

# UNIT 1

## Part 1

# Essay structure and the introductory paragraph

### Section 1 Essay structure

This section introduces a lot of information. However, it is important to note that all of the information will be covered in more depth later in the unit.

1. Introduce the idea of an essay by having students discuss these questions with a partner:
  - *What types of essays have you written in the past?*
  - *How long were they?*
  - *What topics did you write about?*
2. Explain:
  - *The first type of essay the textbook will cover is an expository essay – an essay that explains something.*
3. To elicit how much students know about essay organization:
  - Draw the following table on the board.

1	
2	
3	
4	
5	

- Explain: *This is a five-paragraph essay. Each line represents a paragraph.*
- Then elicit: *What is the type of paragraph that should go on each line?*
- As students give correct answers, write them in the table.

(Answer)

1	Introduction
2	Body
3	Body
4	Body
5	Conclusion

4. Emphasize:
  - *This textbook will focus on five-paragraph essays; however, the structure can be adapted for longer or shorter essays.*

#### Introductory, body, and concluding paragraphs Option 1

1. Have students read the explanations in the textbook.
2. With books closed, elicit:
  - *What should an introductory paragraph contain? (Answer: **Hook, building sentences, thesis statement**)*

- *What should a body paragraph contain? (Answer: **Topic sentence, supporting sentences, concluding sentence**)*
- *What should a concluding paragraph contain? (Answer: **Restated thesis, summary of main ideas, final thought**)*

#### Option 2

1. Divide the class into groups of three.
2. Instruct one student in each group to read each section (i.e., one student reads about introductory paragraphs, one student reads about body paragraphs, and one student reads about concluding paragraphs).
3. Have students close their textbooks and summarize the information to each other.
4. Check understanding by asking:
  - *What should an introductory paragraph contain? (Answer: **Hook, building sentences, thesis statement**)*
  - *What is the purpose of an introductory paragraph? (Answer: **To create interest in the topic, outline the writer's main ideas, and suggest how they will be presented**)*
  - *What should a body paragraph contain? (Answer: **Topic sentence, supporting sentences, concluding sentence**)*
  - *What is the purpose of body paragraphs? (Answer: **To explain in detail the main ideas presented in the thesis statement**)*
  - *What should a concluding paragraph contain? (Answer: **Restated thesis, summary of main ideas, final thought**)*
  - *What is the purpose of a concluding paragraph? (Answer: **To review the main ideas from the body paragraphs and leave the reader with a final thought**)*

#### Five-paragraph essay structure

1. Have students look at the essay structure diagram on page 4 for one minute.
2. Have students close their books. Then ask them to draw the diagram on a blank piece of paper.
3. Ask students to compare their diagram with the one in the textbook.
4. Emphasize:
  - *The thesis statement is the most important sentence in the essay.*
  - *Each body paragraph must link to the thesis statement.*
  - *The thesis statement should be restated in the concluding paragraph.*

**Exercise 1****Option 1**

- Have students work individually to:
  - skim the model essay.
  - identify the elements in the model essay (by writing the name of the element in the margin next to the appropriate section).
- When done, have students compare answers with a partner.
- Elicit answers.

**Option 2**

- Divide the class into small groups.
- Have students work collaboratively to:
  - skim the model essay.
  - identify the elements in the model essay (by writing the name of the element in the margin next to the appropriate section).
- Elicit answers.

**Option 3**

- Follow Option 1 or 2 above.
- Then, in small groups, have students discuss this question: *How is solar power being used in your home country?*
- Elicit answers.

**Section 2****The introductory paragraph****Option 1**

- Have students read the explanation.
- With books closed, elicit:
  - What is the purpose of an introductory paragraph?* (Answer: **To tell the reader the essay's topic, purpose, and main ideas**)
  - What are the three elements of an introductory paragraph?* (Answer: **Hook, building sentences, thesis statement**)
- Write the answers on the board.

**Option 2**

- In small groups, have students discuss the answers to the following questions:
  - What is the purpose of an introductory paragraph?*
  - What are the three elements of an introductory paragraph?*
- Have students use their textbooks to check their answers.

