selective in which ideas to write about. Some ideas are more important than others, so it is up to individual writers to determine what the most important ideas are.*

Exercise 3

Option 1

1. Have students do the exercise individually.
2. In pairs or small groups, have students compare answers.
3. Poll students to see who prefers a particular method. Elicit reasons why.

Option 2

1. Have students work in pairs or small groups to brainstorm ideas.
2. Have one person in each pair or group write down the ideas.
3. After two or three minutes, have each pair/group circle the ideas that they think are the most useful.
4. Elicit answers from the writers.

Option 3

1. Follow Option 2 above.
2. Then have each pair/group exchange their brainstorm with another pair/group.
3. Have students add additional ideas to the new brainstorm they get from the other pair/group.

Option 4

1. Make this activity into a race between different groups:
 - Set a target number of ideas that need to be reached – the first group to reach this number of ideas is the winner.
2. Emphasize:
 - *Brainstorming is about quantity rather than quality.*

Section 4 Writing a topic sentence

Option 1

1. Present an example of a topic sentence based on number 5 in Exercise 3:
There are a number of ways in which technology helps students to do better research.
2. Elicit:
 - *What are the two parts of a topic sentence?*
 - *Why is the controlling idea called the “controlling idea”?* (Answer: **It controls the focus of the rest of the paragraph.**)
3. Have students discuss in pairs what the topic and controlling idea are of the sample sentence.
4. Circle the topic “ways in which technology helps students” and underline the controlling idea “do better research.”

Option 2

1. Write the topic sentence from the example paragraph on page 3 on the board.
2. Circle the topic “reasons for entering higher education” and underline the controlling idea “vary.”
3. Then explain the two parts of a topic sentence as questions:
 - *What is the paragraph about?* This is the topic.
 - *What does the writer want to say about the topic?* This is the controlling idea.
4. Have students go back to Exercise 3 and write a topic sentence for the topics they brainstormed.

Option 3

Refer to the diagram on page 8.

1. Elicit:
 - *Is the topic the writer's own idea?* (Answer: **No**)
 - *Is the controlling idea the writer's own idea?* (Answer: **Yes**)
2. Emphasize:
 - *The topic is not individual to the writer, but the controlling idea is the writer's own idea.*
3. Have students come up with a few more possible controlling ideas on the topic.

Option 4

When presenting the ideas at the top of page 9, about “direct and concise” topic sentences:

1. Emphasize:
 - *The topic sentence should not be too general or too specific.*
2. Elicit:
 - *Why is a topic sentence which is too general not good?* (Possible answers)
 - **The reader cannot get a good idea of the goal of the paragraph.**
 - **The writer risks creating a paragraph with no clear focus.**
 - *Why is a topic sentence which is too specific not good?* (Possible answers)
 - **It may make the reader think that the writer has limited knowledge on the topic.**
 - **The writer risks ignoring other equally related and valid points on the topic.**
 - **The writer risks not being able to develop the controlling idea because it is so specific that there is not much else to say about it.**

Exercise 4**Option 1**

1. Have students do the exercise individually.
2. Have students circle the topic and underline the controlling idea in each example topic sentence.
3. In pairs or small groups, have students compare answers and explain the problems with the inappropriate topic sentences.

Option 2

1. Follow Option 1 above.
2. Then have students correct the inappropriate sentences.
3. Elicit answers.

Option 3

1. For a class of more advanced students, have them create new topic sentences which express the same idea as the correct answers.
2. Elicit answers.

Section 5 Choosing supporting points

Option 1

To check students' understanding of supporting points:

- Write the following on the board:
 "_____ are _____ or _____
 which show how the _____ is true."

controlling idea	examples
supporting points	reasons
- The four words or phrases below the gapped sentence are in random order. Have students complete the gapped sentence using these words. (Answer: **Supporting points are reasons or examples which show how the controlling idea is true.**)

Option 2

- Elicit:
 - How do you know which supporting points to include in a paragraph?*
- Present the three points listed at the top of page 10 for choosing supporting points.

