1 IDENTITY

READING 1	Recognizing and understanding classification texts
READING 2	Recognizing substitution words
STUDY SKILL	Self-awareness and self-evaluation
VOCABULARY	Vocabulary to describe identity types
GRAMMAR	Reflexive pronouns
WRITING	Techniques for brainstorming

Warm-up

As this is the beginning of the semester, it's worth spending some time breaking the ice and laying the groundwork for everyone to get to know one another. The topic of *Identity* can help facilitate this.

Write *Identity* on the board and elicit a definition from students. You might draw a line under the "ID" in the word as a clue. *ID* is short for *identity*, e.g., in the case of an ID card.

Show a selfie or picture of yourself—ideally, project this for all to see, or bring in a printout of one. Ask students if they think it's a good one and what they think the picture says about your identity (e.g., a selfie might show that you are a happy person or an introspective one, that you like cooking, etc.). If appropriate, ask students to find or take a selfie on their phone or, if not, use the picture from their ID card.

Write these questions on the board:

Do you like the picture? Why / why not?

Do you think the picture shows your real identity? Why / why not?

In pairs, students share their selfies or other pictures, and ask and answer the questions. After feedback, tell students to turn off their phones and put them away for the remainder of the lesson.

Students will recognize the benefit of using their phones for class activities, but some students may try to take advantage of the opportunity. Set up some rules and guidelines for when phone use is allowed. An example rule is: only use your phone when asked to by the teacher for a class activity; after the activity, turn it off and put it away. Allow students to think of other acceptable uses for their phone—e.g., to look up a word in an online dictionary such as: http://www.macmillandictionary.com/.

Discussion point

Refer students to the *How I display my identity in person / How I display my identity online* infographic. Use questions to check that they understand the words and phrases used in the infographic, especially *gestures and body language*, *tone of voice, avatar*, and *fonts*. Give some examples to illustrate the meaning—e.g., illustrate *tone of voice* by saying a phrase with different tones of voice—stern, kind, unsure, etc.—and asking students to identify them. Note that an *avatar* is an icon or illustration that represents a person. Find out how many students use an avatar in gaming, on Internet forums, on social media, etc.

Discuss the infographic as a whole class: what do clothes, avatar choice, and the color and font we use online say about our identity? Students may not have considered before what these non-verbal things say about us.

Give students a few minutes to read and think about the discussion questions. Note that each question has an example answer prompt to support lower-level students. Students work in pairs to discuss and answer the three questions. Then, open the discussion to include the whole class. Ask four or five volunteer students to give you some information about what another student said. This will set the expectation that students should listen to each other during discussions.

Extension activity

Blogs are a great way to get students to practice writing in an informal and authentic context, and they provide a platform for sharing work, sending messages, handing out assignments, and providing students with extra learning materials. Start a class blog to introduce students to blogging—there are many online platforms (search: *blog sites for classroom use*). For their first blog, invite students to upload a selfie or avatar and write a short introduction about themselves. Provide an example for lower-level students by doing your own introduction first.

Before you watch

Introduce the topic of the video, and tell students to read the exercise. In pairs, ask them to complete the exercise. Remind students that there are no correct answers at this stage and that they are simply generating ideas and working to predict what the content of the video might be. This will help them apply any knowledge they already have when they watch the video.

While you watch

Give students time to read the questions before playing the video. Play the video for them to choose the correct answers. Students check in pairs and feedback to the class. If necessary, play the video a second time.

Extension activity

Post the video on the class blog so that students can watch it in their own time, outside of college.

ANSWERS
1 F (It only looks similar to a watch.)
2 F (You can use it to change your mood.)
3 T
4 T
5 F (And, so, it's kind of … not a lot of data, but we're using it very smartly.)

See pages 106–107 for the video script.

After you watch

Students work in pairs to discuss questions 1–3. After a few minutes, open up the discussion to include the whole class. Encourage students to think of arguments for both sides, as a way to develop critical thinking by exploring different viewpoints. Go through their answers as a class.

