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# An Academic Writing Curriculum and Materials for A1-B2-Level Learners in a Turkish University's English Language Preparatory Program

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An Academic Writing Curriculum and Materials for A1-B2-Level Learners in a Turkish  
University's English Language Preparatory Program

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Submitted in partial fulfillment of the requirements for the  
Master of Arts in TESOL degree  
at SIT Graduate Institute,  
Brattleboro, Vermont

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Date: March 30, 2019

### Abstract

This IPP combines a literature review and a materials development project. The literature review outlines and supports the approach taken throughout the curriculum and the materials that were developed. First, it lays out the nature of Turkish universities' ELPP's; then, it deals with the basic philosophy of the curriculum including individualization and standardization, the role of joy in education, the necessity for an integration of skills in teaching academic writing, the use of models, and the necessity and purpose of feedback. In the second half of the literature review, the key features of academic writing are discussed in advance of showing how to teach them. Recommendations are also given for testing the validity of the approach taken and for additional areas that should be studied. These are followed by a demonstration lesson where the principles are shown in action. Finally, the entire 32-week curriculum is presented, showing how this philosophy can be actualized in lesson planning, materials, and handouts.

ERIC DESCRIPTORS

Academic Curriculum

Academic Language

Academic Writing

English for Academic Purposes

Material Development

Second Language Learning

Student Writing Models

Writing Instruction

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Teaching in the English Language Preparatory Program (ELPP) system for Turkish universities presents clear benefits and challenges for an English-language teacher. A majority of Turkish universities have ELPPs, and depending on the specific university's requirements, students often have to complete the ELPP regardless of their subsequent field of study (e.g., Turkish history or Political Science) or of the language which will be the primary medium of instruction (i.e., some departments are "mixed medium" and teach in both Turkish and English). To begin their first year of departmental studies, students typically need to pass a proficiency test at the B2 level according to the Common European Framework of Reference (CEFR) language indicators. Given only 8-12 months to learn a foreign language well enough to gain an undergraduate education in it, students clearly face a daunting task. This is especially true when they are starting as near-zero beginners, as is often the case. Experience suggests that although it is not entirely impossible for diligent students to start with virtually no previous knowledge of English and to succeed in reaching the B2 level (at least in the academic areas of focus) within the 8-12-month timeframe, it is exceptionally difficult.

Compounding these challenges is the fact that proportionally few English-language textbooks, especially at the lower levels (A1-A2), are focused on preparing students specifically for university. In addition, researchers have shown that daily communicative competence in English is substantially different from academic communicative competence (Niiya, Warschauer, & Zheng, 2013; Lightbown & Spada, 2013; Hinkel, 2015). Studies of non-native English-speaking (NNES) schoolchildren in the USA have shown that a focus on teaching academic language and intentionally providing access to academic structures (e.g., grammar, vocabulary, and punctuation) is necessary for additional language learners to thrive in their studies (Hinkel, 2015). If this is true for schoolchildren, it seems likely that other language learners need the same focused instruction. Despite this, one teacher trainer conducting a training for İstanbul 29 Mayıs University's ELPP, where I teach, bluntly noted

that ELPP programs are a niche market that do not generate enough money to have materials designed specifically for them. It is these niche programs that the current project aims to serve. With a narrowly-focused, academic-skills-oriented curriculum that begins developing the necessary writing skills and knowledge from the first lesson onward, students will be provided with a single cohesive resource to replace the eclectic assortment of materials that, until now, has often been used to teach academic writing in English.

### **Turkish University ELPP Context**

From a practical standpoint, with approximately thirty-two weeks of full-time study, ELPP students have sufficient time to gain and demonstrate a certain competence in the grammar, lexicon, and rhetorical structures of academic writing if their writing lessons work in tandem with their other lessons. (In the İstanbul 29 Mayıs ELPP, for instance, each week consists of twenty-eight hours of in-class learning. Two or three of these are able to be devoted just to writing skills.) In fact, several reasons can be given that writing lessons can have a nearly unique place within an ELPP's overall curriculum. They typically require integrating other language skills in order to be effective, and they produce quite concrete results. Furthermore, since writing allows more planning and resourcing than speaking, learners can be expected to take some risks with their emergent knowledge in which they are not yet fully competent. Thus, each writing event should create a field where the students' learning is observable to the teacher, as well as to the attentive students themselves. This function of writing as a field of observable learning is what makes it so valuable in the language-learning process. With careful collaboration, the writing teacher is able to not only guide the students' development personally but also provide information to any other teachers about where the students are improving and working out their emerging knowledge or where they may need additional support. In this way, writing classes can potentially serve the ELPP's entire program of study.



Many relevant studies of Turkey's academic environments have been conducted which allow this curriculum's context to be established on the basis of more than a single teacher's experience. Given the general requirement to have B2-level English before beginning university and most students' lack of prior English proficiency, ELPPs represent a critical opportunity for Turkish students to acquire English proficiency (Armağan, Bozoğlu, & Güven, 2016). It should also be mentioned that a small but important portion of the ELPP classes are international students, who come from diverse educational backgrounds. In fact, according to its website, İstanbul 29 Mayıs University "has the highest number of foreign students in Turkey" (İstanbul 29 Mayıs University, n.d.) More generally, ELPP students who were the subjects of research at Pamukkale University in central Turkey seem quite typical with their hopeful attitudes toward preparatory school, their desire to improve their English-language writing skills, their confidence that these skills would be useful, and their enjoyment of *learning* in writing skills classes (Erarslan, 2011). On the other hand, these same students felt less hopeful about the actual classes being enjoyable, the chances of actually getting the skills they needed for the future, and what would happen when learning proved to be difficult (Erarslan, 2011). Encouragingly, in research at another state university, Demiray Akbulut found that post-ELPP students who had passed the proficiency test and begun their undergraduate studies felt that their writing skills had undergone "visible development," with 72% of them believing that their writing had improved more than any other skill (2016, pp. 190-191, 193). In contrast, Coşaner (2013) found that only a third of the first-year students whom she studied felt their writing skills had seen sufficient improvement during their ELPP studies. Connected to that, they placed "preparing written reports, projects, etc. in academic language" as their second highest ongoing need (p. 54).

From a different perspective, Yürekli found in her needs analysis interviews with departmental instructors that "production of coherent and meaningful written texts" was a key

skill that students needed to demonstrate proficiency in (2012, p. 57). While higher-level, essay-style organization became important towards the end of students' undergraduate programs, the initial need was to be able to respond to writing prompts. In addition to this, instructors strongly urged department-specific instruction in vocabulary along with additional practice (as opposed to knowledge, which seemed sufficient) of the grammatical structures that students had already been taught (Yürekli, 2012). These results align well with Hinkel's broader-based findings that the highest priority in teaching written English academic discourse is to "organize writing to convey major and supporting ideas" (2004, p. 19).

As part of Turkey's quest for continuous academic improvement, the British Council was asked to study and report on Turkish ELPPs. This request resulted in the comprehensive 2015 British Council report on the ELPP situation across the country. The report stated, "Students enter preparatory school with low English proficiency levels and low motivation. Preparatory school classes do not fully address these problems as the curriculum is perceived to be lacking in relevance" (2015, p. 15). This report and other studies (Cassidy, 2018; Yürekli, 2012) recommend moving the ELPP curriculums away from a study of General English (GE) towards English for Academic Purposes (EAP), and especially towards English for General Academic Purposes (EGAP). Cassidy shares a key practical insight into the ELPP classroom, when he says, "the ELPP is many learners['] first contact with the university. Although our job is to teach the learners English, we also have the responsibility of initiating them into university life" (2018, p. 16). Combined, these studies suggest both the necessity for and the expectations of EAP writing, both specifically in the Turkish context as well as more generally. Since the studies' results also ring true with both my own experiences and discussions I have had with peers, they provide the beginning of a framework for the current EAP writing curriculum. This curriculum will seek to meet the aforementioned needs by focusing on academic writing skills, structural elements, and vocabulary, while incorporating

content that will engage learners and equip them for their undergraduate education. Academic content and vocabulary will be necessarily limited at the beginning, but by keeping the goals in view, all of these elements can be integrated to prepare students for the fast-approaching day when they will need to write independently, academically, and confidently.

### **A Philosophy of Writing Instruction and Writing Curriculum**

“As in all other human endeavors, ... in second language (L2) teaching one needs to keep an eye on the big picture while being mindful of the incremental tasks that comprise the daily pursuits of virtually all teachers” (Hinkel, 2015, pg. 3). Finding this balance between presenting the big picture and identifying the necessary incremental tasks is the key challenge of this literature review. How many skills and which knowledge components should be supported at the macro level and how many at the micro level? Issues of importance for the success of a curriculum range from the broadest questions of teacher attitude to proper feedback and assessment methods to such detailed matters as exactly which grammatical forms are critical for academic writing and how each of those forms can be taught best. Any review of these matters in this context must be necessarily brief; therefore, only the most critical topics will be selected for consideration.

### **Core Beliefs about Teaching**

In her book on lesson planning, Woodward observes, “If you ask a teacher why they chose to use a particular activity, ... detailed linguistic and other objectives will be uncovered. But, at a certain point, *the conversation will tend to flip into a discussion of beliefs and assumptions* [emphasis added]” (2001, p. 185). From a slightly different perspective, Hinkel states that educational goals “are almost always rooted in the social, cultural, economic, and political values in any human society” and are, therefore, “unavoidably subjective, value-laden, and context-specific” (Hinkel, 2015, p. 7). Thus, both the society’s and the teacher’s beliefs will shape every classroom, to say nothing of the students’ beliefs or the broader

currents of thought which run through human history. The goal in this section, then, is to expose and to support the key beliefs which were consciously used in the construction of this curriculum. This exposition will serve to show potential users of the curriculum possible areas of disagreement which might result in their needing to make adaptations to the curriculum. As well, it will serve as an apologetic to draw the user deeper into a conversation of what might serve the needs of learners best.

**Individualization and standardization.** A deeply-held and seemingly paradoxical belief lies at the heart of this curriculum, as it lies at the heart of all communication. It is this: in order to have significant communicative value, writing, even academic writing, must be both individualized and standardized. That is, meaningful writing springs *from* a person's own awareness *to* a distinct social reality, a discourse community. Diane Larsen-Freeman has neatly summarized the challenge,

An issue that I am wrestling with at the moment is how to acknowledge the uniqueness of the individual learner and yet at the same time relate the uniqueness to more general patterns of behavior and disposition among learners. As Mercer asserts, “the field of learner individual differences has been dominated by a tension which has resonance in complexity perspectives and which is familiar to any teacher; namely, the tension between a focus on the level of the individual and/or on the group as a whole” (2013, p. 372).

The implications of these twin needs are pervasive throughout this curriculum. How can multiple teachers guide communities of individual learners towards a common goal? How can students communicate acceptably to professors across a range of disciplines? How can students express their own ideas or interpretations within the confines of the academy as it is? And, what is the place of “self” in the academic community for both the teacher and the student? If teachers are not to be dictatorial or imperialistic in their approach, they must allow

students space for their own thinking, space to make a significant contribution from within themselves and their experience, knowledge, and culture. If, however, students are to make significant contributions, they will typically need to do so by working within the ongoing academic discourse, even if they introduce unexpected (read, “previously unacceptable”) elements. In his eloquent essay, “Illiteracy at Oxford and Harvard: Reflections on the Inability to Write,” Peter Elbow has termed these academic necessities as “compliance” and “resistance” (2000, p. 20). Regarding standardization, he comments, “In the very act of writing itself—at least if we want to be understood—we have to give in to the code or the conventions” (p. 18). Later:

True excellence is rare because it consists of something paradoxical and hard to explain: the ability to be extremely assertive or even resistant while at the same time managing to comply very well with the requirements of conventions, teachers, assignments, and readers” (pp. 20-21).