Option 3

- When referring to the diagrams on page 10, elicit from students other possible supporting points to support each of the controlling ideas.
- Emphasize:
 - Some supporting points may be more important/relevant than others. It is important for writers to be selective in deciding which supporting points to include in a paragraph.*

Option 4

- Have students look at the example paragraph on page 3.
- Have students draw lines to show where each supporting point begins and ends.
- Students then label each supporting sentence as a reason or an example.
- Emphasize:
 - Three supporting points is a suitable number.*

Section 6 Making an outline

Option 1

- Elicit: *Why is it necessary to make an outline?*
- Present the three points listed at the top of page 11 about making an outline.

Option 2

- Have students read the information in this section.
- Then review by asking:
 - What elements are necessary in an outline?*
 (Answer: **the topic, the topic sentence, and supporting points**)

Exercise 5

Option 1

- Have students do the exercise individually.
- In pairs or small groups, have students compare answers.

Option 2

- In pairs or small groups, have students select one of the topics from Exercise 3 which they have notes for.
- Have students rank the importance of each of the supporting points which they brainstormed and decide which supporting points should be used in the outline.
- Have students combine their notes to complete the outline.

Option 3

- Instead of using an Exercise 3 topic, have students (individually, in pairs, or in small groups) make an outline of the sample paragraph on page 3, but without looking at page 3.
- Have students swap their outline with someone else to compare.

Review questions

Option 1

Elicit answers to the Review questions on page 12.

Option 2

- In pairs or small groups, have students ask each other the questions on page 12.
- Elicit answers when done.

UNIT

1

Part 2 Writing a paragraph

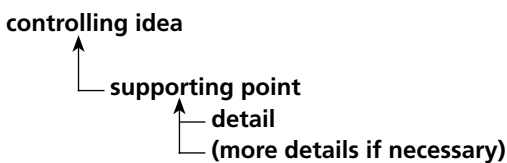
Section 1 Supporting ideas with details

Option 1

Emphasize:

- There is a logical “general to specific” hierarchy when presenting arguments in a paragraph:
 - The controlling idea is a general point about the topic.
 - Each supporting point shows why the controlling idea is true.
 - The details show specifically how the supporting point is true.

The relationship could be illustrated as follows:



(Add supporting points and details as necessary)

Option 2

Demonstrate how to produce supporting details using questions with *when*, *where*, *why*, and *how*.

1. Write the following on the board:

Topic sentence: "Living in a dormitory brings many benefits to university students."

Supporting point: "Students can easily make friends."

When?

Where?

Why?

How?
2. Have students in small groups discuss answers to the four questions.
3. Elicit their answers.
(Possible answers)
 - *When?*
 - Students are surrounded by other students for almost the entire day, so students can interact with each other at any point in the day.
 - *Where?*
 - There are chances to talk in corridors, in cafeterias, and in communal areas.
 - *Why?*
 - It is easy to develop relationships because students all have the same experience in common – attending university.

- *How?*

- Students can simply leave their door open and other students will often visit. Students may also just sit next to another student in a communal area and start chatting.

Exercise 1**Option 1**

Students complete this exercise individually, then compare answers with a classmate.

Option 2

Instruct students not to look back at the example on page 3, but to try to remember the details on their own.

Option 3

Have students think of their own details different from the ones in the example on page 3 to complete this outline.

Section 2 Organizing supporting sentences

Option 1

Focus students' attention on the importance of transitional words:

1. Have students close their textbooks and work with a partner to reconstruct the three supporting point sentences from the example paragraph on page 15.
2. After a few minutes, have students write their sentences on the board.
3. Check the accuracy of the sentences, especially whether or not they include the words *first*, *another*, and *finally*.

Option 2

Check students' understanding by asking:

- How many supporting points are necessary in a paragraph? (Answer: 2 or 3)
- What is the correct order of these elements in a paragraph – supporting point, topic sentence, details? (Answer: topic sentence, supporting point, details)

Exercise 2**Option 1**

1. Have students read all of the details in the right column.
2. Then have students cover the right column with their hand or a piece of paper.

