

## 2B Develop your writing

### Introduction

The goal of this lesson is for students to write an essay. To help them achieve this, they will focus on writing structured paragraphs.

### Warm-up

Ask Ss to work alone and write down one thing that is better today than 100 years ago and one that is worse. Ask them to compare ideas and ask for suggestions.

**1a** Put Ss in pairs to look at the photo and discuss the questions. After a few minutes, conduct brief feedback and ask pairs to tell the class any other differences they thought of. Make a list on the board.

### Culture notes

**The good old days** is a term used to refer to the past when you see it as a better time. It doesn't have to be long ago. For example, when there are changes at work and the office is reorganised, then people might say they preferred the good old days to look back to the way it was before.

**b** Refer Ss to the essay. Ask Ss to read it and see if their ideas are mentioned. Give them a few minutes then go through as a class, ticking off any ideas on the board that are mentioned.

**2** Refer Ss to the Focus box and ask individual students to read sections aloud to the class. Then put them in pairs to discuss the question. Elicit the paragraph structure.

**Answer:** topic sentence, example sentences, conclusion sentence

### Teaching tip

Ss may not have heard of topic sentences before. In some languages, there is no topic sentence or it comes at the end of the paragraph. Point out to Ss that the topic sentence should be short and summarise what is to come in the paragraph. If they become aware of this feature it will also make reading much easier, as they can skim a text for the main ideas.

**3** Ask Ss to read the third paragraph in the essay and underline the topic sentence and its examples. They should work alone then check in pairs before you go through as a class.

### Answers:

**Topic sentence:** Modern life is easier in many ways.

### Examples:

**1** electrical appliances to make our lives easier

**2** have more time

**3** opportunity to travel the world, experience new cultures

**Conclusion sentence:** As a result, people are living less stressful and more interesting lives.

**4** Refer Ss to the sentences and explain that this is one paragraph but it is not in the correct order. Ask Ss to locate the topic sentence and then put the rest of the paragraph in order by numbering each sentence. They should work alone then check in pairs before you go through answers as a class. Move around and help. If Ss struggle, point out the punctuation and linking words to help them.

**Answers:** 1 b 2 c 3 a 4 d 5 g 6 e 7 f

### Optional alternative activity

Make copies of the sentences and cut them up into strips. Give each pair or group a set to organise and put in order. It is much easier as they can see the sentences and make changes as they go along. This approach may be suitable for **weaker classes** who enjoy collaborating.

### Prepare

**5a** Refer Ss to the essay title. Tell them they are going to write an essay with paragraphs, organising it in the way they have studied.

**b** Tell Ss to read the list of topics. Explain that Ss should create a topic sentence for each one.

**c** Tell Ss to now make notes of examples about present and past for each topic sentence they have written. With **weaker classes**, complete an example at the board, making a list of Ss' ideas. Move around the class and give support with ideas and vocabulary. Go through the topic sentences and examples in whole-class feedback. Check the use of linking words and ideas.

### Optional alternative activity

Ss will benefit from making notes in pairs or threes, as they can share ideas and support each other. They should complete the final writing task alone, but when they finish, they can read and check each other's paragraphs and give feedback.

### Write

**6** Tell Ss to choose one or two of the topic sentences and examples and to use them to write their essay. Remind them to refer back to the essay title in Ex 5a. If they have been working in pairs until now, they should write alone, then read each other's paragraphs and suggest improvements and changes.

### Homework ideas

**Workbook:** Ex 1–5, p15