In brief, some amount of standardization is necessary for any retention and communication of meaning; thus, conventions exist. If a writer expects to be read, they must to some degree meet the expectations of readers who justifiably expect that the author has followed most of the conventions to spare them from unnecessary re-reading (Hughey, Wormuth, Hartfiel, & Jacobs, 1983). Yet, standardization is an issue of power carrying with it the expectations of those who happen to have power. Like anyone else, student-authors may not want to meet the expectations of the “authorities,” but they should still be taught those expectations. If student-authors know the conventions, they can then evaluate the cost of ignoring them; however, if they have never been given the chance to learn the standards, due to either their cultural or linguistic background, the teacher must not deprive them of knowledge of the accepted forms (Delpit, 2006; Canagarajah, 2002). In regard to this tension, Delpit and Canagarajah do not merely argue for teaching standardized forms; they

simultaneously urge the encouragement, acceptance, and incorporation of diverse individual and cultural forms. Such a pedagogy not only allows the transfer of data, but also offers a potentially bilateral exchange of contextually-situated knowledge, or even wisdom. Learners can write both *from within* themselves or their communities and *for* the wider academic discourse community. They can not only choose to meet the expectations of the academy but also estimate the consequences of writing non-conventionally. In other words, their agency as authors increases.

Meanwhile, at the broader ELPP level, teachers from diverse backgrounds are seeking to guide each of their students down roughly the same path so that each receives the maximum number of opportunities for success. The individual learners, the individual teachers, and the diverse communities created in each classroom must all be served by essentially the same materials. Thus, the curriculum will need to function as a flexible (Graves, 2000; hooks, 1994; Hinkel, 2015) and knowledgeable guide with carefully constructed goals and a multitude of affordances for each learner (Van Lier, 2000). To use Stern's words, "Careful and comprehensive curriculum planning is compatible with adaptability at the class level for both teachers and students" (1992, p. 46).

**Student as author.** As teachers, we must never forget that students are humans: real, live individuals who enter each composition with life experience, a history of thought, and a deeply felt need for expression. Every text they write is an expression of something which is waiting to be accepted and interpreted by the reader (whether that reader is a teacher, a peer, or another person beyond the classroom). Thus, the teacher needs to enter the classroom and see fellow-learners with tremendous future potential and past experience. Some time ago, I wrote a lesson plan for the writing teachers at our ELPP. It started with the words, "Smile, greet the students, remember they are humans with hopes and dreams, and find out how they are." My colleagues commented on and smiled at this; yet, for me, this approach is a crucial

step for teaching any lesson well. Bell hooks summarizes this thought as follows, “The professor must genuinely *value* everyone’s presence” (1994, p. 8).

The student’s individuality in authorship also suggests that teachers must account for the fact that a student enters the classroom *from* a context *into* a context. Complexity theory suggests many dynamics that play out in this arena. Mercer lists “sociocultural norms, educational policies, technological advances, curriculum constraints, [and] family values,” as well as “different compositions of learners, competencies, experiences, resources, days of the week, etc.” (2013, p. 378) as aspects of the many dynamics which affect learning. This topic is too extensive to thoroughly explore. The key takeaways, however, are that learners are not robots devoid of emotion, purpose, or individuality, that a vast array of input and output will contribute to each learner’s unique growth in language capacity, and that the situations surrounding the learner inside and outside the classroom may be critically important (or completely inconsequential) for a learner’s growth at any given point in time. Complexity theory further suggests the correctness of the conclusion drawn by Caspi and Lowie that general studies cannot be definitely generalized for individual learners (2013). In other words, teachers must not expect any student to fit the pattern of “most students.” Instead, they must expect areas of uniqueness and learn how to incorporate such individuality for the whole class’s benefit, if possible. This approach should also help students to harness their own authorship.

**Joy in teaching and learning.** Though it is certainly connected to the preceding principle of the student as author, the principle of joy in teaching and learning originally seemed too nebulous to include in academic discussion. Nevertheless, due to its centrality to the construction of the present curriculum and to my own teaching, I have decided to make a place for it. This decision has been strengthened by the writings of others. What I have called “joy,” hooks (1994) names “excitement,” and Lucy Calkins (1994) describes it as

“celebration,” demonstrating it in a young learners’ writing curriculum (Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project, 2013). Joy is not simply meant to suggest the use of games, “play,” or lively music in the classroom, although these should certainly be incorporated. Rather, it is meant to suggest the thriving, vital interest in life and exploration that marks a healthy classroom. Joy marks the connections between participants in the learning community, both students and teachers. Joy can be found in the development of new skills which increase the learners’ capacity for expression or understanding or in the actions of watching videos, considering pictures, or reading. In one case, joy was discovered when the yellowness of bananas was the subject of an advantages-and-disadvantages brainstorming session for an argumentative essay. Even if it is not always immediate, joy can also be found in the expression of the emotions which are so often hidden behind writing and in the acceptance of those emotions by others.

While it is by no means certain that a curriculum can cultivate joy, that possibility has been the source of many of the thoughts driving the development of this material. Ultimately though, it will be up to each classroom and all its participants to pursue joy for themselves and for each other. To quote hooks, “It is rare that any professor, no matter how eloquent a lecturer, can generate through his or her actions enough excitement to create an exciting classroom. Excitement is generated through collective effort” (1994, p. 8).

### **Integration of Skills**

One of the simplest ways to generate joy in the writing classroom is to introduce interesting materials. This will typically, though not always, involve the use of students’ other language skills into the lesson. A relevant reading text, recording, or video—by which, I mean one that is complementary to the lesson in genre, content, grammar, and/or vocabulary—necessarily causes learners to activate other skills as they prepare for their writing. Similarly, a pre-writing discussion of a topic can function as pre-thinking in much the same way that



other pre-thinking skills such as clustering or brainstorming do. Although it seems unlikely that anyone would argue *against* integrated skills, the benefits that can be derived from integration will be listed in order to convince anyone who is doubtful of the wisdom of this approach. Nessel and Dixon give six principles supporting their contention that the integration of reading and writing improves students' abilities in both, concluding that these two skills "are best taught in close conjunction with one another" (2008, p. 115). Grabe (2003) concurs, while Leki and Carson (1997) clarify the necessary depth of integration by making explicit that students must be held responsible for the content of their *reading* when they produce their *writing*. Correspondingly, in her longitudinal study of a single student, Spack found, "reading and writing were inseparable processes within the context of fulfilling actual assignments" (1997, "Overview," para. 2). Additionally, integrated skills have been found to require students to use more advanced thinking skills as they receive information, process it, and combine it with their prior understanding (Hinkel, 2004). Canagarajah maintains that integration of skills even provides "a mode of socialization into the knowledge-making activities of a discipline," thus addressing the learners' need for learning information within a natural context (2002, p. 143). For all of these reasons, skills integration has value far beyond the interest which it may generate in a topic or the practice which it may provide: it allows learners to bring their sources, writing, and thoughts into closer alignment.

Beyond the benefits which integrated skills may provide are the difficulties which await those students who cannot successfully integrate their language skills. Inability to integrate skills can be devastating for a learner's academic competence. Yürekli found that an inability to comprehend lectures and assigned readings and to use that knowledge in speaking or writing was a key problem for many students (2012). Canagarajah goes a step further: "Teaching writing as an independent skill may unfit our students for the new literacies out there **in the real world** [emphasis added]" (2002, p. 211). Thus, it is clear that integration of

skills is beneficial, even necessary, for the language learner's development and competence in university and beyond, and it should be given every support.

### **Writing Apprenticeship**

Closely tied to integration of skills is the concept of a writing apprenticeship. This idea is an adaptation of Cornelia Paraskevas' (2006) proposal for students to complete a 'grammar apprenticeship' in which they read model texts including the target grammatical forms in realistic contexts before they are asked to produce those forms in similar contexts. The learners are further expected to analyze and imitate the models allowing the context to inform their choices. This sort of modeling is certainly not new, as effective teachers and curricula have long used it to help students acquire knowledge and skills. The teacher's role at this stage is to help learners become aware of the key features of a text. Scholars across the EAP field (Hinkel, 2015; Nation, 2009; Hyland, 2003; Peregoy & Boyle, 2017; Bourouba, 2012) recognize the value of providing exemplars for students. Additionally, in her longitudinal study of emergence in a student, Macqueen (2013) provides a concrete example of the kind of cutting and pasting that learners can do with models. She shows how her student Ping received feedback about discourse markers (*firstly vs. the first priority is to*) from Macqueen and then moved through various stages of imitation and adaptation until she had internalized the use of the new marker. This is a minute, but practical, example of the process that teachers hope to see replicated many times over in every student. Staben and Nordhaus concisely summarize the topic while also connecting it to the question of feedback.

Don't underestimate the power of textual models.... Models are only helpful, however, if students notice the parts they are supposed to.... By asking questions and pointing out textual features, you can help the writer understand the qualities and conventions of the model that she might want to utilize (2004, p. 78).

### **Feedback and Awareness-Creation**

Happily, in a classroom, an entire learning community can be encouraged to provide feedback and to help each other become aware of their emerging understanding. Such awareness is invaluable. With careful guidance, students can become aware of both their community's expectations (e.g., peer-feedback, teacher-feedback, and textbook/source-feedback) and their own authorship (e.g., self-feedback). As has been noted, it is this delicate balance of training the individual in self-expression and conformity to conventions which proves difficult for many students. For this reason, the goal in this curriculum is to support a collaborative environment that facilitates awareness of self and community. In an examination of feedback, Zhu lists the roles of peer readers as pointing, advising, announcing, reacting, eliciting, questioning, elaborating, hedging, confirming, and justifying (2001, p. 258). If joint effort, a sense of pulling together, becomes common in the classroom, then feedback and standardization need not be stressful. Furthermore, a collaborative environment will foster protection of and gentleness towards the individual when standardization *is* required.

In addition to peer feedback, many scholars have emphasized the crucialness of self-feedback in academic writing. Canagarajah (2002) and Hinkel (2015), in particular, have written about the need for learners to be instructed in and become competent in self-editing. Self-editing is connected to the idea that the learners should intentionally switch roles and see themselves as authors when they begin reading their own writings (Nation, 2009). This allows for critical consideration of one's own ideas and work. Again, this approach is not new; it was expressed a generation ago as follows, "Once we have written an idea down, we become the reader, the evaluator of that idea, moving outside ourselves and putting distance between the idea and ourselves" (Hughey, Wormuth, Hartfiel, & Jacobs, 1983, p. 34). If teachers can train students to step back and read the text as their other readers will, the students will be able to make significant gains in their capacity to express themselves clearly and deeply in English.

None of this is meant to disparage the teacher's role in feedback. Widespread, though not universal, agreement is also evident here (Canagarajah, 2002; Hedge, 2000; Staben & Nordhaus, 2004). Harmer urges the teacher to be available as a "resource" for the students, "offering advice and suggestions in a constructive and tactful way" (2007, p. 330). As the more experienced feedback giver, the teacher also has the responsibility to guide the whole class's feedback and to be alert to students' changing needs. Research suggests that the kind of feedback which is most beneficial to learners changes as their levels change. Thus, lower-level learners need more direct feedback than higher-level learners do (Bitchener & Knoch, 2010), while even advanced learners will benefit from being given oral explanations along with their written feedback (Bao, 2015). Additionally, it is the teacher's responsibility to teach learners how to give input, specifying and demonstrating clear roles for each student (Bao, 2015; Rollinson, 2005). Finally, the teacher must guide each learner in developing their ability to observe, evaluate, and re-direct *themselves* so they know what to notice and care about (Hyland, 2000). This suggests the fourth source of feedback.