- Students in pairs or small groups are to look at the supporting points in the left column and try to recall the details which match each one *without* looking at the right column.
- Check answers by having students close their books, then eliciting the details for each supporting point.

Option 2

After completing the exercise, challenge students to add more details under each supporting point.

Section 3 Writing a concluding sentence

Option 1

- Elicit:
 - Why do some paragraphs need a concluding sentence? (Answer: To remind readers of the purpose of the paragraph and the main points presented.)*
- Emphasize:
 - The concluding sentence does not need new information.*
 - It does need new vocabulary to describe the ideas in the paragraph without repeating the same words used in the paragraph. Therefore, students should change:*
 - Words (e.g., "higher education" to "university")*
 - Word forms (e.g., "vary" [verb] to "variety" [noun])*
 - Word order (refer to topic and concluding sentence examples on page 17)*

Option 2

- Explain:
 - Certain transitional expressions often start a concluding sentence (e.g., "To sum up," "To summarize").*
- Elicit a few more examples of transitional expressions which could start a concluding sentence. (Possible answers: **In conclusion**, **In brief**, **Therefore**, **Indeed**)

Exercise 3

Option 1

- Have students do the exercise individually.
- Students then compare in pairs or groups.
- Elicit answers.

Option 2

- Follow Option 1 above, but do not elicit answers yet.
- Then have students work together to write a new concluding sentence based on the pair's or group's ideas. (The objective should be to pool everyone's knowledge, as changing vocabulary and structure is probably the most challenging part of writing a concluding sentence.)

Exercise 4

Option 1

If students had worked on Exercise 5, page 12 individually, have students do this exercise individually. Remind students to concentrate on changing words, word forms, and/or word order to not sound repetitive but keep the same meaning.

Option 2

If students had worked on Exercise 5, page 12 in pairs or groups, have students do this exercise in the same pairs or groups to collaboratively write a concluding sentence.

Section 4 Choosing a title

Option 1

Emphasize:

- The title needs to explain the purpose of the paragraph, but it should not include information about the supporting details.*
- To check that capital letters are used correctly, refer to Appendix A, page 120, when students have finished writing their own titles.*

Option 2

Tell students that after writing a title, they should check that capital letters are used correctly by referring to Appendix A, page 120.

Exercise 5

Option 1

- Have students do the exercise individually first.
- Then have students compare answers in pairs.
- Elicit answers when done.

Option 2

- Have students refer back to the outline they wrote on page 12 and write down several possible titles for it (different from the wording of the topics in Exercise 3, page 7).
- Students in pairs or small groups compare the titles they wrote and discuss why they think they are appropriate.

Option 3

Have students look at the examples in this exercise, and then ask students to decide what the rules are for using capital letters in a title. Have students refer to Appendix A (page 120) to check their ideas.

Section 5 Writing the first draft

Option 1

In addition to the points listed on page 20, re-emphasize to students:

- *Making an outline is important because it helps writers stay focused and present their ideas logically.*
- *This is the first draft, so focus only on organizing the structure. There will be time to make changes to language (e.g., spelling, grammar, word usage) later.*

Option 2

1. Have students write a paragraph based on the outline they created in Exercise 3, page 7.
2. When done, have students swap paragraphs and evaluate the following:
 - *Does the paragraph have the three necessary components (i.e., topic sentence, supporting sentences, concluding sentence)?*
 - *Do the supporting sentences have adequate details to prove they are true?*
 - *Are transitional expressions used for the supporting sentences and concluding sentence?*

Review questions

Option 1

Elicit answers to the Review questions on page 20.

Option 2

1. Have students in pairs or small groups ask each other the questions on page 20.
2. Elicit answers when done.

UNIT 1

Part 3 Writing a coherent paragraph

Section 1 Coherence

Option 1

- Elicit:
 - What does "coherence" mean?
- In pairs or small groups, have students discuss:
 - What makes a piece of writing incoherent?
- Elicit answers and write them on the board.
- Present the points on page 21.