**1. Writing a thesis statement****Option 1**

- Have students read the explanation.
- With books closed, elicit:
  - What should a thesis statement contain?* (Answer: **Topic of the essay, writer's position/opinion/approach to the topic, the main ideas**)

that will be used to support the writer's position)

- Where is a thesis statement usually located?* (Answer: **At the end of the introductory paragraph**)
  - How long is a thesis statement?* (Answer: **Usually one sentence in shorter essays**)
- Emphasize:
    - The thesis statement is the most important sentence in the essay as it is the answer to the essay question, which the rest of the essay will support.*

**Option 2**

- Follow Option 1 above.
- Elicit from students:
  - What will the first body paragraph be about?* (Answer: **"providing efficient light safely"**)
  - What will the second body paragraph be about?* (Answer: **"linking them to the global mobile community"**)
  - What will the third body paragraph be about?* (Answer: **"increasing their independence"**)
- Emphasize:
  - The thesis statement provides a map to the essay.*

**Option 3**

- Follow Option 1 above.
- Write this question on the board: *How has the advent of online shopping affected the way retailers conduct business?*
- Have students discuss the question in small groups.
- Elicit ideas. (Possible answers: **Can sell to wider area, can collect customer data easily, need fewer staff**)
- Use the ideas to write an answer to the question on the board. (Possible answer: **Online shopping has had a significant impact on retailers as it allows them to sell their products in a wider range of locations, easily collect customer data, and reduce staffing levels.**)
- Explain that this answer is a thesis statement. It contains a topic (online shopping), a position (has had a significant impact on retailers), and main ideas (reduce staffing levels, easily collect customer data, and sell their products to a wider range of locations).

**Exercise 2****Option 1**

- Have students complete the exercise individually.
- Have students compare answers with a partner.
- Elicit answers.

**Option 2**

- Divide the class into pairs.
- Have students work collaboratively to complete the exercise.
- Elicit answers.

**Option 3**

1. Follow Option 1 or 2.
2. Then individually or in pairs, have students try to improve the thesis statements marked with an X by adding the missing elements.
3. Elicit answers.

**2. Writing a “hook”****Option 1**

1. Have students read the explanation.
2. With books closed, elicit:
  - *What is the purpose of a hook?*
  - *What are some common types of hooks?*

**Option 2**

1. Read, or write on the board, the following “hooks” one at a time:
  - *Many scientists believe that in the future, the average lifespan may be 150 years, 200 years, or even longer.*
  - *Some of the world’s most successful entrepreneurs never graduated from college.*
  - *Statistics show that more people are killed in the United States by vending machines falling on them than by shark attacks.*
2. Elicit after each hook:
  - *Did I get your attention?*
  - *Why?*
3. Emphasize:
  - *A hook is meant to create interest in your essay.*

**Exercise 3****Option 1**

1. Have students complete the exercise individually.
2. Have students compare answers with a partner.
3. Elicit answers.

**Option 2**

1. Divide the class into pairs.
2. Have students work collaboratively to complete the exercise.
3. Elicit answers.

**Option 3**

1. Follow Option 1 or 2 above.
2. Have students look back at the model essay (page 5) and identify the type of hook that is used. (Answer: **A quotation**)

**Exercise 4****Option 1**

1. Explain:
  - *A hook must introduce the topic of the essay, and it must link to the sentence that follows.*
2. Have students complete the exercise individually.

3. Then have students compare answers with a partner.
4. Elicit:
  - *Which words link the appropriate hooks to the thesis? (Answers: c – “modern life” and “enduring crowded streets, noise, endless advertisements, work, and stress”; e – “modern life” and “busier and busier”)*
  - *What is wrong with the incorrect answers? (See answer key.)*

**Option 2**

1. Follow Option 1 above.
2. Have students write an alternative hook for the essay.
3. Then have students:
  - swap their hooks with a partner.
  - give feedback on how effective their partner’s hook is.

