

Warm up

Students may have already done **Edit (1) – self-editing** – ask them how they think peer-reviewing differs from this. Elicit that they are editing for the same basics – spelling, grammar, content, etc. – but that a peer review will have suggestions for improvement and will include some positive, general comments about the work.

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

- 1 missing word – ‘cannot be doubted’
- 2 very informal/colloquial – change to ‘travel’?
- 3 change to ‘due to’ / ‘because of’?
- 4 change to ‘means of transport’?
- 5 not a ‘contrary’ argument, but a contrasting one – change to ‘In contrast,’ / ‘On the other hand,’ / ‘However,’?
- 6 begin a new paragraph?
- 7 change to ‘while’?
- 8 too informal – change to ‘approximately’?
- 9 non-defining relative clause after the comma, so ‘that’ is wrong – change to ‘the metal that encases the aircraft, which allows’ / ‘the metal that encases the aircraft, allowing’?
- 10 wrong word – change to ‘its’

Using the Worksheet

Practice

- 1  **As with self-editing, you will find a checklist helpful for peer review. Prepare a checklist of things to look for when checking the work of others. Then compare lists with a partner.**
 - The aim here is to *begin* the checklist, so don’t spend too much time compiling an exhaustive list. In Exercise 5, students will be asked to add to the checklist, so it’s fine to leave it incomplete.
 - After a minute or two, ask students to compare notes with their partners. Again, there will be more time for discussion at the end, so don’t spend too long on this.
 - Elicit a few key points, like spelling and grammar. Point out to students that they could list things like word order, correct tenses, capitalization, punctuation, topic sentences and supporting sentences. Remind the class that *relevance* is very important – they should check that the writing answers the question and doesn’t stray off-topic.
- 2 **Peer reviewers sometimes suggest alternative words – perhaps because the original words were repetitive, too simple, or otherwise inappropriate. Match the simple verbs (a–e) to the groups of more interesting or specific verbs (1–5).**
 - Remind the class that, for academic writing, it is important to have a level of sophistication in the vocabulary they use. Of course, this doesn’t mean they should use difficult words for the sake of it – the key is that words should be appropriate to the context.
 - Go through the simple verbs. Point out that, in some cases, these words will be perfectly appropriate.
 - Refer the class to the groups of more interesting verbs and explain that they have to match the simple verbs to these groups. Allow a minute for students to think, then elicit some matches.

- Spend a little time explaining any unfamiliar words. It will be helpful if you can provide example sentences for some of them, e.g. *She suddenly **announced** to the whole group that she was leaving.*

Answers

- a 3
- b 2
- c 1
- d 5
- e 4

3 Replace the word in bold with a more suitable one from Exercise 2.

- Explain that the words in bold are not *wrong* – but they could be replaced by more appropriate words. The words need to be ‘upgraded’ a little.
- Allow a few minutes for students to work alone and write their answers. After a suitable length of time, tell them to compare with a partner.
- Elicit answers, making sure that the suggested words work in context. Ask for suggestions for some of the other words that have not been used.

Suggested answers

- a enjoyed/secured
- b observe/notice
- c maintained/stated
- d nibbled
- e step
- f viewed
- g strolling/striding
- h consume
- i announced/reported
- j acquired

4 Review the text on the following page. Look for the items from the list in the lines with the matching letters. Then suggest changes, as in the example.

- Go through the example with the class so that everyone knows what to do.
- Allow several minutes for students to attempt the task on their own. As they finish, they can compare answers with their partners.
- Elicit answers and any suggestions for further changes. Be aware that students may have different needs in their own academic writing, so there is a lot of scope for further changes (although the text is generally fine with just the numbered changes). Some of your students might suggest stylistic changes to make the writing more formal. Be careful not to accept changes which make it less formal, and therefore less academic.


Suggested answers

Your students’ answers may differ – just make sure they are acceptable in the context of an academic piece.

- b *We didn't know how lucky we were!*
Delete this sentence.
- c *wide*
Change to *broad*.
- d *allow for*
Change to *facilitate/encourage*.
- e *eat*
Change to *eat* to *for consumption*.

- f** *walking*
Change to *strolling*.
- g** *help*
Change to *enable*, or remove the word and change the clause to *gentle bending, stretching and lifting build muscle strength*.
- h** *got*
Change to *acquired/obtained*.
- i** *gives*
Change to *offers/provides*.
- j** *really*
Change to *truly/significantly*.
- k** *having*
Change to *enjoying*.
- l** *talk about*
Change to *report* (or possibly *observe/notice*, although the meaning is slightly changed).

Reflect

5  **Look again at the checklist you wrote in Exercise 1. Now that you have reached the end of the Worksheet, is there anything you should add? Discuss with a partner.**

- Remember that your students will have different academic requirements. The aim here is for them to finish compiling a checklist that suits them, so encourage them to pick and choose, rather than write an exhaustive list that they might be tempted to ignore.
- Ask students to look back at the checklist they started in Exercise 1, as well as the exercises they have just done. Tell them to add anything they think is missing.
- After a certain amount of time working alone, students can compare checklists. Again, they can add things if they think they are relevant to their own studies.
- Invite students to tell the class about their own needs. Ask if they think they are better equipped to peer-review someone else's work. Ask also what they think they might gain from peer-reviewing a piece of writing.
- Finally, remind the class to swap work from time to time to help them make suggestions and improve their own writing.