Option 2

- Have students read the explanation in the textbook.
- Then have students close their books and summarize to each other what they read.
- Elicit:
 - What makes a paragraph coherent?
- Emphasize:
 - A reader can understand a coherent paragraph even if it contains grammatical or vocabulary mistakes.
 - Therefore, when writing, students should focus on coherence first, then try to fix grammar and vocabulary later.

Section 2 Using conjunctions

Option 1

- Write these two sentences on the board:
*Facebook users often have many "friends."
 People nowadays seem to have few intimate friends.*
- In pairs or small groups, have students discuss:
 - How can these sentences be combined in a logical way?
- Elicit answers.
 (Possible answers)
 - Facebook users often have many "friends," but people nowadays seem to have few intimate friends.
 - Although Facebook users often have many "friends," people nowadays seem to have fewer intimate friends.

Option 2

- Have students read the explanation in the textbook.
- Elicit:
 - What are possible purposes of conjunctions?

- Elicit:
 - What is the difference between an independent and a dependent clause?
- Emphasize:
 - Use conjunctions to connect independent and dependent clauses to write longer sentences, which are more appropriate for academic essays.

Section 2.1 Coordinating conjunctions

Option 1

- Write the following coordinating conjunctions on the board:
for and nor but or yet so
- In pairs or small groups, have students discuss:
 - What relationship do each of these coordinating conjunctions express?
- Present the ideas and examples in the table on page 23.
- Emphasize:
 - Using "for" as a coordinating conjunction is only commonly used in poetry, so it may seem outdated if used in an academic essay.

Option 2

- Refer students to the warning under the table on page 23 about starting sentences with a coordinating conjunction.
- Explain:
 - Starting a sentence with a coordinating conjunction is sometimes used in writing. However, beginning level students should avoid doing this because there is a high chance they will do it incorrectly (i.e., write sentence fragments).
 - Instead, beginning level students should concentrate on using coordinating conjunctions to combine related ideas and produce longer sentences.

Exercise 1

Option 1

- Have students do this exercise individually.
- Then have students compare answers in pairs or groups.
- Elicit answers when done.

Section 2.2 Subordinating conjunctions

Option 1

- Refer students back to the two sentences on the board from Section 2, Option 1:
 - Facebook users often have many "friends."*
 - People nowadays seem to have few intimate friends.*
- Write the subordinating conjunction "although" before the word "Facebook."
- Elicit:
 - Is this a complete sentence? (Answer: No)*
 - What do you need to do to make this a complete sentence? (Answer: Combine it with the next sentence)*
 - Where can this part (the subordinating clause) be placed? (Answer: Before or after the independent clause)*

Option 2

- Have students look at the table of subordinating conjunctions on page 25 and cover the right side with their hand or a piece of paper.
- Then, in pairs or small groups, have students brainstorm the subordinating clauses for each relationship type.
- Elicit answers.
- Emphasize:
 - Some subordinating conjunctions have more than one function. However, the function of any conjunction should be clear from the context of the sentence.*
- If necessary, write the following examples on the board to demonstrate how the function is clear from the context.
 - **Since rent is expensive in the center of the city, she lives outside the center and travels in to the university.** (cause)
 - **She has been renting her apartment since she entered university.** (time relationship)

Exercise 2

Option 1

- Have students do this exercise individually.
- Then have students compare answers in pairs or groups.
- Elicit answers when done.

Option 2

- Follow Option 1 above.
- Then have students make new sentences by instructing:
 - For each sentence, keep the first clause.*
 - Choose one of the conjunctions you did not circle.*
 - Create a new second clause of the sentence so the whole sentence sounds logical.*

For example, **Some students study abroad even though they do not have much money.**
- Elicit answers when done.

Exercise 3

Option 1

- Have students do this exercise individually.
- Then have students compare answers in pairs or groups.
- Elicit answers when done.

