

Warm up

Ask students to give you any ideas they have about what makes a sentence. A good idea is to make a mind map of their ideas on the board. You may need to guide them towards focusing on word order (syntax), punctuation, and the language used in sentences specifically written for an essay or report (they need to use a formal tone).

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.

However you use the Factsheet, at the end, students are asked to report back to the class with their sentences, so you may want to use this as your final class activity. If it is done in class, students will need access to the internet to find a blog.

Using the Worksheet

Practice

1 Complete the sentences by putting the words in the right order. Add capital letters if necessary.

- Remind students that word order is very important in English sentences. Elicit the SVO rule (subject, verb, object) and discuss where extra information can be added in a sentence. Use sentence **e** to remind them a sentence begins with a capital letter.

Answers

- a** explain what the campus offers
- b** the Thames is a lot shorter
- c** fish and chips is a favourite English dish
- d** Athens is a large city
- e** The architect Hadid built the Maxxi Museum

2  Finish the sentences with a full stop, an exclamation mark or a question mark. Check if your partner has the same answers.

Suggested answers

- a** exclamation mark
Accept the suggestion of a full stop if you feel the answer is justified. Students will probably feel this has not been taken from a report/essay because it is anecdotal in tone and – especially with an exclamation mark – much too informal.
- b** question mark
This sentence is formal enough to be included in a report/essay.
- c** full stop
This sentence is formal enough to be included in a report/essay.
- d** question mark
This sentence is formal enough to be included in a report/essay.
- e** exclamation mark
This sentence is clearly not taken from an essay/report, as it could only be used in spoken English. (Though it could be written down as reported speech.)

3  **01 Listen to an extract and write the sentences down. Listen again and check you have the correct punctuation.**

- Play the extract at least twice for students to listen to. Then elicit the answers.

Answers

See the transcript.

Transcript

To predict storms, we need a lot of information. What is the air temperature? Is it hot or is it cold? And how fast is the wind? In the USA, every airport in the country collects this information every five minutes.

4 **Match the phrasal verbs to the more formal verbs in the box.**

- You may want to discuss other phrasal verbs students know and see if they can think of more formal ways of expressing the same ideas. Remind them that they should try to use the more formal equivalents in academic writing where possible. You could ask them to think of examples of each formal phrase in use.

Answers

- a** discover
- b** return
- c** delay
- d** postpone
- e** reject
- f** discuss

5 **Match the informal phrases to the more formal phrases with a similar meaning.**

- Again, you may want to discuss other examples of informal language students know and see if they can think of more formal ways of expressing the same ideas.

Answers

- a** a large number of
- b** receive
- c** has the ability to
- d** consider
- e** children
- f** purchase

6  **In pairs or groups, write a sentence that you could imagine including in an essay about how a city has changed from 20 years ago.**

- When students are ready, you could have them write their sentences on the board and ask for others' opinions.

Learning outcome

By the end of the lesson, students should:

- have practised the correct word order for a sentence
- know how to capitalize and punctuate their sentences
- be able to use appropriate language for sentences in an essay or report

Ending the lesson

Students have shared their sentences with the class. Now, maybe get students to vote for the best sentence. Alternatively, a game of 'Consequences' could end the lesson on a light note. For this, each student needs a piece of paper. You say a category, and students think of a word in this category and write it down on their piece of paper. After they have written the word, they fold over their piece of paper – so that what they have written cannot be seen – and give it to the next student.

These are the categories:

- 1 Adjective to describe a person
- 2 Person 1's name
- 3 Adjective to describe a person
- 4 Person 2's name
- 5 Where they met
- 6 What Person 1 wore
- 7 What Person 2 wore
- 8 What Person 1 said
- 9 What Person 2 said
- 10 The consequence
- 11 What the world said

Finally, ask students to unfold the pieces of paper and read out the stories in sentences – which can be very funny. For example: *A hairy person whose name was Mickey, met an extremely smelly person ...*