Social identity

Warm-up

Students will benefit from learning to use a good monolingual dictionary. If you have class sets, bring them into class. Otherwise, direct students to where they can buy one. Another alternative is an online dictionary such as http://www.macmillandictionary.com/. If you have a projector, go to the site and use it as needed during the lesson. There is the option to change the default dictionary to American English—this will ensure that the spellings and pronunciation are in American English.

This warm-up draws students' attention to the benefits of using the online dictionary. Display the dictionary using the projector. Type in the word *categorize*. Put students into pairs to answer the following questions:

1 What part of speech is the word? (verb)

2 What is the noun form of *categorize*? (categorization)

3 Which of the following can you do on this dictionary page:
   • find a synonym? (yes)
   • hear the pronunciation? (yes)
   • see a definition? (yes)
   • get information about how to use the Thesaurus? (yes)
   • read blogs about other words? (yes)
   • share the definition on social media? (yes)

Discuss with students why a dictionary such as this is useful and if they have a similar dictionary that they use. Play the pronunciation and ask students to repeat.

A Vocabulary preview

Students work alone to complete the sentences, using dictionaries to look up words they don't know. They check in pairs. Extend the learning of the new words through discussion. For example, ask: *Do you agree that girls mature quicker than boys? Why do you think that? What other qualities are desirable in a friend?* Monitor the activity and help with pronunciation where needed. Ask them to say how many syllables are in each word, and to identify the stressed syllable. Tricky words include: *consequences* (four syllables, stress on the first syllable) and *desirable* (four syllables, stress on the second syllable).

Students can also complete the *Vocabulary preview* section as homework before class.

ANSWERS
1 mature   2 desirable   3 tensions   4 consequences
5 define   6 debate   7 categorize   8 confirmed

B Before you read

Preparing to read

This section teaches students the skill of thinking about the topic before they read a text. This makes the reading more accessible because students will have activated prior knowledge of the topic. In addition, they will have a reason for reading—to find out if their predictions were correct.

Ask students to read the *Before you read* section. They work in pairs to create a list of examples they think the reading will mention. Collate students' ideas on the board.

C Global reading

Recognizing classification

Check that everyone understands the word *classification* (= the process of putting people or things into particular groups according to the features that they have). Ask them to read the *Recognizing classification* box, then ask concept check questions to ensure they have understood: *Why is classification used in texts? What are three ways texts classify information?*

Ask students to skim the text to find the paragraph that contains three classifications and their definitions (**Answer:** paragraph 3).

Ask students to work alone to write the headings from the box into the text. This is a skimming exercise, so set a time limit of three minutes. They compare answers in pairs. Monitor and share feedback as a whole class. Ask students to say what clues they used to match the headings with the paragraphs. Ask them to highlight or underline these clues. This will help lower-level students who may be struggling to match the headings to the paragraphs.

ANSWERS
1 Types of identity traits
2 The importance of identity
3 Dangers of social identity
4 Implications

D Close reading

Scanning

1 Ask students to work alone to find the definitions. Encourage them to use their own words where possible. In whole-class feedback, ask students to give you an example of each trait.

ANSWERS
1 An ascribed trait is one that you are born with.
2 An achieved trait is one you work for.
3 A chosen trait is something that you choose for yourself.

2 Students work in pairs to match the examples with the concepts. In feedback, ask students to say the concept and the example rather than the number and letter, and ask them why they think this is the correct match. This will reinforce the learning of the new terms. For example, ask: *Why is being the employee of a certain company an achieved trait?*

ANSWERS
1 a **2** d **3** g **4** i **5** h **6** f **7** e **8** c **9** b

E Critical thinking

Students discuss the questions in small groups. To facilitate group discussion, ask one student to be the "leader." The leader ensures that everyone has a chance to say what they think. This will help ensure that more talkative students don't dominate the discussion and give shyer students the opportunity to speak, too. In whole-class feedback, ask volunteers for contributions.