**Option 3**

1. Follow Option 1 or 2 above.
2. Have students underline the topic, position, and main ideas in the thesis statement. (Answer: **“The slow life movement [topic] has successfully led to [position] more and more people eating healthier food, a preference for locally produced over imported food, and an increase in the demand for organic and naturally grown crops.” [main ideas]**)
3. Elicit:
  - *What will the first body paragraph be about? (Answer: “more and more people eating healthier food”)*
4. Re-emphasize:
  - *The thesis statement is a map of the essay.*

**3. Writing building sentences****Option 1**

1. Have students read the explanation individually. Then, in pairs and with books closed, have students summarize to each other what they read.
2. Check students’ understanding of the key points by asking:
  - *What different kinds of information about the topic could be included in the building sentences? (Answer: **History, relevant statistics, the current situation regarding the topic, attitudes towards the topic**)*
  - *What are the different ways of organizing building sentences? (Answer: **General to specific, familiar information to new information, chronologically**)*

**Option 2**

1. Draw the following table on the board:

Hook
Thesis statement

2. Elicit from students:
  - *What is missing?* (Answer: **Building sentences**)
3. Have students discuss the following question in small groups:
  - *What types information can the writer give the reader in the building sentences in order to help the reader understand the essay?* (Answer: **History, relevant statistics, the current situation regarding the topic, attitudes towards the topic**)
4. Emphasize:
  - *This information can be organized from general to specific, from familiar information to new information, or chronologically.*
  - *Without effective building sentences, a reader will not be able to have a good understanding of the essay.*

**Option 3**

1. Have students look at the introductory paragraph of the model essay on page 10.
2. Then have students discuss:
  - *What kind of background information do the building sentences in this model essay provide?*
3. Elicit answers. (Answer: **They give some background on the history and current situation of the topic.**)

**Exercise 5****Option 1**

1. Have students work individually to put the building sentences in the correct order.
2. Then have students compare their answers in pairs or small groups.
3. Elicit answers.

**Option 2**

1. Follow Option 1 above.
2. Once the correct order has been reached, have students discuss this question: *How were the building sentences organized?*
3. Elicit answers. (Answer: **1. From general to specific. 2. Chronologically**)

**Exercise 6****Option 1**

1. As a class, brainstorm the topic "The threat of nuclear weapons." Note ideas on the board.
2. Have students read the hook and the thesis statement. Decide which of the ideas on the board are relevant.
3. Use these ideas to write the building sentences.
4. Have students discuss:
  - *How were the building sentences organized?* (Possible answers: **From general to specific; familiar information to new information, chronologically**)

5. Repeat the process for item 2 OR have students do it individually or in pairs.
6. Have students compare answers with another student or pair.
7. Elicit answers and write them on the board.

**Option 2**

1. Divide the class into small groups.
2. Have each group look at the topic for item 1. Have them discuss and note down what they know about "The threat of nuclear weapons."
3. Have students read the hook and thesis statement for item 1. Then have students work collaboratively to write building sentences. Have students assign one writer. Other students are to help the writer with:
  - vocabulary
  - grammar
  - organizing the sentences
4. Have students swap their building sentences with another group and discuss:
  - *How were the building sentences organized?* (Possible answers: **From general to specific; familiar information to new information, chronologically**)
5. Repeat step 2–4 for item 2.

## UNIT

## 1

## Part 2

## Body paragraphs, concluding paragraphs, and outlining

## Section 1 The body paragraph

## Option 1

Explain:

1. In a five-paragraph essay, there should be three body paragraphs.
2. The body paragraphs provide evidence that supports the writer's position.
3. Each body paragraph should focus on one main idea from the thesis statement.
4. Each body paragraph needs a topic sentence, supporting sentences, and a concluding sentence.

## Option 2

1. Have students read the explanation.
2. With books closed, have students discuss:
  - How many body paragraphs does a five-paragraph essay need? (Answer: 3)
  - What is the purpose of the body paragraphs? (Answer: To provide evidence that supports the writer's position)
  - How many ideas should each body paragraph focus on? (Answer: 1)
  - What are the three elements of a body paragraph? (Answer: A topic sentence, supporting sentences, and a concluding sentence)

## 1. Writing a topic sentence

## Option 1

1. Explain:
  - The first sentence of each body paragraph is the topic sentence.
  - The topic sentence needs a topic and a controlling idea.
  - The controlling idea is what the writer wants to say about the topic.
2. Have students read the explanation.
3. Then have students look at the second and third body paragraphs in the model essay (page 6) and circle the topic and underline the controlling idea for each.
4. Have students compare answers in pairs.
5. Elicit answers. (Answer)
  - Body paragraph 2: topic = "the power of these solar panels"; controlling idea = "is also being used to help people in developing countries connect to global communication networks"
  - Body paragraph 3: topic = "solar power"; controlling idea = "people in developing countries are able to live their lives with greater autonomy"

## 6. Emphasize:

- All of the following sentences in the paragraph must support this controlling idea.
- After reading a topic sentence, the reader should be able to predict what the paragraph will be about.

