

Warm up

This is a word association activity. Write the word *Plan* in the centre of the board, and elicit from students any words that come to mind. Ask them not to think too much. You might get words that are not related to academic study, but that's fine. Write them down around the word *Plan*; then, when you have a good number of them, do the same with each new word, i.e. elicit what comes to mind when students think of that word. This activity can be quick or can go on for quite a long time, but the main idea is to brainstorm concepts and prepare students' schemata for new ideas.

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

Although there are different possible orders, the order suggested in the Factsheet is:

- 1 Organize your research sources into a graph, e.g. a word map.
- 2 Write an outline with the main ideas for each paragraph.
- 3 Write a first draft, starting with the paragraphs you find easiest.
- 4 Check the text for any mistakes and improve the language used.
- 5 Consider shortening longer paragraphs or breaking them in two.
- 6 Read the text out loud to check the flow of ideas and link paragraphs if necessary.

Using the Worksheet

Practice

1 Match the concepts of planning and drafting (a–g) to their definitions (1–7).

- Ask students to define the concepts a–g in their own words (without looking at 1–7). It's better not to correct directly at this stage, but you can ask some follow-up questions to clarify their ideas.
- Students read the definitions and match the concepts. Elicit the correct answers.

Answers


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

2 Match each piece of information (a–f) to the correct part of the word map (1–6).

- Refer students to the word map, and remind them it refers to the essay assignment introduced in **Research (2)**.
- Go over each of the outer circles, eliciting opinions or information students have researched by asking, for example, *Why are there fewer women in management roles? What does gender pay gap mean?*
- Students match each piece of information to the correct part of the word map. Elicit the answers.

Answers

a 5 b 1 c 3 d 4 e 2 f 6

3  **Now add the information you found in *Research (2)* to the word map in Exercise 2. Compare your word map with a partner.**

- Ask students to add information to the word map. If necessary, they can add extra circles (e.g. if they want to include a cause of the gender pay gap, or a quotation) or lines (e.g. if they want to present more than one solution to one of the issues).
- Encourage students to reflect on what information might be missing from the word map and to research again to obtain it.

4 **Use your word map to write an outline for your essay.**

- Students transfer the information from the word map to the outline grid in note form. They might see the outline as an unnecessary step between the word map and the first draft, but it is a very useful transition stage in which they can see if all their ideas are going to work in a linear essay format and make any necessary changes before they actually start writing – possibly saving a lot of time and effort later on.

5 **Now you're ready to write your first draft.**

- Students write their first draft. Monitor their progress, assisting them if necessary.

TIP

Most students will have learnt listing devices by now (*Firstly, ... / Secondly, ... / Finally, ...*), but they should be ready to move on to more elaborate discourse markers at this level. Explain that just by listing the paragraphs, they are not establishing genuine connections between the ideas.

6  **In pairs, take turns to read your first drafts and give feedback.**

- In pairs, students read and improve their first drafts. Rather than reading each other's drafts simultaneously, encourage students to focus on one essay at a time, so that they can work together on making the improvements suggested.

Reflect

7  **Think about the strategies you used in this unit and make notes in the table below.**

- Ask students to think about the strategies they have encountered (if necessary, they can refer to the Factsheet) and fill in the table.
- In small groups, students compare tables. Encourage them particularly to discuss things they placed in different columns. Remind them that there are no correct answers, and that study strategies are very personal. The most important thing is that they find the strategies that work best for them and constantly fine-tune them.