STUDY SKILLS

Self-awareness and self-evaluation

1 Stella Cottrell's *The Study Skills Handbook* offers students invaluable advice, study tips, and techniques on how to become an effective and successful learner. Ask students to read the *Self-awareness and self-evaluation* box and complete the chart. Help students who are struggling by suggesting concrete examples— e.g., *Are you good at learning new vocabulary, thinking of ideas in writing, speaking without hesitation? Do you need to improve your strategies for planning writing?* They then compare their responses with another student or group.

2 Students work in pairs to decide which methods could be used to evaluate themselves in areas 1–4. In feedback, find out if students have any other suggestions.

READING 2

How permanent is your personality?

A Vocabulary preview

1 Students work alone to match the words with the definitions. Ask students to check in pairs then check as a whole class. If class time is short, students can do the *Vocabulary preview* section for homework.

ANSWERS
1 e **2** a **3** h **4** d **5** b **6** g **7** c **8** f

2 Draw students' attention to some common collocations in the sentences: *correlation between*; *suggest that*; *to be rated high* or *low* in something. Students work alone to complete the sentences. Ask students to check in pairs then check as a class.

ANSWERS
1 correlation   **2** tend to   **3** current   **4** frustrated
5 suggest   **6** participants   **7** rated   **8** modest

B Before you read

Preparing to read

Refer students to the picture on page 16 which shows someone demonstrating different personality aspects. Ask students what they think the picture shows. Give students three minutes to think about the question: *How permanent is your personality?* Put students into small groups to discuss the question. Go through their ideas as a class. Ask students to explain their ideas.

C Global reading

Understanding main ideas

Ask students to read the questions. Elicit the meaning of *intended audience*. Ask: *What is the difference between skimming and scanning?* (**Answer:** Skimming is when your eyes pass over the text quickly, without reading every word, in order to understand the general idea. Scanning is searching quickly through a text for specific information.) Set a three-minute time limit for them to complete the task.

> POSSIBLE ANSWER
>
> The tone is informal. It has a conversational style, and uses contractions, informal expressions, and non-academic vocabulary. It is intended for psychology students or people working in that area, or research students or people working in that field.

D Close reading

Recognizing substitution words

On the board, write:

I prefer the <u>other</u> book.

I like this book better than the <u>other</u>.

Ask students which sentence contains the word *other* as an adjective. How do they know it's an adjective? (**Answer:** *Other* in the first sentence modifies or refers to *book*). Ask students what part of speech *other* is in the second sentence (a noun). Point out that in the second sentence, *the other* could be replaced with *that book*. Ask them why they think we use *the other* instead. (**Possible answer:** It sounds better—there is less repetition.)

Refer students to the *Recognizing substitution words* box to find out (1) if *other* as a noun can be made plural (**Answer:** yes), (2) which refers to two people at the same

time: *each other* or *one another* (**Answer:** each other), (3) which refers to more than two people at the same time: *each other* or *one another* (**Answer:** one another).

Students work alone to find examples of *other, another, each other*, and *one another* in the text and decide what they refer to. Make sure they understand that the paragraph numbers are listed to help them find these words. To support lower-level students, break this task down into stages. First, ask students to find the words in the paragraphs and highlight them. Next, show students how the adjective *other* in the first paragraph refers to people to get along with. See if students can do the second one on their own and check their answer before letting them complete the exercise. Students compare answers in pairs before checking in feedback.

> ANSWERS
> 1 other; people to get along with
> 2 each other; ratings in different years
> 3 other; people in general
> 4 each other; a person you knew in school
> 5 another (note that this is being used as a determiner); chance
> 6 one another; employees in a workplace

E Critical thinking

This section helps students practice the critical thinking skills of reflection, evaluation, explanation, and analysis.