The fourth initiator of feedback could be called "source feedback." More commonly, however, this idea is spoken of as 'noticing,' and it is related to the processes involved in the writing apprenticeship. By this, I do not mean the initial noticing which learners do as they encounter a form for the first time in another's text and attempt to decipher and internalize it. Rather, I mean the noticing that happens after learner have produced a text (or utterance) and then encounter the form again and realize adjustments that could improve their output. This insight seems latent within the Language Experience Approach (LEA), which is used periodically in this curriculum. It is also suggested by Frodesen and Holten's (2003) comments on how to use literature to produce grammar noticing.

Thus, four sources of feedback need to be developed and maximized within the learning community: self-, peer-, instructor-, and source-feedback. If these are working in

sync, learners should find themselves in a safe environment for taking risks in their production and for modifying their language choices. This, in turn, will promote steady growth in their accuracy and fluency.

### **Academic Features in a Writing Curriculum**

Academic writing has conventions which are distinct from other genres and which must be understood in order for the student to be given access to or respect from their readers, the academic discourse community (Hedge, 2000). These conventions will, however, vary significantly according to the level, purpose, and context of the particular academic text. Beyond that, the nature of academic writing itself is contested and constantly emergent (Archer & Breuer, 2016). Still, variations within the academic writing expected of students will obviously be limited by the student's particular time, place, and field of study. Thus, the forms targeted below are those which seem most valuable to current students in the particular context of İstanbul 29 Mayıs University.

### **The Academic Discourse Community and its Accompanying Skills**

To begin with, a variety of forms and skills must be taught in order to provide access to the academic discourse community. According to Hinkel (2004), these forms include exposition, cause-effect interpretation, analysis of information, argumentation based on facts/research, and classification of events, facts, and developments. Elsewhere, Hinkel (2015) adds synthesis from multiple sources and summary, an addition which is corroborated by Grabe (2003) and by Leki and Carson's previously-mentioned assertion that students must be prepared for "text-responsible writing" in which they demonstrate understanding of the contents of their reading (1997, p. 42). Each of these forms "should" be used with particular patterns of reasoning and discussion. Ironically, Hinkel (2015) found that certain frequently-taught text-types such as argumentative, persuasive, and personal essays, as well as process descriptions, were only assigned to students in composition classes.

Nevertheless, Elbow (2000) points out an inconsistency inherent within the academic discourse community. On the one hand, it is necessary to train students for entry into a discourse community which has long held that rigid standards of organization, style, and format are necessary for a message to be considered academically viable. On the other hand, students whose writings lack any streak of resistance to those norms are unlikely to produce anything original: an outcome which is equally problematic for the academic community. Thus, the EAP teacher, and particularly the writing teacher, is tasked with preparing students for academic discourse by presenting opportunities for both compliance and resistance, for both conforming to and struggling against their academic environment. Writers who do not offer resistance to existing norms or limitations might be better called “scribes,” a word which connotes an occupation vastly different from that of a participant in the modern academic community. Along these lines, Canagarajah has noted, “ESOL writers have to be made reflexively aware of the medium they are using, developing a critical understanding of its potentialities and limitations as they appropriate and reconstruct the language to represent their interests” (2002, p. 17).

It is in pursuit of these goals that learners need to be equipped with skills in critical thinking and clear presentation. Skills such as brainstorming/mind-mapping, clustering, or outlining, which are often used for “pre-writing,” serve these purposes to some extent. Additional skills that require more critical engagement can also be added. Cubing, for instance, in its more linguistically complex form (Nation, 2009) or in its modified version (Champlin, 2018), is quite useful here. Moreover, Bourouba (2012) suggests a number of other such skills, including Timed-Pair-Share, Jigsaw, Folded Value Line, and the use of various graphic organizers, including the Know-Want-to-know-Learn (KWL) framework. Each of these enables the development of skills and forms as the student uses language while practicing literacy and linguistic patterns. Finally, Grabe suggests developing the following

skills as well, “Adopting critical perspectives on text resources, becoming aware of author and textual choices for conveying information, . . . reflecting on the stances and perspectives taken in their own writing and connecting these positions to task expectations in appropriate ways” (2003, p. 256).

Thankfully, written text is an ideal medium for critical thought regardless of the “nativeness” of the language being used. As the learners write and review their writing, they will have chances to develop their critical thinking skills. These enhanced skills can then improve their later writing, allowing the cycle to continue.

### **Grammar and Grammars**

For writers outside of a specified discourse community, an approach like process writing, by itself, makes little sense as a means to teach writing for that community. Process writing requires a certain set of skills to be present already, so that what is lacking in terms of knowledge about form can be noticed, analyzed, and attempted. Those outside a discourse community, however, need to be told explicitly what the expectations of that community are. Furthermore, it is necessary for students from non-majority communities even in English-majority nations to be taught the expected rhetorical and linguistic constructs so that they can choose how to participate in the academic forms (Delpit, 2006). If this is true, English language learners will certainly require substantial direct instruction in academic discourse forms, conventions, and values given the many mental and linguistic barriers which must be overcome. Similar to Ofelia’s experience as related by Enright (2013), Canagarajah testifies eloquently to the significance of being explicitly taught the prescribed forms while also knowing that they were not the only ways to write,

Even in a pedagogy that aims to critically negotiate grammar and not just use form prescriptively, it makes a difference to have an awareness of the established codes. As an ESL student, I was confused about both what was expected and what I should

achieve as a critical writer before developing a good understanding of the established conventions. When I became more acquainted with what was considered “correct,” I felt more confident to resist these structures and reconstruct them to suit my purposes (2002, p. 47).

Meanwhile, in agreement with Knapp and Watkins (2005), Hyland makes a compelling case for grammar as a crucial medium for writers’ choice-making when he says, “Learning to write involves acquiring an ability to exercise appropriate linguistic choices, both within and beyond the sentence, and teachers can assist this by providing students with an explicit grammar” (2003, p. 123). Detailed instruction in the appropriate grammatical forms is critical for the development of students’ writing ability. Hinkel bluntly states, “Academic vocabulary and grammar cannot be learned in conversational discourse simply *because they do not occur there* [emphasis added]” (2015, p. 73). This, then, raises the vital question of which grammatical forms are necessary for EAP writing. Which grammars will give the student-authors the most leverage in their writing? Conversely, which grammars are superfluous to the academic writing community? To illustrate the necessity for this sort of analysis, two grammatical forms commonly used in speaking can be considered, tag questions and reported speech. To the discourse community insider, it is immediately apparent that tag questions are generally too low in register to be used in academic writing, while reported speech is central to such academic skills as summarizing, synthesizing, and paraphrasing (Grabe, 2003; Celce-Murcia & Larsen-Freeman, 1999). To take this a step farther, if students are not explicitly taught that reported speech in its summary capacity is a critical skill, they may assume that quotation (or worse, plagiarism!) is the expected form in academic discourse. Thus, they would be denied critical skills and knowledge. Meanwhile, if learners are taught tag questions without instruction in its register, their writing will almost certainly suffer as they try to incorporate this form into their texts. Thus, the goal must be to identify



grammars critical to English-language academic writing and draw the focus and practice of learners toward them.

On the other hand, as has been noted, this writing curriculum is not designed to be used in isolation; it is simply meant to focus on writing skills. Thus, while it integrates other skills and forms with writing, it does not aim to teach grammar. Instead, its purpose is to provide a space for learning to be demonstrated and practiced in the required modes. Practically, this means that teachers may draw students' attention to a grammatical form, but this will typically happen *after* the learners have already begun using that form elsewhere. Thus, the forms should not be new to the learners; what might be new is the application of those grammatical structures in academic discourse and with academically important skills. This approach aligns with Yürekli's findings that learners need "more practice in expressing themselves with the linguistic resources already available to them" (2012, p. 58). This approach should also prevent writing lessons from becoming grammar lessons.

An obvious weakness in this approach is that standard textbooks may not cover all of the academically necessary forms or may not cover them in the appropriate context, detail, or time. This will almost certainly be the case with academically crucial forms such as linkers, modals, and hedges. Regarding modals, for instance, Hinkel (2004) has pointed out that in academic writing, their main usage is for hedging, not for expressing ability, possibility, or obligation as it is in daily discourse. Thus, grammatical forms such as these will need to be taught in more detail due to their critical nature. Practically, though, these are the very forms that will allow the teacher to simultaneously display the intricacies of the academic rhetorical structure and the distinctions between written academic discourse and other discourses. Thus, such deeper focus on essential grammatical forms will still not morph into grammar lessons.

Two major types of sources need to be consulted in order to design an appropriate and comprehensive grammatical focus for a particular writing curriculum. The first is general

research on what grammar is most frequently used in academic writing. The second is needs analyses focused on the target learners and their L1 tendencies. Such needs analyses are usually done through assessment of student writing and/or consultation with professors or students. Table 1 summarizes some of the research that has been done in these areas. With the exception of nominalization,<sup>1</sup> each of these key grammatical forms is incorporated into the current curriculum.

|   | <b>General Research, Needs Analyses, and Other Resources</b>  |
|---|---|
| <i>Verb Tense-Aspect System</i>               | Celce-Murcia & Larsen-Freeman (1999); Mekala, Ponmani, & Shabitha, (2016); Taşçı & Ataç (2018)                                      |
| <i>Phrasal Verbs &amp; Other Prepositions</i> | Liu & Myers (2018); Hinkel (2015); Demiray Akbulut (2016); Mekala, Ponmani, & Shabitha, (2016); Taşçı & Ataç (2018); Elkilic (2012) |
| <i>Articles</i>                               | Mekala, Ponmani, & Shabitha, (2016); Taşçı & Ataç (2018); Elkilic (2012)  |
| <i>Subject-Verb Agreement</i>                 | Mekala, Ponmani, & Shabitha, (2016); Elkilic (2012)   |
| <i>Gerunds</i>                                | Hinkel (2004, 2015)   |
| <i>Complex sentences</i>                      | Hinkel (2015)   |
| <i>It Constructions</i>                       | Hinkel (2015)   |
| <i>Descriptive Adjectives</i>                 | Hinkel (2015)   |
| <i>Linkers</i>                                | Hinkel (2015); Grabe (2003); Seven & Seven (2004); Vo (2019); Deveci (2019)   |
| <i>Text-referring words</i>                   | Hinkel (2015); McCarthy & O'Dell (2007)   |
| <i>Hedges, with their related vocabulary</i>  | Hinkel (2004, 2015); Hyland (1996; 2000); Todeva (2000)   |
| <i>Nominalizations</i>                        | Hinkel (2004, 2015)   |
| <i>Reported speech with related vocab</i>     | Celce-Murcia & Larsen-Freeman (1999)  |
| <i>Passive verbs</i>                          | Biber, Johansson, Leech, Conrad, & Finegan (1999); Hinkel (2015); Celce-Murcia & Larsen-Freeman (1999)                              |
| <i>Punctuation</i>                            | Hinkel (2004, 2015); Peregoy & Boyle (2017); Seven & Seven (2004)   |
| <i>Uncountable Nouns</i>                      | Elkilic (2012)  |

*Table 1: Grammatical Forms Needed for EAP Writing based on Selected Publications*

Next, the reasons for selecting and emphasizing certain grammatical forms within the curriculum should be detailed. Needs analyses in Turkey show that the top four areas of grammatical difficulty for Turkish L1 EAP writers are verb tense, phrasal verbs along with

<sup>1</sup> Nominalization was not included as it has not previously been studied since it likely more appropriate for C1-level learners (Cotton, Falvey, Kent, Lebeau, & Rees, 2015) and is less likely to inform rhetorical awareness.

other prepositional constructions, articles, and subject-verb agreement<sup>2</sup> (Taşçı & Ataç, 2018; Elkilic, 2012; Demiray Akbulut, 2016). These results align closely with findings in southern India (Mekala, Ponmani, & Shabitha, 2016) which supported the intuitive conclusion that grammatical forms which have significant L1 interference or complex rules are much more difficult to transfer into writing than forms without L1 interference or complex rules. A further finding was that continued “exposure to target language and practice in discourse,” however, can facilitate proper student usage even of grammars that have significant L1 interference (Mekala, Ponmani, & Shabitha, 2016, p. 61). For NNES writers, these four grammatical areas deserve sustained practice and focus, because although they are not distinctly ‘academic,’ they are required for competent academic writing.

