

Teacher's Notes FOR AND AGAINST ESSAY

WRITING
comes easy

Warm-up

On the board write the heading: *Moving to study in another town*. Tell the students that they are going to write ideas on positive aspects of the situation and problems that it might cause. Ask them to use the table on the handout. Ask them to write any ideas that come to their mind, but not to write whole sentences. Tell them that they have exactly two minutes. When they have finished writing, ask them to discuss their ideas with their partners. You can have a class feedback session on the topic.

Exercise 1

Tell the students that they are going to write an essay. Ask them to read the instructions in Exercise 1. Then ask the students to look at their ideas in the table and underline those which they would like to write about. Ask them to choose the three biggest advantages and the three biggest disadvantages of the situation. Allow the students to compare their ideas with their partner.

Exercise 2

Tell the students that it is important to think about the language that they might want to use in their essays. Ask them to put the phrases below into the appropriate columns. Then ask them to add one phrase to each column. Allow the students to compare their answers in pairs.

To introduce arguments
<i>In the first place, First of all, I'd like to start with ... Firstly</i>
To give examples
<i>For instance, In my experience, Among others, For example,</i>
To add arguments
<i>Moreover, Another advantage/ disadvantage is that ... What's more,</i>

To present contrasting arguments

*In contrast,
However,
Taking the disadvantages into consideration,
On the other hand,*

To sum up

*To conclude,
On balance,
All things considered,
To sum up,
In conclusion,*

To express opinions

*I'm convinced that ...
In my view,
To my mind,
I think,
In my opinion*

Exercise 3

Tell the students to read the phrases which they might find useful when writing their essays. Ask them to work in pairs and add one or two ideas for each of the phrases.

Suggested answers:

become more responsible, more mature, more hard-working,

enjoy the freedom, spending time with new friends, living on your own

get used to the new climate, new teachers, public transport

high costs of accommodation, of living, of food

learn how to save money, how to cook, how to take care of yourself

making new friends, cooking, shopping is going to take a lot of time

meet new teachers, new people, new roommates

miss my family, my friends, home

waste a lot of time commuting, getting lost, finding everything in a new place

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Optional activity /Fast finishers: Tell the students to work in pairs and take turns asking and answering questions based on the ideas above, e.g. *Would you miss your parents if you studied in another town? Would you find it difficult to get used to the new climate?*

Exercise 4

Tell the students to read the introduction to the essay from Exercise 1 and decide which sentence is not relevant for the topic of the essay. Check as a class. Elicit why the sentence is not relevant.

Answer: If you choose to study a subject which does not really interest you, you will end up losing motivation.

Exercise 5

Ask the students to put the elements of a for and against essay in the correct order. Tell them that there is one element that they do not need to use. Check as a class. Elicit in which type of exam task the title is used (article).

Key:

2 / 3	Arguments in favour of the issue
3 / 2	Arguments against the issue
Not used	Title
4	Summary
1	Introduction

Exercise 6

Ask the students to read the second paragraph of the essay from Exercise 1. Tell them to work in pairs and combine the underlined sentences so that the essay has a better structure. Have a class feedback session. Then ask the students to add one argument of their own. Have a class feedback session.

Suggested answers:

They can focus on studying as they do not have to worry about things such as cooking, shopping or cleaning.

You do not have to pay for a place to live or food.

Exercise 7

Ask the students to write a draft of the third paragraph of their essay, presenting arguments against the issue. Tell them to use the space below. Set a time limit (e.g. 10 minutes). After they have finished writing, ask them to swap their paragraphs with their partner and check them for mistakes. Allow some time for feedback in pairs.

Exercise 8

Ask the students to read Sentences a-c and decide which of them are true about the final paragraph of a for and against essay.

Key: a, c

Homework

Ask the students to read their homework task. Tell them to use the five steps given below to write their essay. You can go through the steps with the students.