Students work alone to think about the questions and make some notes. Put students into groups and appoint a group leader whose task it is to ensure everyone has a chance to share their answers, and a group scribe whose job it is to write the answers down. In feedback, ask a volunteer from each group to share their responses.

Vocabulary development

Vocabulary for identity types

Remind students of the three identity types—ascribed, achieved, chosen—from *Social identity*. Tell them they are going to learn eight more terms which describe identity types. Brainstorm some ideas on the board. Then ask students to read the information in the *Vocabulary for identity types* box and check if any of the identity types are the same as the ideas they brainstormed.

1 Ask students to work in pairs to complete the exercise, using a monolingual or online dictionary if needed. Encourage students to use the strategy of completing the sentences they are sure of first, then going back to use a process of elimination to complete the others. Monitor the activity and help with vocabulary where needed. To support lower-level students, ask students to highlight clues in the definitions: 1—*logical*; 2—*ideas and concepts;* 3—*rules and specific guidelines, orderly*; 4—*outgoing, sociable, interested in other people*; 5—*emotions and feelings*; 6—*inner world, alone*; 7—*different outcomes, anything is possible*; 8—*concrete information, evidence, seen, heard, felt*.

Go through the answers with the class.

> ANSWERS
> **1** Thinking **2** intuitive **3** judging **4** Extroverted
> **5** Feeling **6** introverted **7** perceiving **8** Sensing

2 Students work in pairs to match the traits with their opposites. Students may struggle with the pair *sensing* and *intuitive*. *Sensing* uses the senses—concrete examples of what we see, hear, or feel. *Intuitive* is related to *intuition*—intuitive types draw their conclusions on what they know about the world.

> ANSWERS
> **1** b **2** d **3** a **4** c

3 Ask students to work in a small group to discuss the questions. Choose a different student for the role of group leader. In feedback, you might point out that many companies do ask employees to take personality tests either as part of personal development or to find out who would be good to work together on a project. It is thought that a good team will have the full range of personality types to reflect the different roles in a team.

Academic words

Warm-up

As this is the first time students will be encountering the *Academic words* section, it's worth discussing the difference between everyday and academic words, and when each is used. Write these words on the board in random order: *help, aid, yearly, annual, make sure, ensure, take out, extract, change, manipulate, participate, take part in, assessment, test, the same, consistent, function, use, occur, happen, significant, important*. In pairs, students first pair the words, then sort them under the headings ACADEMIC WORDS / EVERYDAY WORDS. (**Answers:** ACADEMIC WORDS: aid, annual, ensure, extract, manipulate, participate, assessment, consistent, function, occur, significant; EVERYDAY WORDS: help, yearly, make sure, take out, change, take part in, test, the same, use, happen, important). In feedback, ask students when it's preferable to use each. (**Possible answer:** to use academic words when writing papers for university, or when discussing topics intellectually. People who use academic words in common, everyday situations can sound too formal. For example, you wouldn't expect to hear someone tell you: "Extract the trash, please.")

1 Students work alone to match the words with their definitions. They check in pairs and report back to the class. Check students can pronounce all the words: *comprehensive* /ˌkɑmprəˈhensɪv/, *journal* /ˈdʒɜrn(ə)l/, *outcome* /ˈaʊtˌkʌm/, *scope* /skoʊp/, *variables* /ˈveriəb(ə)lz/, *volunteer* /ˌvɑlənˈtɪr/. Focus particularly on the word stress by asking students to underline the stressed syllable in each. Ask them to record any difficult words in their vocabulary notebooks.

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

2 Students work alone to complete the paragraph with the correct words, changing the form if necessary. Ask students to check in pairs then check as a class. Point out some common collocations: *a comprehensive study*; *a broad scope*; *to take variables into account*. Note that *to take something into account* means *to consider or include something.*

Using blank 2 as an example, ask students what makes the study *comprehensive* (**Possible answer:** It had a large group of people), and if the *scope* could have been broader, what other *variables* it might have included. (**Possible answer:** It might have included profession, level of education, nationality, etc.)

