Teacher's notes

Write paragraphs

Special Edition
C21
ENGLISH FOR THE 21st CENTURY
A2 Elementary

Warm up

Students may already have looked at the basic building blocks of a sentence in ***Write sentences***; if so, you can explain to them that paragraph writing is the next stage in this process. Elicit from students what they already know about paragraph writing, and guide them towards the following points:

- A paragraph focuses on one subject.
- It breaks writing up into readable chunks.
- It consists of three types of sentence – a topic sentence, one or more supporting sentences and a concluding sentence. (This often refers back to the previous paragraph.)

Using the Factsheet

There are three possible ways to use the Factsheet:

1. Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet and answer any questions.
2. Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
3. Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

Answers

3
1
2

Using the Worksheet

Practice

1 Match the sentences to the headings.

- You could do this exercise with the whole class, eliciting the features of each sentence which act as clues.

Answers

Topic sentences	Supporting sentences	Concluding sentences
b f	c d	a e

2 The sentences are from two different paragraphs on different topics. Which sentences are from paragraph A and which are from paragraph B?

- Explain the activity if necessary. For this exercise, students need to broadly identify two different topics and decide which three sentences relate to each topic. You can elicit the answers by asking the class to name the paragraph topics – (A) national events/holidays and (B) the benefits of waking up early.

Answers

a A
b B
c B
d A
e A
f B

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3 **Now you have sorted the sentences from Exercise 2 into separate paragraphs, put the sentences of each paragraph in the correct order. Write the sentence letters (a–f).**

- Elicit the answers for the first paragraph to demonstrate the activity to the class. Then let them do the second paragraph individually.

Answers

A **1** a
2 d
3 e
B **1** f
2 b
3 c

4 **We use paragraphs to make reading easier by breaking information into smaller, more easily readable chunks. Read the review and mark where the text should be broken into paragraphs.**

- If students have already done the Factsheet, see if you can guide them towards identifying the paragraphs using the terminology given there. It's worth noting the heavy use of signal words and phrases (*First* / *Second* / *In conclusion*) – these phrases usually suggest a shift in focus, and are therefore useful for starting a new paragraph.

Suggested answer

This review is about two different models of smartphone. It will compare them to decide which one we believe is better.

First, we looked at the ABC smartphone. It had a good screen size, long battery life and was light to carry. All in all, it was a nice phone.

Second, we considered the Sakro smartphone and compared it to the ABC smartphone. Although it was cheaper, we found it was not as good because its battery life was not as long, and it was heavier, too. Therefore, with these disadvantages, it does not seem a great option.

In conclusion, unless you want a cheap phone, we would recommend the ABC smartphone. This is because it has better functions than the Sakro smartphone.

5 **A strong topic sentence will help you write a good paragraph. Read the supporting sentences and write an appropriate topic sentence to go before each one. There are words in brackets to help you.**

- Accept any reasonable topic sentences here. There are many possible answers.

Possible answers

a People are paid more for some jobs / kinds of work.
b There are many (kinds of) problems in education.
c Different kinds of natural disasters can lead to many people dying / a lot of damage.

6 **Compare your sentences to your partner's. Are they similar?**

- Allow students a few minutes to talk to their partner about similarities and differences in their answers.

7 **Read the two supporting sentences and use the signal phrase to write a concluding sentence.**

- Elicit ideas about what a concluding sentence does. Then ask students to think about how to end the two paragraphs.
- Accept all reasonable answers. Point out that it is good practice to avoid repeating the same language, and work with students on synonyms, e.g. as given in the possible answers.

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Possible answers

a To summarize, some students speaking English have problems/difficulties finding the appropriate/right/correct word/vocabulary and may not like / enjoy / feel comfortable saying something wrong / making mistakes.

b Therefore, you will like/enjoy this film if you like noise and excitement more than good acting/actors.

Learning outcome

By the end of the lesson, students should:

- know what a paragraph is
- know why we use paragraphs
- be able to write a paragraph including a topic sentence, a supporting sentence and a concluding sentence

Ending the lesson

If any time remains, ask students if they can think of a visual to represent how a paragraph is constructed. (A sandwich, cake, a person's body, etc.) You could get them to draw these for you in class or for homework.

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