Drawing on extensive research, Hinkel suggests a number of grammatical forms that are more central to academic writing. Roughly in order of importance, they are as follows: nominalizations, gerunds, complex sentences with subordinate clauses, *it* constructions, descriptive adjectives, passive voice, and hedges of all types (adverbs, modal verbs, conditional clauses, etc.) (2015, p. 88). These are generically valuable across academic disciplines, though they have varying values outside of academic discourse. Stating that the above features are ubiquitous in L1 secondary writing and beyond, Hinkel summarizes, “Overall, based on a vast body of research, limited vocabulary and grammar are the most frequently cited/noted properties of L2 text” (2015, p. 88). A few additional details will now be offered about most of these forms and their importance.

**Verb Tenses.** The English verb tense-aspect system will be dealt with in two ways throughout the curriculum. First, the six most common verb tenses (present simple, present continuous, present perfect, past simple, past continuous, and future) (Todeva, Tense and Aspect PPT, 2018) will each have a lesson which focuses writers on topics that are conducive

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<sup>2</sup> Other areas of agreement also pose significant challenges (Elkilic, 2012).

to their use. This provides opportunities for practice and growth for the learners as well as allowing the teacher to notice recurring errors. Having said that, the focus on the future tense (in all its forms) will be particularly brief since Hinkel points out that the future tense is rarely used in academic writing as it is considered “inappropriately definite and/or conversational” (2004, p. 151). Instead, academic writers prefer to use modal hedges.

Later in the curriculum, student-authors will get the chance to (re)view the entire tense-aspect system *as a system*. This is grounded in agreement with Celce-Murcia and Larsen-Freeman (1999) that the boundaries between verb tenses are the key challenge of the system. In other words, students need to know how to choose between forms that seem similar, deciding which side of the boundary is appropriate for which nuance. Once the learner has gained familiarity with all the tenses, they will be introduced (not necessarily by name) to Chafe’s (1972) critical principle of maintaining a single tense throughout a text unless a clear reason and signal are given for switching. Lack of adherence to this principle negatively affects the clarity of many students’ texts even at relatively high levels.

**Hedging.** While hedging is not exclusively an academic skill, it has crucial and rather distinct functions in EAP writing. Todeva’s key finding in her paper “Functional Translation Equivalence and Norm Flouting: The Case of Hedging in Academic Writing” was that Anglophones hedge nearly five times more than most other groups, including the Japanese (2000). Along with this, Hyland’s (2000) expansive work with hedges indicates that they are both expected by academic readers and under-taught in universities, potentially resulting in distorted understanding and communication of authors’ meanings. Elsewhere, Hyland details the various types of hedges, their purpose, and why, in the case of L2 writers, they often remain unused. Beyond this, he provides an extended list of common hedges, both single words and fixed expressions (1996). Here, as with linking devices and others of the academic grammars, one finds that academic lexicon and academic grammar are intertwined. While

their appearance as simple lexical or grammatical forms makes hedges appear simple, in practice, many hedging devices and their rhetorical functions require extreme specificity which can make using them quite challenging. Still, they can be learned by starting with the simpler and more familiar hedges and working up to those that are more complex.

**Linkers and text-referring words.** Similar to hedges, linkers and text-referring words appear to be deceptively simple. Hinkel says L2 academic writing tends to have “weak lexical/semantic ties and theme connections, and a prevalence of overt phrase and sentence conjunctions, such as *and*, *first/second/third*, or *moreover*” (2015, p. 95). Thus, the problem is not an absence of, but rather a poverty in, linking devices. The solution for this lies in experience and experimenting. Linkers are sensitive to context in ways that are not always immediately apparent. For example, the differences among *although*, *though*, and *even though* are not easily clarified, especially if students translate them into their L1 identically. Experimentation, feedback, and awareness will serve student-authors best in these cases.

**Punctuation.** A feature of writing whose details cannot be inferred from L1 is punctuation. It requires special attention to learn and is a critical feature of academic writing (Hinkel, 2004, 2015; Peregoy & Boyle, 2017; Seven & Seven, 2004). The necessity of learning new punctuation for a new language stems from punctuation’s function in showing the non-linguistic features of speech such as breathing, inflection, emphasis, quotation, or pausing. To the extent that these are language- or culture-specific, punctuation must likewise be unique. Fortunately, punctuation can be taught in connection with many other features of language. Thus, it can be introduced gradually and does not have to be boring. Simple sentences, complex sentences, compound sentences, citations, and linking devices are each often accompanied by particular punctuation, and they should be taught together.

**Passives.** Regarding the passive voice, two critical pieces of data stand out: in typical English conversations, only about 2% of finite verbs are passive. In academic prose, however,

roughly 25% of verbs are passive (Biber, Johansson, Leech, Conrad, & Finegan, 1999). (With eminent practicality, Hinkel (2015) provides a list of the passive verbs most commonly used in academic writing.) While many L1 speakers are taught in English composition class that the passive voice should be avoided, this is likely just a reflection of the bias towards descriptive, and non-scientific, writing which exists in many composition classrooms. One counter to this in the Turkish context is that anecdotal evidence suggests that Turkish L1 writers prefer the passive voice as being more formal. Thus, some ELPP students actually tend to overuse the passive voice, reflecting their L1 preferences.

This section has provided reasons why certain grammars were selected as the focus of the curriculum. More importantly, however, this provides the framework for how grammar will be taught within the curriculum. Grammar is critical and will be dealt with directly, but always in the context of the writing skill. Naturally, benefits may be expected to overflow to the other integrated skills, but the focus in these lessons will consistently be on the development of academic writing competence and skills.

### **Academic Lexical Resources**

As mentioned in the discussion on grammar, vocabulary resources are tightly interwoven with other areas of academic writing. One recent study showed that the diversity and sophistication of vocabulary affects teachers' assessments of essay quality in the areas of organization, grammar, and overall quality, as well as the category of vocabulary (Vögelin, Jansen, Keller, Machts, & Möller, 2019). Vo makes a similar point in her study saying: "Essays with more diverse lexical items tended to be awarded with higher scores" (2019, p. 1). Meanwhile, Hinkel states that "basic written prose can begin to emerge only when the learner's vocabulary range exceeds 2,000 words," while even the writing of those with a vocabulary around 5,000 words still "seems to be far from impressive" (2015, pp. 84-85). Put together, these studies suggest an urgent need to provide students maximum access to the

relevant academic vocabulary as soon as possible. This consensus also aligns with the British Council's (2015) recommendations to increase access to EGAP courses for Turkish ELPP students, allowing them to acquire the needed academic discourse lexical resources more quickly. Furthermore, from both the students' and instructors' perspectives, needs analyses for Turkish universities have found that one of students' greatest needs is a larger vocabulary, including targeting the specific vocabulary needed for their departments (Yürekli, 2012; Coşaner, 2013; Armağan, Bozoğlu, & Güven, 2016).

This raises the question of which lexical items or types of items should be introduced to students. Items such as linkers, hedges, and *academic* phrasal verbs have already been mentioned. Vo's (2019) research demonstrates that these tools are the sort of academic "lexical bundles" that are valuable for lower-level language users in particular, since they do not yet have sufficient proficiency to construct their own language. Taşçı and Ataç had two relevant insights; first, they noted that word class, particularly word choice, was the fourth most common error found in their study; that is, it is a significant issue for English-learning adults. Second, they noted that a lack of errors is not always positive, observing, "The reason why students don't have many adjective, adverb, and noun errors was the lack of variability in vocabulary in students' essays. Students use the same adjectives and adverbs frequently" (2018, p. 10). Vocabulary usage is one of the areas where students regularly need courage to take risks in order to fully internalize the semantic range of the words they are learning. Thus, one function of this writing curriculum will be to provide opportunities for explorations in the use of vocabulary. Though not a vocabulary curriculum, it will provide access to standard academic lexical resources and the chance to incorporate them into level-appropriate academic writing.

Finally, academic vocabulary is intimately related to writing with the proper academic register as well. Students can practice low-register production in many other contexts, but in

their writing classes, they must be given opportunities to practice high-register, academic-vocabulary-rich production. This will be difficult at the beginning of the A1 level but will become easier within a few lessons, as the variety of potential discussion topics expands. Importantly for this context, Hinkel (2015) gives an extensive list of vocabulary and grammars that need to be “un-taught” in order to help students to write academically. Much of that list relates to vague, simple, or inexact thought patterns or modes of personal expression, which have limited use in the academic arena.

### **Organization, Coherence, and Cohesion**

All genres of writing require some level of intra-genre consistency; this is a significant part of what makes something a genre. The emphasis on particular organizational norms is a natural reflection of this in academic writing. Three areas of particular organizational concern for the EAP learner at any level are linkers (also called *transitions*, *linking words*, *discourse organizers*, or *connectors*), text-referring words, and sentence openers. A few learner tendencies should be considered when teaching these genre-defining patterns to students. The first is that most learners tend to use significantly more (double or triple) coordinating linkers and significantly fewer subordinating ones than L1 writers (Hinkel, 2015). This is likely related to the relative complexity of using subordination compared to coordination. Secondly, low-level learners often seem unaware of the need for linking devices throughout their writing; therefore, they need to be informed of it, often earlier than might be expected (Vo, 2019). In addition to that, many linkers seem quite similar to each other; thus, they require experimentation and clear feedback in order to be properly differentiated. Along the same lines, the sheer quantity of linkers with their seemingly infinite variations confronts learners with an overwhelming task. Two final challenges regarding linkers should be taught with care. First, punctuation almost inevitably accompanies linkers. Secondly, linkers may occur in a wide variety of positions within a sentence, and different positions can produce different



inflections (Seven & Seven, 2004). Given this, this curriculum will space the teaching of various types of linkers throughout the lessons, gradually building a catalogue of potential choices that can be practiced and mastered. By beginning early and simply, learners will be able to expand their repertoire of connective norms in sync with their awareness of patterns and nuances. This incremental absorption of expansive and detailed data will allow learners to meet their genre-specific needs.

Students need to *develop an awareness of text structure* itself. They have to understand how written discourse is organized to communicate within genre and task expectations. They should be aware of the ways that coherence is signaled in texts, the ways that ideas are sequenced and linked effectively, the ways that larger units of information are combined to achieve the overall task goal, and the ways that texts open and end (Grabe, 2003, p. 256).

An awareness of text structure, in turn, allows writers to demonstrate that they are consciously organizing their text and evaluating their content (Hyland, 2017) while also helping to ensure that they are not misunderstood by their readers (Cubukcu, 2017).

