

### Warm up

Ask students to tell you the things they need to check when they are self-editing. Prompt with the main categories of grammar, spelling, punctuation, structure, relevance and style/register.

Write the suggestions on the board in the form of a checklist with main categories and subcategories like the one below. For now, write the main categories and only the subcategories that students suggest. Leave space for things to be added as they come up in the lesson. Leave the checklist on the board for the duration of the lesson. It can form the basis of students' own checklists in Exercise 4.

### Checklist

#### GRAMMAR

word order  
tenses  
passive voice  
capitalization

#### SPELLING

there/they're/their  
it's/its

#### PUNCTUATION

commas (relative clauses)

#### STRUCTURE

use of paragraphs  
introduction and conclusion

#### RELEVANCE

Has the question been answered fully and correctly?

#### STYLE/REGISTER

Is it formal enough?  
Is there a lot of repetition?  
Is the vocabulary too simple?

### 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****Suggested answers**

For young people, ~~there is~~ several disadvantages to studying online. First of all, they do not have the social life they can ~~experience~~ at college or university and ~~as a consequence,~~ it is not so easy to make new friends. Moreover, it can be ~~much~~ difficult to form study groups, especially if you want face-to-face contact with ~~others~~ students. Finally, the pastoral support ~~offered, at a real university,~~ is not so readily available online.

- 1 there are
- 2 experience
- 3 and, as a consequence, it
- 4 very/more/extremely
- 5 other
- 6 offered at a real university is

- After they have had time to find the mistakes and discuss them with a partner, ask students to identify the kinds of mistakes they have found. Make sure they understand them all. They are:
  - 1 grammar
  - 2 spelling
  - 3 punctuation
  - 4 grammar
  - 5 grammar
  - 6 punctuation
- Point out that the mistake in **3** is the use of only one comma. It can be corrected by removing the commas so there are none, or by adding a second, as indicated in the suggested answers.
- In **6**, there must be no commas because the *offered at a real university* is a defining relative clause. The whole phrase *the pastoral support offered at a real university* is the subject of the sentence.

**Using the Worksheet**

- Go through the Study skills box and remind students that these are the basics of self-editing. Tell the class that you will be looking at these points in greater detail.
- Students do not always have a very clear picture of what gains and loses them marks. As you go through this Worksheet, try to help them realize that, although spelling and grammar are important, the relevance and 'readability' of their writing is *more* important. An assignment with a few spelling and grammar mistakes can still pass; if it is off-topic and/or hard to understand, it probably won't.

**Practice****1 Complete the table with the headings.**

- Ask students to look at the right-hand column and work out which heading best describes each group of questions.
- Elicit the answers as a class and check that everyone understands.
- Tell the class that this is another kind of checklist, different to the one in the Warm up. Some students might find this style more suitable for their own writing. Ask them if they would add anything else to the categories – perhaps something they have a particular problem with, or something they know their examiners/lecturers/tutors look for.

**Answers**

- 1 Editing at sentence level
- 2 Editing at paragraph level
- 3 Editing at whole-text level

## 2 Correct the mistakes in the sentences. Then compare your answers with a partner. What kind of mistake is each one?

- Do the first two items as a class so that students know the kind of things they're looking for.
- Ask *What's wrong with sentence a?* (Elicit that *Your* should be *You're*.) Then ask what kind of mistake it is, referring students either to the table in Exercise 1 or the checklist on the board from the Warm up.
- **Note:** It is possible to see this mistake as a spelling mistake, a grammar mistake, or even a vocabulary mistake, as the wrong word has been chosen. Don't spend too long debating these issues, however. Students simply need the best possible tools to correct their work – you might like to point out that even experts disagree on some elements of the language.
- Deal with **b** in the same way, eliciting that the White House is the name of a building, so it is a proper noun which needs capitalization. (This is often considered a grammar issue, but it could be viewed as a punctuation issue.)
- Allow a few minutes for students to attempt to identify and correct the rest of the mistakes. As they finish, they can compare their answers with a partner.
- Elicit the answers from the class.

### Suggested answers

- a *You're* – spelling/grammar/vocabulary/wrong word
- b *White House* – grammar/punctuation (capitalization for a proper noun)
- c *accommodation* – spelling
- d *species of* – punctuation (comma use)
- e *be separated / be kept separate* – grammar (passive voice)
- f *received* – spelling
- g *Slowly mix the liquid / Mix the liquid slowly* – grammar (word order)
- h *is.* – punctuation
- i *She has been* – grammar (tenses)
- j *there* – spelling/grammar/wrong word

## 3 Read the text and, with a partner, discuss the answers to the questions.

- Explain that this exercise looks at elements from categories 2 and 3 in the table in Exercise 1. (The questions follow a similar order to the points in the table, although certain things, like the references to being on topic and including a concluding paragraph, cannot be covered here.)
- Point out that, this time, students are not looking for mistakes. They are simply looking more closely at how a larger text is constructed so that they can aim to do something similar in their own writing.
- Allow a few minutes for students to read the text, after which they can discuss the questions with their partners.
- Elicit and discuss students' answers.

### Suggested answers

- a 1 four
- 2 three
- 3 three

Three is normally considered the minimum number of sentences required for a paragraph, but since most of the sentences here are complex, there are certainly enough. Three or four very simple sentences would not be enough for academic writing. Some disciplines require paragraphs to be significantly longer. Allow your students to tell the class about any particular requirements of their subject.


- b 1 The Art Deco movement
- 2 Architecture
- 3 Transportation

We know because the paragraphs are introduced with clear topic sentences.

- c The second and third sentences of the paragraph give an explanation of the first sentence. They also contain examples of transportation where the Art Deco style was used.

- d** Paragraph 2 ends with a sentence that sums up the topic and neatly 'closes' it.  
**Note:** Students may not be very familiar with concluding sentences in paragraphs, and they are not always used.
- e** Possibly, although paragraph 1 cannot be moved because it is clearly an introductory paragraph. Paragraphs 2 and 3 could be reversed, however.
- f** *As far as architecture is concerned, ...*
- g** *Describe the Art Deco style and give examples of how it was used.*
- h** The style and register are quite formal. The passive voice is occasionally used (indicating formality), and there is no use of contractions or direct address (which would indicate informal writing).

## Reflect

**4**  **Look back at this Worksheet and the Factsheet. Create a checklist of things to look for when editing your own work.**

- Using the checklist from the Warm up and the table in Exercise 1 as a starting point, encourage your students to compile a checklist that suits them. Encourage them to include points that are relevant to their own studies.
- It is of vital importance that students recognize what they will have to check in their *own* work, so tell them they do not have to write everything. Encourage them to discuss their particular needs, firstly with their partners and then with the class.
- Remind the class that the relevance and 'readability' of their writing is more important than just spelling and grammar.
- Finally, remind them to check their writing in future. Impress upon them how important it is to allow time for self-editing.