Teacher's notes

Recognize topic sentences

Warm up

Draw a simple diagram on the board of a text: a heading and rectangles representing five or six paragraphs. Elicit from students what the rectangles represent (paragraphs). Then elicit what a paragraph should consist of (a main idea in a topic sentence, and supporting sentences).

Using the Factsheet

For this Worksheet, it is necessary that students see the Factsheet beforehand. The initial Basics advice is reproduced in note form in the Worksheet, and students will need to have the original text. Either:

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.

Theory to practice

Answers

Paragraph 6 will explain how people can try to relax and stop worrying.

Paragraph 3 will give examples of problems at work.

Paragraph 4 will mention problems between husbands and wives and parents and children.

Paragraph 5 will give examples of health problems and illnesses that people worry about.

Paragraph 1 will explain more about stress and say there are different causes of stress.

Paragraph 2 will say that people don't have enough money or have debts.

Using the Worksheet

Practice

1 Complete the information with the words in the box.

- Read the instructions with the class and tell students to work individually. They can use a dictionary if necessary.
- When a few individuals have finished, allow some time to compare answers. Suggest that students briefly discuss what they learnt from the ***Factsheet***.

Answers

1 new 2 topic 3 main idea 4 support 5 examples 6 final

2 Look at this extract from 'A matter of life and death' (Skim reading Factsheet). Notice how each highlighted topic sentence tells you what information will be in the rest of the paragraph.

- Allow sufficient time for students to read the text and prepare.

Answers

Students' own answers

Make sure students have made the link between what is said in the topic sentence and the information in the rest of the paragraph each time. Elicit answers in a whole-class discussion.

3 Work in pairs. Look at the texts below. Student A reads the text about Namibia; Student B reads the text about Costa Rica. Do the following:

- Point out that students should work individually at first, then compare and discuss their answers.
- Draw attention to the way the final sentence in each paragraph is more than a supporting sentence – each one summarizes the paragraph and prepares the reader for the following paragraph.

 Copyright © Garnet Publishing Ltd 2019

Answers

Topic sentences in each text:

Namibia

Namibia is in southern Africa.
Namibia has two famous deserts.

Costa Rica

Costa Rica is a small country in Central America.
There are two important areas of mountains.
Costa Rica is a tropical country.

The other sentences support the topic sentences by going into more detail.

The texts are both organized as follows:
– They start with a description of where the country is and talk about the population.
– They go on to describe the geography of the country and the climate.

4 **Match the five topic sentences with the gaps in the text below.**

- Draw attention to the heading. Elicit ideas that establish the meaning of *stress* and *heart disease*. However, don't discuss the topic in detail.
- Read the instructions with the class and make sure they know what to do. Emphasize that they will not need to understand everything in the text to complete the task.
- Check the first topic sentence together as a class if you think necessary. Students should work individually and then compare answers with a partner. Ideally, show a copy of the exercise on the board so that providing answers is easy and you don't need to explain too much verbally. Deal with any uncertainties.

Answers

1 e 2 d 3 c 4 a 5 b

Reflect

5 **Think about the following questions:**

Have a whole-class discussion about what students learnt in the lesson. Invite them to share their experiences. Answer any questions. You can tell students to answer the **Reflect** questions in pairs, or they could think about the questions later at home and report back in the next lesson.

 Copyright © Garnet Publishing Ltd 2019