## Option 2

1. Write the following on the board: *The internet has changed the world.*
2. Elicit:
  - If this were a body paragraph's topic sentence, could you predict what the paragraph would be about? (Answer: No; it is too broad. You could tell that the paragraph is about the internet, but it is impossible to know what the specific focus is.)
3. In pairs or small groups, have students brainstorm:
  - How has the internet changed the world?
4. Elicit answers and write them on the board. (Possible answers: It has made it easier to access information; it has made it easier to communicate across large distances)
5. Add one of the reasons to the original sentence on the board (e.g.: *The internet has changed the world in that it has made it easier to access information.*)
6. Explain:
  - The topic sentence is now effective because it has both the topic and a controlling idea. (Underline the topic and controlling idea: **The internet has changed the world** [topic] **in that it has made it easier to access information.** [controlling idea])
  - As result, the reader can now predict what the paragraph will be about.
7. Have students read the explanation on pages 13 and 14.
8. Emphasize:
  - All of the following sentences in the paragraph must support this controlling idea.

## Exercise 1

## Option 1

1. Have students answer the questions individually.
2. Then have students compare answers with a partner.
3. Elicit answers.

## Option 2

1. Divide the class into pairs.



- Have students work collaboratively to complete the exercise.
- Elicit answers.

**Option 3**

- Follow Option 1 or 2 above.
- Then, individually or in pairs, have students try to improve the topic sentences marked with an X.
- Elicit answers.

**2. Organizing supporting sentences**

**Option 1**

- Have students read the explanation.
- Then, in pairs and with books closed, have students summarize to each other what they read.
- Elicit:
  - What is the purpose of the supporting sentences? (Answer: **To show why the controlling idea is true**)
  - What are the three different types of supporting sentences? (Answer: **State a reason, provide an example, and provide an explanation**)
  - How many times may the "waltz" pattern be repeated in one paragraph? (Answer: **3**)

**Option 2**

- Follow Option 1 above.
- Then draw the following table on the board:

1	Topic sentence
2	
3	
4	
5	
6	
7	
8	Concluding sentence

- Elicit:
  - Based on the example paragraph on page 15, what are the missing types of sentences? (Answer: **2. Reason; 3. Evidence; 4. Explanation; 5. Reason; 6. Evidence; 7. Explanation**)
- Emphasize:
  - Every sentence must relate to the controlling idea.
  - If a sentence/point is not relevant, it should not be included.
  - The relevance of every piece of evidence must be explained.

**Option 3**

To focus on transitional expressions:

- Have students look at the model paragraph on page 15.

- Instruct: *Underline the expressions that introduce the different sentence types.*
- Elicit answers. (Answers: **reason – Firstly, In addition; evidence – According to, For example; explanation – This shows**)

**Option 4**

- Follow Option 2 above.
- Then write the following table on the board:

TS	<i>Some retailers have greatly benefited from the rapid growth in online shopping as it has significantly increased the number of places where they can sell their goods.</i>
1	<i>Firstly, even retailers which cannot afford to invest in building a number of shops are able to develop their business using online shopping.</i>
2	<i>For instance,</i>
3	<i>This means that</i>

- Have students work in pairs or small groups to complete the type 2 and type 3 sentences.
- Elicit answers. (Possible answers)
  - 2. For instance, a small retailer, which has only one actual shop, is now able to have a website that can be viewed by anyone who has internet access.**
  - 3. This means that even without having the financial resources to build shops in a number of locations, a retailer that uses the internet effectively has the potential to sell their goods to customers wherever they may be.**

**Exercise 2**

**Option 1**

- Have students complete the exercise individually.
- Then have students discuss their answers with a partner.
- Elicit answers.