Similarly, but at a more detailed level, text-referring words (Hinkel, 2015; McCarthy & O'Dell, 2007) and sentence openers (Deveci, 2019) should be taught in ways that create awareness. These may not need the consistent focus which linking words need, but they are still important to well-written, clearly organized academic discourse. Text-referring words are those words that create generic categories for referring back to what was previously stated. They include *approach, class, problem, solution, claim, difficulty, value, the former, the latter, one*, and many more. It may well be the lack of these words which causes L2 writers to tend to repeat content words more frequently than their L1 peers (Hinkel, 2015). Meanwhile, Deveci (2019) has reported that students lack awareness that using a variety of sentence openers will increase readers' interest in their writing. Some of the types of sentence openers

that are used within the relevant literature will be examined in the following discussion of introducing sources, but briefly, they include opening with prepositional phrases, subordinate clauses, infinitives, or rarely even participle clauses or imperatives. Of course, the standard subject-verb opening or linker openings are also available. As well, Hinkel (2015) gives a variety of purposes for sentence openers from citing sources to disagreeing with a source to comparing or contrasting to stating a primary or secondary purpose.

Each of the above grammatical features enables learners to enter the stream of academic discourse and communicate appropriately, engagingly, and expressively. Teaching them specifically should help to meet the need that Yürekli (2012) indicated, allowing students to produce coherent, meaningful texts, regardless of length or complexity. One caution in the area of writing organization comes from Suresh Canagarajah: “Some [in the ELT profession] have gone further to stigmatize multilingual writers as illogical in thinking and incoherent in communication, by virtue of their deficient L1 and native culture” (2002, p. 12). If teachers desire to enact an additive model of language learning as opposed to an imperialistic or dictatorial one, they must remember that student writings generally make good sense to the author even if the logic is not transparent to the reader. Thus, judgment should be withheld even while guidance is given as to how to clarify the text for the target audience.

### **The Use of Sources**

A critical component of academic writing is the use of sources within prescribed boundaries<sup>3</sup>, including concerns about plagiarism – which can have devastating and rather final effects on foreign students’ studies abroad (Bouman, 2004). Hinkel (2015) lists several types of evidence that are considered appropriate in student writing; all of them require the

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<sup>3</sup> The value and appropriateness of Western-backed writing conventions is a discussion with a vast and valuable literature. For the purposes of the current syllabus, however, these conventions will simply be accepted since they are the ones prescribed within the Turkish university context. However, these conventions can profitably be critically examined within the scope of an EAP class later in students’ studies.

use and acknowledgement of published sources, whether the mode is quotation, paraphrase, or summary. However, a first-year EAP course is more appropriate for teaching the actual mechanics of citations and bibliographies. Still, many foundational skills for using sources can and should be taught here at the beginning of students' academic writing. The introduction of information from sources, reported speech (or writing), paraphrasing, and quoting are all practical and accessible forms and skills that are natural extensions of an integrated-skills writing curriculum. The goal at this level, however, is to provide the structures that will be needed for the future. Thus, a foundation of forms can be laid, since "all formats of academic writing require information structuring, paraphrasing, and restatement skills, as well as a passable command of relevant vocabulary and sentence structure" (Hinkel, 2015, p. 74).

A number of writers suggest ways to equip students to use variety when introducing source material. Deveci's research which focused particularly on sentence introductions simultaneously considered source introductions (e.g., "In an experimental study, X found that ...", "When he experimented with this, X found that ...", "To test this..., X did... found that..." etc.) (2019, pg. 257). Meanwhile, Hinkel has collected a considerable number of words and phrases that might be alternated, positively or negatively, to introduce topics or sources (e.g., "One of the most controversial/important/interesting issues/problems", "Few reports have discussed/examined") (2015, pp. 245-6). These suggestions, however, are less specific than Deveci's work, as are Kehe and Kehe's (2017).

Finally, while the "reported speech" grammar has already been mentioned briefly, Celce-Murcia and Larsen-Freeman highlight its critical importance related to source usage by pointing out that a failure to appropriately quote or paraphrase can "lead to charges of plagiarism...distortion of words...or distortion of ideas" (1999, p. 687). Reported speech relates directly to the skill of paraphrasing or restating, and the urgency of using it properly is

quite different in academic writing than it is in speaking. Thus, the details of shifting and backshifting with their various nuances and combinations of flexibility and rigidity need to be familiar to students.

Quotation, by contrast, can be simply and naturally presented in the discussion of its respective punctuation mark and by contrasting it with paraphrasing.

### **Conclusion**

In summary, this study has sought to lay the foundation for a particular EAP writing curriculum, specifically designed for use in a Turkish ELPP. While many of the principles involved are widely accepted beyond this context, others are undoubtedly shaped by it. Several recommendations can be made for further study. Important questions abound regarding both the implementation of formal graded assessment and the benefits and role of homework in such a curriculum; this study has not sought to deal with those. Furthermore, the selection and implementation of academic vocabulary within the curriculum would be a productive area for further study given the key role of lexical words, collocations, and phrases in academic writing. Ultimately, thorough field testing is needed to evaluate the strengths and defects of the curriculum. This has been begun for a limited portion (approximately 25%) of the curriculum with a class of pre-intermediate students who were repeating that level. This class, however, was not typical of the target ELPP class, especially in their grammatical knowledge. Furthermore, certain portions of the curriculum were accelerated in order to maximize students' opportunity to learn what is needed for the essay on the year-end proficiency exam. Thus, while a rough estimate of the value of those lesson plans and materials was possible, much more evaluation is needed.

More generally, I hope that each reader will continue to grapple with the questions, tensions, and paradoxes found throughout this study. For instance, which grammatical forms are critical for academic writing? How should these be distinguished from non-academic

writing or speaking forms? How can writing conventions be taught in ways that support both student agency and opportunity? How can feedback be fostered from a multitude of perspectives? What will best develop students' awareness of their own learning and of their writing? Since academic writing is a field which is constantly emerging and developing, these issues will not disappear or be "solved." Even when authoritative solutions appear to exist, new questions will emerge from the shadows of the old ones. Thus, the enduring questions which are presented here are designed to inform an approach to learning and teaching, not to provide ultimate solutions. I hope that this literature review as well as the curriculum and materials will prove to be useful in joyful learning for both students and teachers since that was the primary desire behind their production.

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### **Appendix A – Sample Lesson with Rationale**

To demonstrate the outworking of the above principles in action, Lesson Plan 8 and its handout about ice worms have been chosen. As the lesson begins, videos concerning an unexpected sort of creature are used to stir students' interest and open doors for joy. Then, the opportunity for students to pursue their own interests is given as they are guided to write questions which they would like to have answered about ice worms. Because they are able to do this in pairs, the support of community is provided while also allowing personal interest to flourish. Following that, the pairs do some online research. This continues the opportunities for personal pursuits and joy, but it also begins to integrate their writing with reading and to allow the development of research skills in finding and appropriately using information.

Following this, either (or both) peer and instructor feedback help learners focus on the difficult area of subject-verb agreement and subject-object agreement in their questions and answers. This allows the free production that has been employed so far to receive beneficial input and standardization without crushing creativity or joy. If peer feedback really is more detailed than that of teacher's (Rollinson, 2005), then peers may be the ideal feedback-givers here. Frodesen and Holten (2003) and Canagarajah (2002) have each supported the idea that feedback on major grammatical patterns is helpful to students early in the writing process. Thus, this seems like a reasonable time and place to introduce checks for grammatical error awareness.

Meanwhile, question marks and exclamation marks are both introduced to expand students' competence in specific writing features although students are also alerted to the punctuation marks' potentially informal nature. Finally, the students are given the opportunity to go through the entire process again with a new creature and significantly less scaffolding. This concludes with a self-check of the main points of the lesson and a consideration of paragraph organization.

Last of all, since this is the final week in a unit, students' questions that they have expressed previously are dealt with. Alternately, if there are no questions, a writing game with creative words can be played. Both of these activities provide clear benefits, though in different areas. Needed clarity should result in one instance while lexical exploration and joy follow in the other. However, given the correction feature in the game, clarifying feedback is also likely to occur there.

**Appendix B – Curriculum Scope and Sequence***Elementary (A1) Scope and Sequence*

| <i>Week</i> | <i>Theme</i>                         | <i>Writing Skills</i>                                     | <i>Grammar(s)</i>  |
|-------------|--------------------------------------|---|--|
| <b>1</b>    | Personal details about someone       | Sentence & Paragraph forms (capital letters & full stops) | Simple sentences; Present simple; Pronouns                 |
| <b>2</b>    | Locations: a class, room, park, lake | Commas, main ideas  | Adjectives; prep. phrases (time/place: <i>in, on, at</i> ) |
| <b>3</b>    | Daily routine                        | Brainstorming; Error Correction Code                      | Articles   |
| <b>4</b>    | Transportation                       | Commas (1)  | <i>And, but, and or; can and can't</i>                     |
| <b>5</b>    | Weekly, monthly, yearly activities   | Commas (2)  | Frequency adverbs; Linkers of contrast                     |
| <b>6</b>    | Formal Emails                        | Standard email format                                     | <i>There is/are</i> ; Past tense                           |
| <b>7</b>    | Smartphones                          | Clustering  | Comparatives & superlatives; Linkers for reasons (1)       |
| <b>8</b>    | Animals                              | Question & exclamation marks; Areas needing review        | SV, SO, & Sub-Adj. agreement                               |

*Pre-Intermediate (A2) Scope and Sequence*

| <i>Week</i> | <i>Theme</i>                         | <i>Writing Skills</i>                                | <i>Grammar(s)</i>   |
|-------------|--------------------------------------|--|---|
| <b>9</b>    | A Daily Process                      | Topic Sentences                                      | Adverbs (beyond <i>very</i> and <i>sometimes</i> )        |
| <b>10</b>   | Hopefully, they will... go to space! | Organizing a paragraph; Supporting sentences         | Future forms  |
| <b>11</b>   | Language Learning Advice             | Irrelevant sentences; Cubing                         | Linkers for examples (1); <i>should, could, and would</i> |
| <b>12</b>   | Friendship                           | Apostrophes & Quotation Marks                        | Present continuous; Linkers for new ideas                 |
| <b>13</b>   | Life experiences                     | Summarizing/ Concluding sentences                    | Present perfect   |
| <b>14</b>   | Responding to a Reading              | Introducing someone else's ideas; Summarizing        | Complex sentences   |
| <b>15</b>   | Pecha Kucha Biography                | Identifying & correcting fragments                   | Past continuous; Linkers for time order                   |
| <b>16</b>   | Time in Nature                       | Expressing senses and emotions; Areas needing review | Quantifiers; Countable & uncountable nouns                |

*Intermediate (B1) Scope and Sequence*

| <i>Week</i> | <i>Theme</i>                                  | <i>Writing Skills</i>                      | <i>Grammar(s)</i>   |
|-------------|---|--|---|
| 17          | Joy in learning                               | Introduction & Thesis Statement            | Register & Informality  |
| 18          | Esports                                       | Introduction, Thesis Statement & Outlining | Academic Phrasal Verbs  |
| 19          | Raising a Family                              | Thesis Statement & Outlining               | Pronoun Reference   |
| 20          | Bitcoin & Cryptocurrency                      | Outlining & Body Paragraphs                | 1 <sup>st</sup> conditional   |
| 21          | Language Learning & Change                    | Body Paragraphs                            | Linkers for essay organization; Relative clauses                          |
| 22          | Hoverboards                                   | Presenting Evidence or Reasons             | <i>It</i> constructions (with modals); Linkers for reasons & evidence (2) |
| 23          | A History of Drains                           | Conclusion                                 | Passives; Linkers for Concluding  |
| 24          | Storytelling, with sounds or unclear pictures | Colons & Semicolons; Areas needing review  | Verb Tense System   |