ANSWERS
1 journal   **2** comprehensive   **3** volunteers   **4** scope
5 variables   **6** outcome

3 Ask students to discuss the questions with a partner. Encourage students to use the target words while discussing the questions. When they are ready, ask volunteers to report back to the class.

Extension activity

Ask students to find a study related to their field of interest. They should evaluate the study—Is it comprehensive? How reliable is it and why? Does it have important implications? Students can share their evaluation and the link to their study in the class blog, or bring their evaluation to class to discuss in the next lesson.

CRITICAL THINKING

Generalization

Warm-up

Students close their books. Ask them what they think *generalization* means. Students may be able to work out the meaning by breaking the word up into word forms: *general* (adj)—not specific, *generalize* (v)—to make a statement about something without going into detail. So, a generalization would be a statement that is true in most, but not all, situations. Give an example: *Girls mature faster than boys*. This is generally true, but there are obviously many exceptions. Elicit some other examples. Note that many generalizations can be based on stereotypes which can be harmful.

Students read the *Generalization* box. Check that students have understood when generalizations are reasonable or not. Discuss the difference between the two generalizations about sport. Which one contains a hidden generalization? (**Answer:** The first one—it assumes that only boys who do well at sports develop social skills when in fact it's all children who develop these skills. This feeds the stereotype that only boys do sports.)

1 Students work alone to read the paragraph and find the two over-generalizations. In pairs, they reword them so that they are reasonable generalizations.

ANSWERS
a girl who talks too much; a possible change is: a person who talks too much
a guy who's too pushy; a possible change is: someone who's too pushy

2 Students work in pairs to analyze the statements. In feedback, ask students to say why the over-generalizations are not valid.

ANSWERS
b and c are over-generalizations
b not all women "abandon" their jobs; *abandon* is a strong word with a negative connotation—*leave* is a more neutral word; men may also leave their job in order to spend more time with their children
c shorter children may not have lower self-esteem (why would they?); other factors may affect self-esteem; teachers should take other things into account when forming study groups

3 Ask students to discuss the questions with a partner. In feedback, point out that over-generalizations in academic work lessens the validity of an argument, and so should be avoided. Ask students to consider whether over-generalizations they hear or use help to perpetuate harmful stereotypes.

WRITING

Writing model

Ask students to read through the information in the *Writing model* introduction to find out what they will be learning in this section of study. Highlight that all the work done in this section will build towards the final task, supporting the students and helping them to produce a quality piece of writing. At the end of the unit, they can use this as a checklist for what they have learned.

Warm-up

Put students into pairs to think of three things they find difficult about writing. They write these on a piece of paper, then pass their paper to another pair. The students read each other's difficulties and think of possible solutions. (**Example:** Difficult—organizing my writing; solution: write a plan of what you want to say.) If one pair can't find a solution, they should pass the paper to another pair who think they may have a solution. Students pass the papers back to the original pair to read. In feedback, ask volunteers to read one difficulty and a solution they found helpful. Find out if there are any difficulties that don't have solutions and offer some advice. Some other solutions might be: keep track of vocabulary by topic, and use your vocabulary notebook when writing; don't worry about the word you don't know—get your ideas down first, then go back and edit; use a computer and turn on spelling and grammar notifications; brainstorm / find words related to the topic before you start writing; after writing your essay, go back and check your line of argument, word choice, and grammar; ask a friend to read your essay to see if it makes sense to them; read the essay prompt carefully so you know what you need to write.

A Model

1   Understanding what is required in an essay is a key skill for students. Often, students lose points because they have gone "off topic" and failed to answer the essay question. Students work alone to complete the exercise, then compare answers in pairs. In feedback, stress the importance of answering the question and using it to plan the essay. Note that this is an agree / disagree type essay. In it, you must say whether you agree and give reasons to back up what you say.