**Option 2**

- Divide the class into pairs.
- Have students work collaboratively to complete the exercise.
- Elicit answers.
- Emphasize:
  - Any part of the "waltz" ("reason," "evidence," and "explanation") can be more than one sentence.

**3. Writing a concluding sentence**

**Option 1**

- Have students read the explanation.
- Elicit:
  - When is a concluding sentence needed? (Answer: **When a paragraph has multiple reasons**)

- *What should the concluding sentence do?*  
 (Answer: **Summarize the reasons and show how they support the writer's position**)
3. Emphasize:
- *In most body paragraphs, there will be multiple reasons; therefore, a concluding sentence is needed to explain to readers how all of these reasons help support the thesis.*
  - *If the writer does not explain how the reasons support the position in the thesis, the reader may not be persuaded by the essay.*

**Option 2**

1. Follow Option 1 above.
2. Have students underline the topic and position in the thesis (page 16).
3. Elicit answer. (Answer: **"Solar power [topic] is improving people's lives in developing countries" [position]**)
4. Have students underline the words in the concluding sentence that relate to the position in the thesis.
5. Elicit answer. (Answer: **"made their lives safer"**)
6. Explain:
  - *Although the word "improve" is not used in the concluding sentence, clearly the idea of becoming "safer" is an improvement. Therefore, the concluding sentence links back to the position in the thesis, without being repetitive.*

**Exercise 3**

**Option 1**

1. Have students complete the exercise individually.
2. Then have students compare answers with a partner.
3. Elicit answers.

**Option 2**

1. Divide the class into pairs.
2. Have students work collaboratively to complete the exercise.
3. Elicit answers.

**Option 3**

1. Have students complete paragraph 1 in pairs.
2. Elicit answers.
3. Have students complete paragraph 2 individually.
4. Have students compare answers with their partner.
5. Elicit answers.
6. Emphasize:
  - *Each body paragraph must follow the "reason – evidence – explanation" pattern.*
  - *However, it does not mean that the writer only has to use one sentence for each function. For example, the evidence could be two or three sentences. The explanation could also take two or three sentences.*

- *Essentially, the writer should include enough sentences to ensure that the message is clear and convincing.*

**Section 2 The concluding paragraph**

**Option 1**

1. Have students read the explanation.
2. With books closed, elicit:
  - *What is the function of a concluding paragraph?* (Answer: **To reinforce the ideas in the essay**)
  - *Why is it so important?* (Answer: **It is the writer's last chance to make an impact on the reader.**)
  - *What should it include?* (Answer: **Restated thesis, summary of main ideas, final thought**)
  - *Should it include new ideas?* (Answer: **No**)

**Option 2**

1. Have students read the explanation.
2. As students are reading, draw the following table on the board:

<i>Concluding paragraph</i>

3. With books closed, elicit:
  - *What three types of information need to be included in the concluding paragraph?*
 (Answer)

<i>Concluding paragraph</i>
<b>Restated thesis</b>
<b>Summary of main ideas</b>
<b>Final thought</b>

4. Elicit:
  - *What is the function of a concluding paragraph?* (Answer: **To reinforce the ideas in the essay**)
  - *Why is it so important?* (Answer: **It is the writer's last chance to make an impact on the reader.**)

**1. Restating the thesis**

**Option 1**

1. Have students read the explanation.
2. With books closed, elicit:
  - *What is the purpose of a restated thesis?* (Answer: **To remind the reader of the writer's position as expressed in the thesis**)
3. Have students look at the thesis and restated thesis.

4. Elicit:
- *What are the topic and the writer's position on this topic?*  
(Answer)
    - **Topic:** "solar power"
    - **Position:** "is improving people's lives in developing countries"
  - *Are the same words used to restate the topic and position?* (Answer: **Topic – yes; Position – no** ["improving lives" "a significant difference to people's lives"; "in developing countries" "in the developing world"])
5. Explain:
- *The restated thesis should not look identical to the original thesis. The writer should therefore look for ways to change:*
    - words
    - sentence structure
  - *However, the writer should be careful to not change the meaning of the restated thesis from the original thesis.*
  - *Not all of the words need to be changed. Some words are so unique and important that changing them might change the meaning or make the writing sound strange.*
  - *For example, the words "solar" and "developing" are key words, and they are not changed because there is no other simple way to write these words.*
6. Elicit:
- *Why are the main ideas not repeated in the restated thesis?* (Answer: **Because they will be included in the "summary of main ideas"**)