Option 2

- Follow Option 1 above.
- Then have students make new sentences by instructing:
 - For each sentence, keep the first clause.*
 - Choose one of the conjunctions you did not choose originally.*
 - Create a new second clause of the sentence so the whole sentence sounds logical.*

(Possible answer: **While most fathers feel obliged to work full-time, some do not because the mother actually makes more money with her job.**)
- Elicit answers when done.

Exercise 4

Option 1

- Have students do this exercise individually, then compare answers in pairs or groups.
- Elicit answers when done.

Option 2

- Have students work in pairs or small groups to discuss ideas and then collaboratively write answers.
- Elicit answers when done.

Option 3

- Have students choose two subordinating conjunctions from the table on page 25 that they rarely use in their own writing. Challenge students to use these in the exercise.
- Elicit answers when done.

Section 3 Using transitional expressions

Option 1

- Have students open their book to page 123 and cover the right three columns with a piece of paper.
- Then, in pairs or small groups, have students brainstorm the transitional expressions for each function.
- Elicit answers when done.

Option 2

- Have students read the example sentences under "Listing ideas."

- Then have students close their book and, in pairs, try to recall the sentences, paying special attention to the use of the transitional expressions.
- Repeat the same process for the rest of the functions.
- Emphasize:
 - Transitional expressions are important because they make the ideas the writer presents easy to follow by showing how they are related.*
 - Using a greater variety of transitional expressions is an easy way to improve writing style.*

Exercise 5

Option 1

- Have students do this exercise individually, then compare answers in pairs or groups.
- Remind students to read the whole sentence before deciding the appropriate transitional expression.
- Elicit answers when done.

Option 2

To encourage use of a wide range of different expressions:

- Have students look at page 123 and circle the transitional expressions they have never used or rarely use.
- Then have students try to use these expressions when they do this exercise.

Avoiding run-on sentences and sentence fragments

Section 4

This section is about raising students' awareness of mistakes that can cause readers to misunderstand. The amount of time you spend on this activity should reflect how much of a problem this is for your students.

Section 4.1 Run-on sentences

Option 1

- Elicit:
 - What does it mean to "run-on"?*
- Refer students back to the two sentences on the board from Section 2, Option 1, but erase the period after "friends" so the sentences look like this:

*Facebook users often have many "friends"
 People nowadays seem to have few intimate friends.*
- Ask students to imagine this is all one sentence.
- Elicit:
 - What is the problem with this?*
- Elicit:
 - What can you do to fix this?*

Option 2

To test students' understanding of these ideas:

- Write the following example on the board:

Some students who study foreign languages decide to go overseas to study, however most students do not have the time or money to do this.
- Individually or in pairs, have students identify the mistake in the above sentence and write two possible correct sentences.
 (Possible answers)
 - Some students who study foreign languages decide to go overseas to study, but most students do not have the time or money to do this.**
 - Some students who study foreign languages decide to go overseas to study. However, most students do not have the time or money to do this.**
- Emphasize:
 - In general, longer sentences are more academic, so it is advisable to choose this option rather than separating into two shorter sentences.*

Section 4.2 Sentence fragments

Option 1

- Elicit:
 - What does "fragment" mean?*
- Have students look at each of the incomplete sentences on page 30, but not at the correct sentences on pages 30 and 31.
- For each sentence, elicit:
 - What is the problem in this sentence?*
- For each sentence, elicit:
 - What are some words I can add to make this a complete sentence?*
- Present the three points on how to correct sentence fragments.

Option 2

To test students' understanding of these ideas:

- Write the following example on the board:

Many students say that university is a beneficial social experience. As they can meet many different kinds of people.
- Ask students to write two alternative (correct) versions of this sentence:
 (Possible answers)
 - Many students say that university is a beneficial social experience, as they can meet many different kinds of people.**
 - Many students say that university is a beneficial social experience. This is because they can meet many different kinds of people.**
- Emphasize again:
 - In general, longer sentences are more academic, so it is advisable to choose this*