ANSWERS
not born with a fixed identity
raised determines your personality
agree
reasons
relevant examples
own knowledge or experience

2   Ask students to read the model alone. To support lower-level students, ask them to highlight or number the parts of the model that are in the essay prompt and which answer the question.

ANSWERS
Yes, the student gave their own opinion and included reasons and examples.

B Analyze

1   Brainstorm with students the parts of an essay. Ask them to label each paragraph in the model essay with this purpose. In feedback, ask students if this essay follows a similar pattern to an essay in their native language. (Essays in English follow a set pattern that some students may not be familiar with.)

ANSWERS
1 introduction   **2** supporting example
3 supporting example   **4** conclusion

2   Make sure students understand what a thesis statement is. Point out that the thesis statement generally comes at or near the end of the first paragraph.

ANSWERS
Both research and personal experience have led me to think that the most important factor is the identity that people have from birth. It appears in paragraph 1.

3   Ask students to work in pairs to discuss the questions.

ANSWERS
Outside research appears first.
It is more convincing than just personal experience.

GRAMMAR

Reflexive pronouns

Warm-up

On the board, draw the table below, but with only the *Subject pronoun* column completed. Add the titles to the other columns and ask students to complete the table. Note that we don't generally use the possessive pronoun *its—It's its bowl*.

Subject pronoun	Object pronoun	Possessive determiner	Possessive pronoun	Reflexive pronouns
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	–
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Tell students to read the *Reflexive pronouns* box and check their ideas.

1   Give students time to read through the information in the *Reflexive pronouns* box. Check that students understand when to use reflexive pronouns before asking them to complete the exercise. To support lower-level students, ask them to underline or highlight the noun that determines which pronoun to use and get them to say if it is singular or plural.

> ANSWERS
> **1** themselves   **2** yourself   **3** ourselves   **4** himself
> **5** herself

2   This exercise focuses on reflexive pronouns for emphasis. Students work alone to rewrite the sentences, then compare in pairs. In feedback, ask students why they might want to add emphasis in the sentences.

> ANSWERS
> **1** You yourself are responsible for paying the fee.
> **2** I myself don't believe identity is very important.
> **3** Nobody was more surprised by the results of the study than the researchers themselves!
> **4** Ms. Jimenez herself couldn't believe the outcome of her research.
> **5** Jack created the contest, and then he himself won it!

3   Ask students to work in pairs to complete the exercise.

> ANSWERS
> themselves (paragraph 3): refers to *people*
> yourself (paragraph 7): refers to *you*; used for emphasis
> yourselves (paragraph 9); refers to *you and your (childhood) friends*
> myself (paragraph 11); refers to the speaker
> themselves (paragraph 11); refers to *patients*

WRITING

Writing skill
Techniques for brainstorming

Brainstorming is an important part of planning, and a part that many students leave out. Help students see the importance of this idea-generating phase, and if necessary, ask them to submit their brainstorm along with their essay. This will help you identify how students are generating their ideas and if they need more support in this area.

1   Students read the *Techniques for brainstorming* box and then label the examples. In feedback, ask for a show of hands of who prefers which method of brainstorming. Point out that the aim of brainstorming is to get as many ideas down as possible without

worrying about grammar or spelling—editing happens at a later stage, and worrying about accuracy can hinder the initial flow of ideas.

> ANSWERS
> **1** word map   **2** free writing   **3** chart

2   Ask students to choose one topic and one brainstorming method. Set a time limit of five minutes for students to brainstorm the topic using their chosen method. When the time is up, ask students to choose a different method and brainstorm the same topic again, again with a time limit of five minutes.

3   Students discuss which brainstorming method they found generated the most ideas and which one would be easiest to write an essay from. Point out that the method is personal preference, but if one method is not working well, they should try another.

