

The Write It Right series covers different genres of academic writing. Each book starts with a unit examining the basic structure of an essay and steps to essay writing in general. Subsequent units in each book cover different modes of writing. Summary Writing is covered in all three books and Report Writing in the second and third books. (see below for details). Answer Keys accompany this series.

Each book contains 6 or 7 units, each unit a comprehensive guide with instructions and practice exercises on a topic or genre of writing. Each unit can take up 6 to 8 hours of classroom instruction and practice depending on the pace and progress of the class. Students should have the tools and confidence to compose different types of essays as they work through the books in this series.

Write It Right 1	Write It Right 2	Write It Right 3
Reviewing the Paragraph Introducing the Short Essay Writing the Narrative Essay Writing the Descriptive Essay Writing the Expository Essay: → Process → Supporting with Reasons & Examples Writing the Opinion Essay Summary Writing	Writing the Academic Essay Writing the Descriptive Essay: → events → disasters → personalities Writing the Narrative Essay: → reflective Writing the Expository Essay: → Giving Reasons & Examples → discussing advantages & disadvantages Writing the Persuasive Essay Summary Writing Report Writing	Reviewing the Academic Essay Writing the Cause & Effect Essay Writing the Persuasive/ Argumentative Essay Writing the Problem-Solution Essay Summary Writing Report Writing

Example of a lesson – Write It Right 2

PROCEDURE	REMARKS
<p>Writing Objectives:</p> <ol style="list-style-type: none"> To learn the structure of an academic essay. To learn to write an academic essay – how to write different introductions, to formulate and develop a thesis statement with good supporting details, and to conclude. To learn to effect paragraph unity and coherence. To review basic grammar – tenses, subject-verb agreement & pronoun-antecedent agreement. 	<p><i>If using the PPT slides to teach, use Slide 2 to show definition.</i></p>
<p>Period 1</p>	
<p>Lead-in: (10 mins)</p>	
<ol style="list-style-type: none"> Ask students to define “essay”. <u>1 min</u> Draw 4 rectangular blocks, one on top of each other on the board. Tell students that it represents the structure of an essay. Ask them to name the different blocks. <i>[introduction, supp para 1, supp para 2 & conclusion]</i> Tell them that often there are 3 supporting paragraphs instead of just 2 in academic writing. <u>5 mins</u> 	<p><i>PPT slides: Use Slide 3 to illustrate essay types.</i></p>
<ol style="list-style-type: none"> Ask students how many types of academic essays there are or they know of. Write their responses on the board. <i>[4 main types – descriptive, narrative, expository & persuasive]</i> <u>4 mins</u> 	<p><i>PPT: Show Slide 4. Ask students where the pieces go before clicking to reveal answer.</i></p>
<p>*Note: some of the modes of writing they may name could come under the broad category of ‘expository’. Point this out to students.</p>	
<p>Pre-writing: Books closed. (18 mins)</p>	
<ol style="list-style-type: none"> Jigsaw reading – give students a set of cutouts (see Worksheet 1 – copy of “Making Mummies”). Ask them to piece together the essay – where the different pieces fit in the puzzle. Ask them to identify the thesis statement and topic sentences. <u>5 mins</u> 	<p><i>PPT: Show Slide 5 to examine the parts of an anecdotal introduction.</i></p>
<ol style="list-style-type: none"> Ask students to look at the introduction again. Ask them what kind of introduction it is. <u>3 mins</u> <i>What does it start with? [a story – a lead]</i> <i>Why does the writer start like this? [to</i> 	

- ✓ **What is an essay?**
- It is a group of paragraphs that develop one central idea.
 - Each paragraph of an essay has a specific function:
 - The **introductory paragraph** – It introduces the topic of the essay and the central idea (expressed in a thesis statement) of the essay.
 - Supporting paragraphs** – They develop the central idea in different ways, for example, by describing or narrating or by discussing causes and effects, reasons, examples, processes, classifications, points of comparison and contrast, and so on.
 - The **concluding paragraph** – It concludes the central idea developed in the essay. It brings the essay to a close.
 - The number of paragraphs depends on the complexity of the topic, but for higher secondary school students and students starting college, it is customary to write **four or five paragraph essays**: an introductory paragraph, two/three supporting paragraphs and a concluding paragraph.

- ✓ **How many types of academic essays are there?**
- There are 4 main types of essays:
- Descriptive** – This essay paints a picture with words. The reader is able to “see” what the writer is describing.
 - Narrative** – This essay tells a story of an experience, an event, or a sequence of events.

Expository – This essay gives information to explain or define a topic using facts, statistics and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, the process essay, and many more.

Persuasive – This essay tries to convince the reader to accept the writer’s point of view or recommendation on a topic or issue. The writer builds his case using facts and logic, as well as examples, expert opinion and sound reasoning, and presents all sides of the argument clearly.

Making Mummies

Over three thousand years ago, in the city of Thebes in Egypt, a man died. His family walked through the streets wailing and calling out his name. They had to tell everyone that he was dead. But they also had many other things to arrange. The ancient Egyptians believed that a person’s *ka*, or spirit, could return and the person could live on in the next life if the body still existed. **Therefore, it was very important that the body be preserved through a process called mummification.**

The first stage of the mummification process involved cleaning, removal of internal organs and drying. First, the body was carefully cleaned. Then the brain was removed. This was followed by the internal organs – the stomach, liver, lungs and intestines – through a deep cut in the left side of the body. The organs were then embalmed and stored in stone jars. The heart was left inside the body. After that the body was cleaned and packed with pads of linen. Now the body had to be dried. This is done by covering it with a type of salt called *natron* for 40 days.

Introductory Paragraph
Thesis Statement
Topic Sentence
Supporting Paragraph #1

<p><i>attract attention]</i> <i>What is the topic of this essay?</i> <i>[mummification]</i> <i>What is the writer saying about this topic? [it is an important process for the ancient Egyptians]</i> <i>How does the writer connect the story with the statement he is making about the topic? [by using a bridging sent]</i></p>		<p>The next stage of the process involved preparing the body for wrapping. The dried body was then bathed and rubbed with sweet herbs and spices. The mouth and nose were packed with linen and the cut at the side closed. Then thin gold wires were wound around each fingernail and toenail to prevent them from falling off. Finally, strips of linen, nearly 200 metres long, were wound round and round the body. Amulets, or magic charms, were wound in as well. The mummy was now ready.</p> <p>Mummification took more than 40 days and the mummy was ready for a funeral and the afterlife.</p> <p><i>Source: Mummies – Just English Explorer, Issue 2, 2006</i></p>
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→ **Topic Sentence**

Supporting Paragraph #2

Concluding Paragraph