*Upper Intermediate (B2) Scope and Sequence*

| <i>Week</i> | <i>Theme</i>                              | <i>Writing Skills</i>                           | <i>Grammar(s)</i>                                     |
|-------------|---|---|---|
| 25          | Five Cultural Dimensions                  | Focus & Boosters                                | Gerunds   |
| 26          | A Moral Dilemma                           | Illogical sentences                             | Linkers for examples (2); 2 <sup>nd</sup> conditional |
| 27          | Ottoman cuisine                           | Paraphrasing & Introducing info from sources    | Reported speech; Sentence Introducers                 |
| 28          | Circadian rhythms                         | Hedging   | Linkers for partially correct statements              |
| 29          | The City of Canberra                      | Text-referring Words                            | Articles  |
| 30          | Emotions & Self-Expression                | Bias Neutrality                                 | General Punctuation Review                            |
| 31          | Entrepreneurs                             | Synthesis of multiple sources                   | General Linkers Review; Descriptive adjectives        |
| 32          | Daily Conversation vs. Academic Discourse | Varied & vivid vocabulary; Areas needing review | Sentence combining & elaboration                      |

### Appendix C – Lesson Plans for the Teacher

#### Lesson Plan 1 – Personal Details

*Goals: Students should be able to use basic sentence and paragraph forms. They will begin writing with the Subject-Verb-Object structure in the present simple tense. They will use pronouns.*

**Materials Needed:** handouts, paper, markers, board, projector, and picture

Length of lesson: 90 minutes

| Time      | Lesson Stage                                 | Teacher and Students will...   |
|-----------|--|--|
| 15-20 min | Lead in                                      | Write 5 numbers or words on the board which describe me (e.g. age, years of school, years of marriage, etc.)**<br>Ask sts to guess their meaning.<br>Guide sts in expanding their utterances into sentences.<br>Instruct sts to take 3 minutes and write 5 numbers/words about themselves on their paper, and to then show it to their friend, having them guess |
| 5-8 min   | Naming activity                              | Ask the sts, ‘What is a sentence?’: write it on the board. Encourage the sts to name the <u>key features</u> ( <u>capital letters</u> , <u>full stop</u> , <u>SVO</u> ). Sts check their sentences for these features.<br>Circulate to encourage self-check and peer check.  |
| 12-15     | Paragraph creation                           | Ask students how to take the sentences and make a paragraph: what is a paragraph?<br>Clarify that it is not a series of sentences on lines.<br>Bring students to board to write the paragraph; they may feel free to expand or adjust the earlier sentences.   |
| 2-3 min   | Feedback                                     | Ask sts to tell their partner one thing they learned in this lesson. (1 min to think)  |
| 5-8 min   | Introduce a fictional character              | T will introduce a well-known fictional character (e.g. Nasrettin Hoca or Aladdin), and have sts identify 5 key things about this character.<br>**Alternately, T can introduce the 5 key characteristics and have the sts guess the character.   |
| 5-8 min   | Upgrading                                    | Ask sts how we can improve the sentences and lead them to pronouns if they don’t suggest it  |
| 18-25 min | Create, Check, and Share their own character | Have sts work with a partner to create a paragraph describing a character in 5-10 sentences<br>Have them use the checklist to double check their work.<br>Demonstrate reading aloud T’s paragraph to self to prep for sharing<br>Instruct sts to talk with another group and share their writing, seeing if they can understand who the character is.            |

|                |                 |  |
|----------------|-----------------|--|
|                |                 | *OPTIONAL - Have sts volunteer to share their fictional character with the whole class and have the class guess who the character is |
| <b>3-5 min</b> | <b>Feedback</b> | Ask sts to get their writing about themselves out again. Talk about adding 2 more sentences with fun details                         |

\*\* Keep one section of the board clean for writing the paragraph!

Additional examples of possible resources:

- <https://www.youtube.com/watch?v=bv20ZoBcdO8> – Star Wars – “Luke, I am your father.”
- <https://www.youtube.com/watch?v=KK-b02BHEX0> – A Creative Self-Introduction for a Designer’s CV

A game for this lesson: Write a true statement, then T mixes them and each person must find the author.

- Students can write different facts about themselves, and this can be the basis for a group activity. This will give the teacher the chance to observe (and encourage) group dynamics and set an active, involved tone for the classroom. As this is the first week, that may be new and surprising for the students. Meanwhile, the teacher will also get to see who is able to translate their recently acquired knowledge into written and/or spoken English and to see their degree of accuracy. This could be done by having them write the sentences first and then speak them, or it could be done in relative silence with the students reading and writing to each other.

**Lesson Plan 2 – Favorite Locations**

*Goals: Students should write a paragraph with a main idea describing a place, using multiple adjectives and prepositional phrases. They should also have commas in the appropriate places. (This week introduces topic sentences without mentioning them directly.)*

**Materials Needed:** handouts, markers, board

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                     | <b>Teacher and students will...</b>   |
|------------------|----------------------------------|---|
| <b>5-8 min</b>   | <b>Lead in</b>                   | Introduce adjectives and nouns with a game at the board (choose below)*   |
| <b>20-25 min</b> | <b>Pre-writing</b>               | <p>Either:</p> <ul style="list-style-type: none"> <li>- Identify an appropriate location for the vocab on the board (classroom, park, home, boat, etc.) OR</li> <li>- Ask sts what place they want to write about.</li> </ul> <p>Work with sts to make sentences about the place with the adj. on the board. T may have to develop a couple full sentences first, or sts may be ready to immediately make them. Guide students in extending the sentences by adding multiple adj. Then, show them where to add commas.</p> <p>Ask sts to write 2 more sentences with new adj. on their own paper.</p> |
| <b>7-10 min</b>  | <b>Writing</b>                   | <p>Give an example of how the sentences of the board can be joined by one big idea, the main idea.</p> <p>Pairs adjust sentences to make them more interesting</p> <p>Distribute handout to students; Instructs sts to make a paragraph, checking and improving their sentences</p>   |
| <b>2-3</b>       | <b>Feedback</b>                  | Tell sts to look at the board and their paper and choose the 2 best adjectives  |
| <b>5-10 min</b>  | <b>Imagine a new place</b>       | <p>Draw a square on the board and instructs sts to look around class and say what they see; mark it in the square. (If classroom was used in 1<sup>st</sup> hr, think of another familiar space, like the canteen.)</p> <p>sts say where the items are, writing down the preposition phrases on the board. (e.g. ‘in the corner’, on the floor/wall’, ‘at the board’) (A student could do board drawing if they volunteer)</p>  |
| <b>15-20 min</b> | <b>Upgrading their sentences</b> | <p>After the picture has items, T can give a complete sample sentence, and then choose one item (e.g. desk) and give students 1 minute to make a full sentence with it individually – including preposition and multiple adjectives.</p> <p>Then, get sts to add more, writing them on the board after they have been improved by collaboration.</p>  |
| <b>10-15 min</b> | <b>Describing a picture</b>      | Sts examine the pic. on the handout for vocab, then write a paragraph. Observe the students’ learning and interact with them as beneficial  |



|            |                 |   |
|------------|-----------------|---|
| <b>2-4</b> | <b>Feedback</b> | Have sts check their paragraphs and ask partner for input |
|            | <b>HW</b>       | Sts write about a favorite location, use some new vocab   |

\*Board game (adjectives and nouns that may be used with locations)

1. Teacher writes/posts printed papers on the board:10 basic adjectives and 10 basic nouns. Students are in 2-3 lines with the first students each having a marker. They will write A for adjective or N for noun after the teacher says the word. Each team gets a point for each quick correct answer.
2. Teach writes Adjective and Noun on the board in big letters; sts in 2-3 lines. The T will give the first people in line each 2 pieces of paper that they have to open to see the word (one adjective and one noun). They must open the paper and choose the right word to put on the board when the teacher says ‘adjective’ or ‘noun’.
3. Sts in 2-3 lines; the teacher will give each first student a marker of a different color and the sts must write an adj. or n. according to what the T says. There is a 5-second time limit; then it will be the next students’ turn.

Additional examples of possible resources:

- The poem below could be used to introduce nouns and adjectives that could be used to describe a city. There is an inherent challenge in using a poem with students who are A1, or even zero beginnings. The language is relatively simple, but the grammar is not always. The Turkish version might help to overcome this or might just confuse things.

**I Listen to Istanbul (Turkish version)**

Orhan Veli Kanık

*I listen to Istanbul, my eyes closed:*

*First, a light wind blowing*

*A soft wind swaying*

*The leaves in the trees,*

*And far off in the distance*

*The tinkling cups of the water-seller;*

*I listen to Istanbul, my eyes closed.*

**Lesson Plan 3 – Daily Routine**

*Goals: Students should learn to brainstorm and practice using articles and time phrases in their writing. They should also be taught the Error Correction Code in preparation for their first graded writing assessment.*

**Materials Needed:** handouts, paper, markers, board, projector, and videos

Length of lesson: 90 minutes

| Time      | Stage              | Teacher and students will...  |
|-----------|--------------------|---|
| 9-12 min  | Lead in            | Choose one of the Resource videos below (before class); depending on the level of the class, the way it is used will vary. Each video is different, and they do not have to be watched fully.<br>Divide class into 4-6 teams. Have sts develop daily routine vocab together |
| 6-10 min  | Pre-writing        | Tell individuals to think of as many activities that <b>they personally do</b> every day as possible (e.g. wake up).<br>Have sts estimate a time of day for each activity. T explains that this activity is called ‘brainstorming’  |
| 9-12 min  | Writing            | Elicit/demonstrate some sentences describing daily routine with the words and time expressions on the board.<br>NOT perfect the sentence<br>(Logical structure or main ideas could be brought up depending on students’ comfort levels.)                                    |
| 10 min    | Feedback cycle     | Hand out Error Correction Code; explain the various symbols to the students and see if they can spot any ways to use it with the paragraph on the board.  |
| 13-18 min | Lead-in – articles | Ask “What are articles?” and when we use them. Sts circle the articles and consider why they are used<br><br>Give handout; assign ex 1. Consider which daily routine collocations need which articles (e.g. take a shower; other <a href="#">suggestions</a> )              |
| 12-17 min | Writing            | Have sts write their own daily routine. Observe the students’ learning and interact with them as beneficial   |
| 10-15 min | Feedback           | Instruct sts to swap papers with HO’s with a partner and check each other’s work using the Partner Check ex. Then, instruct them to take the ECC and have a new partner check their paragraph   |
|           | HOME-WORK          | Sts write what they imagine is a famous person’s routine, checking with ECC.  |

Additional examples of possible resources:

- <https://www.youtube.com/watch?v=PLAG6uzggtU> – 5-minute video of a student’s day, *no words*; work in groups to describe each activity
- [https://www.youtube.com/watch?v=2wL\\_jSpwKCw](https://www.youtube.com/watch?v=2wL_jSpwKCw) – Vocabulary for things we do every day; could be used interactively
- <https://www.youtube.com/watch?v=TaT6VfXivhE> – “A Day in my life as a Youtuber”; language may be a bit complex
- <https://www.youtube.com/watch?v=CN19WrsJkGw> – scripted ESL Video for language learners

**Lesson Plan 4 – Transportation**

*Goals: Students should learn about commas used with linkers to join sentences. They need to be clear how this is different from joining individual words with those same linkers. Also, they will practice using can and cannot/can't in writing.*