WRITING

Writing task

Warm-up

Students close books. Ask students what stages they use when writing—write these on the board. You may find that not many students plan, that fewer rewrite and edit, and that even fewer ask a friend to comment on their essay. Put students into pairs to look at the five stages of writing an essay on page 24. For each stage, they should write why they think it's important. Possible answers include:

brainstorming—to generate ideas

planning—to organize your ideas and plan the structure of what you will say. Planning also helps you see what parts of the essay question are missing.

writing—this is self-evident

share—this may be a new concept for some students and some may see it as either cheating or "doing the job of the teacher." Point out that, although we shouldn't ask a friend to rewrite things for us, friends provide a "fresh set of eyes" and they can help us see things we might have missed. All professional journal articles are peer reviewed—peers in the field read and comment on articles before they are published to help make the writing better and more accurate.

rewrite and edit—although our words and thoughts are precious to us, we need to realize that they may be expressed better. If we look at what we have written and analyze it with a critical eye, we can improve the content and structure.

Point out to students that writing is more than just practicing grammar and vocabulary—it's about expressing ideas—and these stages will help them learn to express their ideas more clearly.

Brainstorm

Review the writing task as a class. Ask students to look at the task and underline or highlight the key things to include in their essay. Remind students of the brainstorming methods from page 23 and ask them to choose one. Tell them that this is a brainstorm stage, so there is no right or wrong answer. Set a time limit of five minutes for this stage. Put students into pairs to compare their brainstorms and see if their partner can suggest anything else to add. Go through their ideas as a class, adding ideas on the board.

Although it's tempting to assign writing tasks for homework, there are strong arguments for doing them in class. First, teachers can see what students do when they are writing—Do they stop to look up every word? Do they count words as they go along? Do they write without referring to their plan? These are examples of poor writing skills and students doing these need help in brainstorming, planning, and using their plan effectively. Second, by completing writing in class, students begin to realize that writing is as important as the other things they learn such as grammar and vocabulary. Another benefit is that you can be sure that the student actually wrote the essay him or herself—this means that you can find out their actual strengths and weaknesses so that you can help them overcome them. Too often students get "help" at home and the teacher doesn't realize until test time that the student is having a problem. Finally, you can be sure that every student follows the five stages in the writing process. This will be particularly useful for those students who find writing difficult or who "hate" writing.

Plan

Students look at their brainstorm and write their thesis, or the answer to the question, *To what extent do you agree with this idea?* Refer students back to the model on page 21 for ideas if needed. Remind them that they need an introduction, supporting detail paragraphs, and a conclusion. They may wish to use this structure as an outline in their plan. Give students the opportunity to make further notes or change their answers and / or examples if they wish.

Write

Give students 30 minutes to write their essays. Highlight the elements that should be included, as listed in the task instructions. If you have students who finish more quickly, ask them to look at the checklist in the *Rewrite and edit* section to evaluate their work.

Share

Some students may not have finished in 30 minutes, but assure them that that's OK. Tell students to look at the checklist on page 189. They use the checklist to compare their writing in pairs and offer suggestions for improvement. Each student should write their feedback on the essay paper.

Rewrite and edit

Students read their partner's comments and rewrite and revise their text, checking for errors. Remind them to pay particular attention to correct use of reflexive pronouns. This stage could be done for homework if class time is short, but tell students to turn in their brainstorm, plan, and first draft with peer comments along with their final essay. This will allow you to give feedback on all stages of the writing process and will let students know you are serious about the importance of each stage.

REVIEW

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Monitor the activity, discussing any problems or misunderstandings with the class. Suggest ways to revise the vocabulary at home—with flashcards, by writing sentences, reviewing their notes, or with a friend. Another way to revise would be to re-do the exercises in the book.

Academic words review

Students work alone to complete the sentences. Ask students to check in pairs then check as a class.

> **ANSWERS**
> **1** scope   **2** volunteer   **3** comprehensive   **4** outcome
> **5** variables

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point.

Finally, open the discussion to include the whole class. Pay particular attention to any boxes that students didn't check. Explore with them ways of overcoming remaining problems.