#### Exercise 4

##### Option 1

1. Have students look at item 1.
2. Elicit:
  - *What is the topic and position in item 1?*  
(Answer)
    - **Topic:** "Youth culture around the world"
    - **Position:** "has been significantly influenced by American youth culture"
3. Write them on the board.
4. Elicit alternative ways to write the topic and position.  
(Possible answers)
  - "Youth culture around the world" → young people's behavior throughout the world
  - "influenced by American youth culture" → affected by youth culture in the U.S.
5. Use the new wording and write a restated thesis on the board. (Possible answer: **Youth culture in the U.S. has affected young people's behavior throughout the world.**)
6. Re-emphasize:
  - *The structure of the sentence, as well as the vocabulary, could also be changed.*
7. Have students complete item 2 in pairs.
8. Then have pairs swap their answer with another pair.

9. Elicit answers and comment on how well the vocabulary and structure have been changed.
10. Have students do item 3 individually.
11. Have students swap item 3 with a partner for feedback.
12. Elicit answers. Again, comment on how well the vocabulary and structure have been changed.

##### Option 2

1. Divide the class into pairs.
2. For each thesis statement, have pairs identify the topic and position.
3. Have pairs brainstorm ways to restate these.
4. Then have pairs swap their restated theses with another pair to compare.
5. Elicit answers. Comment on how well the vocabulary and structure have been changed.

#### 2. Summarizing the main points

##### Option 1

1. Have students read the explanation.
2. With books closed, elicit:
  - *Why is it necessary to summarize each body paragraph's main idea?* (Answer: **To remind the reader of how the position has been supported**)
3. Emphasize:
  - *As with the restated thesis, the wording of the summary of the main ideas should not be identical to the wording in the body paragraphs.*
  - *The writer should therefore look for ways to change:*
    - words
    - sentence structure
  - *However, the writer should be careful to not change the meaning expressed in the body paragraphs.*
  - *Not all of the words need to be changed. Some words are so unique and important that changing them might change the meaning or make the writing sound strange.*

##### Option 2

1. Have students look at the concluding paragraph at the bottom of page 6.
2. In pairs, have students discuss:
  - *How is the wording in the summarized main points different from the wording in the body paragraphs?*
  - *How is the wording in the summarized main points the same as the wording in the body paragraphs?*
3. Elicit answers.  
(Possible answers)
  - **Some words changed** (e.g., "dependable," "stable" → "efficient"; "communicate with the world" → "global communication"; "independence" → "take control")
  - **Some sentence structures changed**



**3. Writing a final thought****Option 1**

1. Have students read the explanation.
2. With books closed, elicit:
  - *What are the different types of final thoughts?* (Answer: **Opinion or judgment, solution or recommendation, prediction or speculation**)
  - *What must a final thought not do?* (Answer: **It must not introduce new information.**)

**Option 2**

1. Follow Option 1 above.
2. Divide the class into pairs.
3. Have each pair write a “prediction” type of final thought for the example paragraph.
4. Have pairs swap their final thought with another pair and compare.
5. Elicit a few answers. Comment on:
  - language use
  - how closely it relates to the essay’s topic and main ideas.

**Exercise 5**

1. Have students complete the exercise individually.
2. Then have students compare answers with a partner.
3. Elicit answers.

**Exercise 6****Option 1**

1. Have students complete the exercise individually.
2. Then have students compare answers with a partner.
3. Elicit answers.
4. For each question, after getting the right answer, elicit:
  - *Why are the other answers incorrect?* (See answer key.)

**Option 2**

1. Follow Option 1 above.
2. Then, in pairs, have students write an alternative final thought for each of the paragraphs.
3. Have pairs swap their new final thoughts with another pair for feedback.
4. Elicit answers. Comment on:
  - language use
  - how closely it relates to the essay’s topic and main ideas.