**Materials Needed:** handouts, ECC, board, projector, and videos

Length of lesson: 90 minutes

| Time      | Stage       | Teacher will...   |
|-----------|-------------|---|
| 7-10 min  | Lead in     | Choose 2-3 of the Resource videos below (or let the students choose). In small groups, have students identify what each mode of transportation <i>can</i> do and <i>can't</i> do.   |
| 8-12 min  | Pre-writing | Ask students to think (in pairs) of as many ways as they can to get from Umraniye to Uskudar. Then ask them to think of ways that they can NOT get from Umraniye to Uskudar (or some other place that is not too far away.)<br><br>Ask for whole class feedback   |
| 17-22 min | Writing     | Have students write 4 example sentences, 2 “can” and 2 “cannot” in pairs.<br><br>Ask for examples and put them on the board. Ask how to combine the sentences to make them longer. Try to elicit the use of “and,” “but,” and “or.”*<br><i>*This may or may not be a good time mention the comma that needs to go with these sentence linkers. That may work best in the next lesson.</i><br><br>Have students link 2-4 of the sentences that their pair/group wrote, including commas. |
| 5 min     | Feedback    | Tell students to swap papers and check that there are two sentences joined by a comma and a linker.   |
| 10-13 min | Lead-in     | Have sts think of two places that they go and two different ways to go there.<br><br>Sts read about Miguel and his plans for Moscow. Show how he goes 2 places with 2 methods of transportation.  |
| 17-22 min | Writing     | Students write about 2 different places they go and 2 different ways they use to get there.   |
| 5-10      | Feedback    | Instruct sts to compare papers with their partner and complete their own checkbox.  |
|           | Optional:   | Have students complete exercise 4, adding commas where needed   |
|           | HOME-WORK   | Research and write about a place they want to visit, using the ECC to self-check their paragraph  |

Additional examples of possible resources:

- <https://www.youtube.com/watch?v=CfIJUaKSfzw> – 2:25 minute video about the Marmaray Tunnel
- <https://www.youtube.com/watch?v=nIEBXHM72OM> – 1-minute video about China’s massive sea tunnel
- [https://www.youtube.com/watch?v=Ob1zKu\\_Yuck](https://www.youtube.com/watch?v=Ob1zKu_Yuck) – 2:25 minute video about the Eurasia Tunnel
- <https://www.youtube.com/watch?v=ZBBLt6efhHo> – 2-minute video about new planes
- [https://www.youtube.com/watch?v=DqSgZ\\_-43DY](https://www.youtube.com/watch?v=DqSgZ_-43DY) – 2-minute video about snowmobiles and dog sledding
- <https://www.youtube.com/watch?v=IwPzoNhOHE4> – 5-minutes video about a futuristic bus system (only use 2 minutes)
  
- <https://www.youtube.com/watch?v=o7v0PePgVIs> – funny, about conjunctions: Emperor’s New Groove

**Lesson Plan 5 – Regular Activities**

*Goals: Students should review brainstorming. They will practice using frequency adverbs and linkers of contrast.*

**Materials Needed:** handouts, board, projector, and picture

Length of lesson: 90 minutes

| Time             | Stage              | Teacher and students will...   |
|------------------|--------------------|--|
| <b>3-5 min</b>   | <b>Lead in</b>     | Introduce the lesson with a picture of something they do every day/week /month/year, such as visiting the Tulip Festival, cooking dinner, or skiing; sts guess what “the activity” is  |
| <b>7-10 min</b>  | <b>Pre-writing</b> | Divide the whiteboard into sections of time (day/week...); sts suggest regular activities that are done in each time period<br><br>Ask sts to help them fill the board with activities that are done regularly (Whole class; or groups could each be assigned one time period.)  |
| <b>20-25 min</b> | <b>Writing</b>     | Choose one of the time frames and begin eliciting a series of sentences about it from the brainstorming. This could include a main idea (topic sentence, even if this name is not given.)<br><br>Have sts work in groups to write about their activities in one of the time periods. Have them consider whether they do this <i>always, usually, never, sometimes, often, rarely</i> . Point out that some of these are negative, so they might say things they don’t do, such as “skiing in the winter.”<br><br>Instruct sts to individually use the paragraph they’ve written and adjust it to personalize it, including frequency adverbs<br><br>Consider if there are certain activities that they <i>never</i> do. (These may already be written.) Ask what sts could do to <b>link</b> these contrasting ideas ( <i>however, on the other hand...</i> ). |
| <b>5 min</b>     | <b>Feedback</b>    | Have sts get FB from their group, showing their rewritten sentences/paragraph to group.  |

**Second Hour**

|                 |  |   |
|-----------------|--|---|
| <b>8-10 min</b> | <b>Think about a holiday or festival</b> | Sts list some major holidays/ festivals/“bayrams,” possibly be suggesting particularly dates or be asking “What do you celebrate every year?” Write them on the board. Then ask for different activities associated with each celebration.<br><br>Ask students what ‘things’ or objects are associated with the celebrations. This allows introducing “there is/are.” |
|-----------------|--|---|

|                  |                        |  |
|------------------|------------------------|--|
| <b>8-12</b>      | <b>Additional info</b> | <p>Sts read the paragraph and notice the key features, including frequency adverbs, linkers of contrast, and commas with them.</p> <p>Then, have them look at the comma rules.</p>   |
| <b>20-25 min</b> | <b>Writing</b>         | <p>Sts write 4-6 sentences about what is important to their family on a particular holiday. (This could be done before the previous step.)</p> <p>Sts write a general sentence about the main idea of their topic.</p> <p>Sts upgrade the sentences with the features discussed, with the result that they have a paragraph.</p> |
| <b>5-8 min</b>   | <b>Feedback</b>        | Sts read their paragraph to their friend and notice the punctuation.   |
| <b>2-3 min</b>   | <b>HOME-WORK</b>       | Complete the survey on their writing history/practices   |

**Lesson Plan 6 – Formal Emails**

*Goals: Students will practice using the past tense and there is/ are. They should learn to email in a proper professional format.*

**Materials Needed:** handouts, smartphones, board, projector, and videos

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                        | <b>Teacher &amp; students will...</b>  |
|------------------|-------------------------------------|--|
| <b>4-8 min</b>   | <b>Lead in</b>                      | Watch a video on “the future of email” or “email in 1984” (links below).   |
| <b>5-7 min</b>   | <b>Short-writing</b>                | Sts answer the questions in Exercise 1 about using email and then share their answers with their partners.   |
| <b>5-6</b>       |                                     | In Ex. 2, sts consider the features of a formal email, with the teacher providing additional information about greetings and closings, such as “Dear Mr/Ms Smith,” “Dear Professor Kaya,” “Sincerely,” “Best,” etc.  |
| <b>13-18</b>     |                                     | Sts (pairs?) brainstorm some ideas and vocabulary about their academic life. Then, they write sentences using <i>there is/are/was/were</i> in the following section. Check their sentences with another student/pair.  |
| <b>10-15</b>     | <b>Writing</b>                      | Sts rewrite and expand their ideas as a paragraph. Depending on time, this could also be done as a whole class activity written on the board.<br><br>Again, share with partners. Meanwhile, the teacher is circulating.  |
| <b>10-14 min</b> | <b>Pre-writing &amp; Re-writing</b> | Sts will consider the problems in an “academic” email full of mistakes using the Error Correction Code (Ex 6). Then, they will rewrite and improve the email (Ex 7).   |
| <b>20-25 min</b> | <b>Writing</b>                      | Students will look back through the first 5 weeks of the course and think about what they have learned. They will think of one area (hopefully, real!) that they would like more information about. Then, they should write an email to the teacher. (But not send it yet.)  |
| <b>7-10 min</b>  | <b>Feedback</b>                     | Have sts proofread their email aloud to themselves, making any needed adjustments and checking that they have all the relevant parts. Then, have them read it a second time, recording it on their phone. After recording it, they can attach it to their email and send it.<br><br>If sts want to hear a simulation of what their email should sound like, they can try this website, Natural Reader: <a href="https://www.naturalreaders.com/online/">https://www.naturalreaders.com/online/</a> |



Additional examples of possible resources:

- ~ <https://www.youtube.com/watch?v=KHxN5UGMHF8> – The Future of Email: Meet Spark 2.0 (2 minutes) – by Readdle Live
- ~ <https://www.youtube.com/watch?v=szdbKz5CyhA> – How to send an E mail – Database - 1984 (6:34) – by Thames TV (07/06/1984)
- ~ <https://www.youtube.com/watch?v=koJIF6YDqqA> – How to create a Gmail Account (3:25)
- ~ <https://www.youtube.com/watch?v=xay5TeVJSC0> – How to Write a Business Email (15 minutes)
- ~ <https://www.naturalreaders.com/online/> - a website that reads text ‘naturally’

**Lesson Plan 7 – Smartphones**

*Goals: Students will learn to use linkers for reasons and begin using clustering. Also, they will use comparatives and superlatives. Teacher will survey students about areas that they feel they need practice in (for week 8).*

**Materials Needed:** handouts, smartphones, board, projector, and videos

Length of lesson: 90 minutes

| Time             | Stage                                 | Teacher & students will...  |
|------------------|---------------------------------------|---|
| <b>5-8 min</b>   | <b>Lead in</b>                        | Use a video about smartphones (options below) to introduce the topic. <i>What vocabulary or facts did sts learn?</i>  |
| <b>8-10</b>      | <b>Pre-writing</b><br>- clustering    | Ask students to get out their phones and look at all the things that they can do with/on them; then, fill out Ex. 1 with some of their ideas.<br>Introduce the term “clustering” afterwards.  |
| <b>20-25 min</b> | <b>Language Experience Approach -</b> | Class goes on a brief tour, preferably outside the room; everyone is expected to take a picture of something, including a group picture. (2-3 minutes to meet back in class)<br><br>First, small group discussion and showing of pictures; then, whole class. Then, the class works together saying what they did, one sentence at a time, creating a (learner-generated) paragraph on the board.<br><br>Sts re-write a personal version of the story for themselves, adjusting or adding as desired. |
| <b>1-2 min</b>   | <b>FB</b>                             | Tell sts that a survey will be taken at the end of class to see what needs they have before the end of the track, to prepare for the track exam.  |

## Second Hour

|                  |                    |   |
|------------------|--------------------|---|
| <b>5-10 min</b>  | <b>Pre-writing</b> | Students consider the box on the handout about linkers of reasons, noticing punctuation rules.<br><br>Then, students read the paragraph and follow the directions (Ex 3), noticing linkers and comparisons. Each group shares one picture for the class to look at. Then the groups talk about which ones are better and for what reason. |
| <b>20-25 min</b> | <b>Writing</b>     | Sts write a paragraph comparing 2-3 pictures and giving reasons for their ideas.<br><br>Sts evaluate their partner’s paragraph according to the criteria.   |

|              |                 |  |
|--------------|-----------------|--|
| <b>5 min</b> | <b>Survey</b>   | Provide online survey of what students want to know more about in final week. Possible questions... <ul style="list-style-type: none"> <li>- Do you have any questions about punctuation? Periods, commas, etc.</li> <li>- Do you have any questions about brainstorming or clustering?</li> <li>- Do you have any questions about writing formal emails?</li> <li>- Do you have any questions about using linkers in your writing?</li> <li>- Is there anything else you would like to ask?</li> <li>- Do you have any suggestions to make the class better?</li> <li>- What writing areas do you feel confident in?</li> <li>- What areas do you feel uncomfortable in writing?</li> </ul> |
|              | <b>Homework</b> | <i>Talk to someone (maybe a grandmother or grandfather) who lived before the internet was common.</i>  |

