

Level B1 / University Level – Preparatory class	Time: 3 class hours / 40 minutes each
Prerequisites: Students know about topic/supporting/concluding sentence.	Materials: Worksheets / Ready to Write 1 / Focus on Writing 2
Objectives: Students will be able to <ul style="list-style-type: none"> - identify unity. - identify irrelevant ideas in a paragraph. - identify the parts of a paragraph. - write supporting sentences in unity. 	
Introduction (Motivation): (about 25 mins.) ***Modeling*** Story-writing activity <ol style="list-style-type: none"> 1. Write a sentence on the board that students can write follow-up sentences. (Suggested sentences: It was the best/worst day of my life. / Suddenly my phone rang late at night. / It was a hot and sunny summer day/ cold winter day etc.) 2. Make students pairs /groups and write the sentence on the board on a piece of paper. 3. Allocate 1-2 minutes to write a follow up sentence and have pairs/groups pass the paper to the adjacent pairs/groups. 4. Have the groups write a follow-up sentence and pass the paper again, but have them fold the paper in a way that the next group can only see the last sentence. 5. Go on until every pair/group receives their own paper and have them write a final sentence. 6. Have the groups read all the sentences and emphasize how the sentences are related or unrelated to one another. 	
Information: (about 15 mins.) <ol style="list-style-type: none"> 1. Provide a brief summary about the parts of a paragraph (topic sentence, supporting sentences and concluding sentence). 2. Explain the term “unity” by showing two sample paragraphs including irrelevant sentences. 3. Discuss how important “unity” is for a paragraph with the class. 	
Modeling	
Guided Practice: (about 40 mins. / 20 mins. for each worksheet) <ol style="list-style-type: none"> 1a. Direct students to worksheet 3, and have them find the irrelevant item/items in the options. 1b. Have students pair check their answers. 1c. Go over the answers with the class. 2a. Direct students to worksheet 4, and have them fill in the outlines with the sentences given in the sentence bank in groups, and then find the irrelevant ones 2b. Go over the answers with the class. 	
Independent Practice: (about 35 mins.) <ol style="list-style-type: none"> 1a. Provide 3 topic sentences for the students, and have them write at least 3 relevant supporting sentences for each topic sentence in groups. 1b. Have groups change their papers with one another and provide feedback on if they are relevant or not. 1c. Have the groups modify their own sentences based on the feedback they received. 1d. Have the groups share their sentences with the class and discuss about them. 	
Closure: (about 3 mins.) <ul style="list-style-type: none"> • Revise the terms “irrelevant sentence” and “unity” briefly. • Wrap up the lesson and ask if the students have any questions. 	
Assessment: (about 2 mins.) <ul style="list-style-type: none"> • Have the students reflect on their understanding of the lesson. 	
Homework <ul style="list-style-type: none"> • Assign homework to find the irrelevant sentences in the paragraphs in worksheet 5. 	

**In case you have early finishers or extra time in the class, there is an extra exercise that you can use as an extra activity.

Worksheet 3

A. Topic Sentence: My favorite food is pizza.

B. Supporting Ideas

1. I love the crunchy crust and the melted mozzarella cheese.
2. The best thing I like to drink with it is a giant glass of soda.
3. It's good either as a snack or as a main course.
4. My brother only likes pizza with anchovies and artichokes on it.

A. Topic Sentence: My most boring class is algebra.

B. Supporting Ideas

1. The work is too easy, and it doesn't challenge me.
2. All we ever do is work, work, and more work!
3. I never have a free minute to myself.
4. The teacher talks in a monotone that puts me to sleep.
5. The teacher tells the same jokes day after day.
6. Everything is in slow motion; attendance often takes up half the time.
7. The teacher always picks on me.

A. Topic Sentence: This classroom is a mess.

B. Supporting Ideas

1. In fact, the whole school is a mess!
2. dictionaries and papers on the floor
3. rows of desks out of order
4. writing on the desk tops
5. gum stuck on hall lockers
6. I keep my locker clean!

A. Topic Sentence: Bowling is the perfect sport.

B. Supporting Ideas

1. It develops coordination.
2. I always make it a point to be a member of a bowling team.
3. Bowling helps exercise a large number of muscles.
4. It provides a chance to interact with other team members.
5. It can be played indoors at any hour, during any type of weather.

Worksheet 4

1. A. Topic Sentence: My best friend is a great person.

B. Supporting Sentences

1. _____

2. _____

3. _____

C. Clincher: _____

2. A. Topic Sentence: Reading is my favorite hobby.

B. Supporting Sentences

1. _____

2. _____

3. _____

C. Clincher: _____

Unrelated Sentences:

1. _____

2. _____

3. A. Topic Sentence: I really enjoy school.

B. Supporting Sentences

1. _____

2. _____

3. _____

C. Clincher: _____

4. A. Topic Sentence: When I was little, I thought Halloween was the most frightening night of the year.

B. Supporting Sentences

1. _____

2. _____

3. _____

C. Clincher: _____

3. _____

4. _____

Worksheet 4 - Sentence Bank

a. I was sure the ghosts were out to get me.

b. I can always count on her to be there when I need help.

c. My teachers' lessons are always fun to listen to, informative, and stimulating.

d. When I'm tired, I can relax with a good book.

e. It's no wonder that I would always cringe whenever someone mentioned October 31st.

f. When she talks to anyone, she always has something positive to say.

g. Because there are so many books to read, I have my choice of hundreds of subjects.

h. As you can tell, I am extremely lucky to have a best friend like her.

i. I know ghosts don't exist, so I wasn't really afraid.

j. Older kids dressed up in costumes and tried to frighten me.

k. Most of my classes are interesting.

l. Sometimes she gets mad and refuses to speak to me.

m. I can forget my problems by reading a good book.

n. I don't like some kinds of books at all.

o. I was afraid to go outside because I thought I'd be eaten by a giant pumpkin.

p. I like school so much that you'd think I'd want to go seven days a week!

q. My idea of heaven is a quiet weekend with a book!

r. I hate to go to school on Monday mornings.

s. It's the only time I get to see some of my friends.

t. Even if she's angry, she rarely loses her temper

• You can reach sample paragraphs on the book "Focus on Writing 2, pages 14-15".

** You can reach worksheet 5 and extra practice section on the book "Ready to write – First Composition text, 3rd Edition, pages 10 and 12".

Ideas for topic sentences (independent practice)

Video games are very popular for two reasons.

There are many things to consider while choosing a university.

Istanbul is a nice city to visit.

My brother is the funniest person in our family.

Smoking is bad for our health.

Answer Key

The irrelevant sentences in sample paragraph 1

We also have a famous boat race and swimming competition, called The Royal Hobart Regatta.

Last year, my favorite horse won.

The irrelevant sentences in sample paragraph 2

We also have a party to celebrate graduation at the end of the year.

Some of the jobs are really boring.

Worksheet 4:

1. Topic sentence: 2-4

2. Topic Sentence: 3-7

3. Topic Sentence: 1-6

4. Topic Sentence: 2

Worksheet 4

1. b f t / h

2. d g m / q

3. c k s / p

4. a j o / e

Unrelated sentences: l n r i

Worksheet 5

1. Many people are allergic to their hair.

2. Many American couples have two children.

3. However, many people prefer swimming.

4. Some Japanese universities are developing medical robots to detect certain kinds of cancer.

5. Packaging is used to protect things that are breakable.

Extension/Extra activity

A: Topic Sentence: 3 Supporting Sentences: 2-4-5-8-9

B: Topic Sentence: 6 Supporting Sentences: 1-7-10-11