**Section 3 Outlining an essay****Option 1**

1. Have students read the explanation.
2. With books closed, elicit:
  - *Why is writing an essay outline important?* (Answer: **An outline helps the writer to stay focused and write a logical, well-organized essay.**)
  - *What should be included in an essay outline?* (Answer: **Thesis statement, topic sentences, supporting points**)

**Option 2**

1. Divide the class into small groups.
2. Have students discuss the following questions:
  - *Why is writing an essay outline important?* (Answer: **An outline helps the writer to stay focused and write a logical, well-organized essay.**)
  - *What information should be included in an essay outline?* (Answer: **Thesis statement, topic sentences, supporting points – the more details the better**)
3. Elicit answers.
4. Have students read the explanation for a fuller understanding.
5. Confirm if the previous answers are correct.
6. Emphasize:
  - *The more information that is included in an outline, the easier it will be to write a well-organized and logical essay.*
  - *An outline should not be thought of as a final plan for the essay. It can be changed.*

**Exercise 7****Option 1**

1. Divide the class into pairs.
2. Have students work collaboratively to complete the exercise.
3. Elicit answers.

**Option 2**

1. Have students complete the exercise individually.
2. Then have students compare answers with a partner.
3. Elicit answers.

## UNIT

## 1

## Part 3

## Improving your work

## Section 1 Revising and editing

## Option 1

1. Have students read the explanation.
2. Elicit:
  - *What is the difference between revising and editing?* (Answer: **Revising is changing the content and organization; editing is changing vocabulary, grammar, and form of sentences.**)
  - *Why are revising and editing important?* (Answer: **They make the writer look at the essay in a critical way; this should improve the quality of the essay and develop the writer's ability to evaluate writing.**)
  - *What is peer editing?* (Answer: **Editing and revising the essays of classmates**)
  - *How many drafts of an essay should you write?* (Answer: **At least 3**)

## Option 2

1. Divide the class into pairs or small groups.
2. Have students discuss the following questions:
  - *Why is it important to spend time revising and editing your essay after you have written it?* (Possible answer: **Initial drafts almost always have mistakes or could be written better; therefore, writers should take time to revise and edit to improve their writing.**)
  - *When making changes, should you mainly focus on problems with grammar and vocabulary?* (Possible answer: **No. The content and organization should also be changed.**)
  - *Why is it useful to get feedback on your essay from other students?* (Possible answer: **They are more likely to read it objectively; they may find problems that you have missed.**)
  - *Why is it useful to give feedback on other students' essays?* (Possible answer: **It will encourage you to think objectively about what makes good writing.**)
  - *How many times should you rewrite an essay?* (Possible answer: **At least 3**)
3. Elicit answers.
4. Then have students read the explanation for a fuller understanding.
5. Emphasize:
  - *Revising and editing is not done only by students. Any published piece of writing (articles, books, etc.) will have been through this process several times before being published.*

## 1. Writing for a reader

## Option 1

1. Divide the class into small groups.
2. Have students brainstorm:
  - *What will make a good impression on a person who reads your essay?*
3. Elicit answers and write them on the board.
4. Have students look at the list at the top of page 24 in the textbook and compare it with the list on the board.

## Option 2

1. Have students read the explanation on page 24 of the textbook.
2. In pairs and with books closed, have students recall:
  - *What will readers expect of your essay?*
3. Elicit answers.

## 2. Academic tone

## Option 1

1. Have students read the explanation.
2. Write the following sentences on the board:
 

*I think that we need to protect the environment.  
You can purchase products made with animal fur in many large department stores.  
Learning a foreign language can be a great way to improve your employment prospects.*
3. In pairs, have students rewrite the sentences with a more academic tone.
4. Elicit answers. (Possible answers)
  - **The environment needs to be protected.**
  - **Products made with animal fur can be purchased in many large department stores.**
  - **Employment prospects can be significantly improved by learning a foreign language.**
5. Emphasize:
  - *Students should pay close attention to the information presented in this section. Making these mistakes is extremely common in student writing.*
  - *Making these mistakes creates a negative impression on the reader and means your essay will be less effective.*

## Option 2

1. Follow Option 1 above.
2. Have students write five sentences that use first- or second-person pronouns (e.g., *I, we, you*), or emotional words (e.g., *the best, great, terrific, worst, stupid*).