Additional examples of possible resources:

~ <https://www.youtube.com/watch?v=xxBc1c3uAJw> (10 min) – Apple’s Secret iPhone Launch Team

~ [https://www.youtube.com/watch?v=wGoM\\_wVrwng](https://www.youtube.com/watch?v=wGoM_wVrwng) (14 min) – Steve Job announces the first iPhone in 2007

~ look up a video about this year’s best new smartphones

*Resources about using the Language Experience Approach*

~ <https://www.youtube.com/watch?v=zAMdcyL1RRU> (4-min video)

~ <https://www.theliteracybug.com/using-the-language-experience-approach/> - Article with videos

~ The Language Experience Approach -

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpraclangexp.aspx>

~ CAELA. “The Language Experience Approach and Adult Learners.” [http://www.cal.org/caela/esl\\_resources/digests/LEA.html](http://www.cal.org/caela/esl_resources/digests/LEA.html)

**Lesson Plan 8 – Animals**

*Goals: Students should practice subject-verb and subject-object agreement. They should also learn question and exclamation marks, while reviewing as needed.*

**Materials Needed:** handouts, board, projector, and videos

Length of lesson: 90 minutes

| Time             | Stage   | Teacher & students will...   |
|------------------|---|--|
| <b>5-8 min</b>   | <b>Lead in &amp; pre-writing</b>                      | Introduce students to ice worms either through Ex 1 or one of the videos. Students in pairs write 6+ questions that they wonder about ice worms.   |
| <b>20-25 min</b> | <b>Writing</b><br><br><b>FB</b><br><br><b>Writing</b> | <p>Pairs research the answers to their questions, writing them quickly. Again, the video might be used at this point. (The first Text link below has the most information.)</p> <p>Sts/T check Subject-Verb, Subject-Object, and Pronoun agreement.</p> <p>Introduce question and exclamation marks.</p> <p>In groups or as a whole class (on the board), students create a well-organized paragraph with a clear main idea/topic sentence. Students can try to include at least one question and exclamation mark in their paragraph.</p> |

Second Hour

|                  |                                 |  |
|------------------|---------------------------------|--|
| <b>25-30 min</b> | <b>Writing</b><br><br><b>FB</b> | <p>Research and write a paragraph about one of the strange animals below: mongoose, cobra, sea dragon, Suriname toad, or praying mantis.</p> <p>Sts self-check for SV and SO agreement as well as consider their punctuation.</p>  |
| <b>15-20 min</b> | <b>General Review</b>           | <p>Deal with any questions from the Week 7 survey. Check that students feel prepared for the end-of-track writing evaluation.</p> <p style="text-align: center;">OR</p> <p><i>Game:</i> Teacher writes 5 random words at the top of the board, and teams make creative sentences, writing them on the board and comparing and correcting them.</p> |

Additional examples of possible resources:

Text:

- ~ North Cascade Glacier Mountain Climate Project. “Ice Worms and Their Habitats on North Cascade Glaciers.” Retrieved from <https://glaciers.nichols.edu/iceworm/>
- ~ <https://www.alaskacenters.gov/explore/culture/ice-worms>

Videos

- ~ [https://www.youtube.com/watch?v=mm98P2\\_MSb0](https://www.youtube.com/watch?v=mm98P2_MSb0) (2 min) – Information about Ice Worms
- ~ <https://www.youtube.com/watch?v=tKEVe-Y6Wqw> (4 min) – Hunting for Ice Worms (Unsuccessfully)
- ~ <https://www.youtube.com/watch?v=jzOJuUTOIJc> – ice worms moving (non-professional video)

Other strange animals to research

- ~ Mongoose & Cobra - <https://www.youtube.com/watch?v=OyuIAUIL5IU> (3:30 min)
- ~ Sea dragon - <https://www.youtube.com/watch?v=BJU64Vm0T-U> (3 min)
- ~ Suriname toad - <https://www.youtube.com/watch?v=SgROaJY6Xnk> (1:30 min); <https://www.youtube.com/watch?v=G2dSrUXsISA> (40 sec)
- ~ Praying Mantis - <https://www.youtube.com/watch?v=6hGuallPcM> (3:30 min)

**Lesson Plan 9 – Daily Processes**

*Goals: Students begin learning to use topic sentences and organize a paragraph. Also, they should practice using a variety of adverbs.*

**Materials Needed:** handouts, board, projector, videos, paper or string depending on 2<sup>nd</sup> hour activity Length of lesson: 90 minutes

| Time             | Stage              | Teacher & Students will...  |
|------------------|--------------------|---|
| <b>10-12 min</b> | <b>Lead in</b>     | Sts try to organize Ex 1 sentences; then, watch the “Exact Instructions Challenge: Peanut Butter and Jelly” (link below) and check with the answer key on the back. New vocab: <i>scoop out, lid, peanut butter</i><br>T points out the topic sentence and shows how it gives the main idea of the paragraph. |
| <b>5-7 min</b>   | <b>Pre-writing</b> | Sts fill in the clustering activity   |
| <b>20-25 min</b> | <b>Writing</b>     | T asks students to write the main idea of their process in the first line, then to write the other steps in the process.  |
| <b>3-4 min</b>   | <b>FB</b>          | Sts read their writing aloud to a partner and get input on what needs clarity. They may need to share new vocab first.  |

Second Hour

|                  |                    |  |
|------------------|--------------------|--|
| <b>10-12 min</b> | <b>Pre-writing</b> | Paper airplane or Braiding – T demonstrates one of these processes first, mentioning some key words and describing the process.<br>Students organize their thoughts about the process.<br><br>Teacher introduces adverbs that can improve the variety in students’ writings. |
| <b>20-25 min</b> | <b>Writing</b>     | Sts write a paragraph describing the process that they saw, using a clear topic sentence (and title) and adding descriptive adverbs.   |
| <b>5-10 min</b>  | <b>Feedback</b>    | Sts self-check that they followed the directions, then check to see what tenses they used. Would other verb forms have been acceptable? Why or why not?  |
|                  | <b>Homework</b>    | Look at the 10 adverbs below; then try to write a short story using at least 5 of them. Each adverb comes from the Academic Word List (AWL) which has words that should help you in your future studies.   |

Key Resource

Darnit, Josh. “Exact Instructions Challenge - THIS is why my kids want to kill me. | Josh Darnit.” Retrieved from [https://www.youtube.com/watch?v=cDA3\\_5982h8](https://www.youtube.com/watch?v=cDA3_5982h8)

Additional examples of possible resources:

~ <https://www.youtube.com/watch?v=EhwLqRQ8unM> (3 min) – Stephen King talks about his book-writing process

~ <https://www.youtube.com/watch?v=zwiZX5EYI7g> (6 min) – How to make a paper airplane

~ <https://vimeo.com/202173888> (3min) - The process of interior design

~ [https://www.youtube.com/watch?v=Uz0rC\\_65K6A](https://www.youtube.com/watch?v=Uz0rC_65K6A) (4:24 min) – The process of getting braces on your teeth

~ <https://www.youtube.com/watch?v=wnIHKiPaeUQ> – (3 min) How to braid hair

~ Academic Word List - <https://www.victoria.ac.nz/lals/resources/academicwordlist>

**Lesson Plan 10 – Hopefully, they will... go to space**

*Goals: Students will practice making sure all sentences support the topic sentence, while also working with future forms.*

**Materials Needed:** handouts, board, projector, and video

Length of lesson: 90 minutes

| Time      | Stage                                 | Teacher & students will...  |
|-----------|---------------------------------------|---|
| 10-12 min | Lead in & pre-writing                 | <p>Introduce students to space exploration. This could be with the video below about a Turkish satellite launch or a video about SpaceX, conspiracy theories about moon landings, or any other recent space event. Elicit and add to a list of key vocab that can stay on the board (<i>satellite, launch, explore...</i>)</p> <p>Sts <b>think</b> about possible benefits of space technology or space exploration: <i>What advantages can space technology and space exploration bring for humanity? What advantages does it have for a nation?</i> Use the Think-Pair-Share approach: students think by themselves for a minute or two, taking notes; then, they share with a partner, and then the whole class shares together.</p>   |
| 30-35 min | Paragraph Organization<br><br>Writing | <p>(optional, by level) If class needs a lot of scaffolding, have them first identify key vocab in the readings.)</p> <p><b>Jigsaw reading &amp; writing</b></p> <p>Sts first identify the topic sentence in each set of sentences; then try to identify the supporting sentences. (Each paragraph also has a concluding sentence that summarizes the topic, too.) Each student or pair should work on just 1 or 2 of the paragraphs, either 1 &amp; 3, or 2 &amp; 4.</p> <p>Then, each st/pair should write a response to their paragraph(s) in Exercise 3. Following this, they should share with a student/pair who read a different paragraph, sharing why they gave the ideas they did.</p> <p>Discuss the function of supporting sentences. (Suggested answers for question box below.)</p> |

## Second Hour

|           |                    |   |
|-----------|--------------------|---|
| 25-30 min | Research & Writing | <p>T shares the news links (mostly about the emerging Turkish space program) below or others relevant to the students. Sts read them, looking for and writing down the goals, hopes and expectations of the space program. <i>The goal here is to elicit future tenses.</i> Then, share them with the class (take notes on the board?).</p> <p>Summarize the uses of the future tenses in the box, with the class creating its own examples of how to use each.</p> |
|-----------|--------------------|---|



|                  |                 |  |
|------------------|-----------------|--|
|                  |                 | Class writes a paragraph with the main goals, expectations, and hopes for a space agency. Using good paragraph organization.   |
| <b>15-20 min</b> | <b>Feedback</b> | Sts give each other FB in pairs/triads using the FB questions in Ex 6. If there is extra time, they students could then record themselves reading their paragraph and send it to the teacher.  |
|                  | <b>HW</b>       | Watch a TED talk about space, and summarize its main ideas. Tell which ideas you think are most important (or unimportant) and tell why. You could start with the playlist below or any video about space from <a href="http://ted.com">ted.com</a> . TED Talks: <a href="https://www.ted.com/playlists/336/how_we_study_space">https://www.ted.com/playlists/336/how_we_study_space</a> |

## Key Resources

Staff Writers for Space Daily. (2011, April 07). “The Benefits of Space Exploration” Retrieved from

[http://www.spacedaily.com/reports/The\\_Benefits\\_Of\\_Space\\_Exploration\\_999.html](http://www.spacedaily.com/reports/The_Benefits_Of_Space_Exploration_999.html)

ed. Kristine Rainey. (2015, October 30). “15 Ways the International Space Station is Benefiting Earth” Retrieved from

[https://www.nasa.gov/mission\\_pages/station/research/news/15\\_ways\\_iss\\_benefits\\_earth](https://www.nasa.gov/mission_pages/station/research/news/15_ways_iss_benefits_earth)

Additional examples of possible resources:

## Videos

~ <https://www.youtube.com/watch?v=lcGCgECkvYQ> – Turkish satellite launch

~ <https://www.youtube.com/watch?v=ehBx8Ef0fEQ> – SpaceX to launch

~ <https://www.youtube.com/watch?v=fDqC8SMDE0Q> – Turkey’s satellite center (no audio)

## Text:

~ <http://www.hurriyetdailynews.com/turkey-working-on-launching-first-astronaut-into-space-122236>

~ <https://www.dailysabah.com/science/2017/08/25/turkish-astronauts-to-be-trained-at-bursas-new-space-center>

~ <https://www.trtworld.com/turkey/four-things-to-know-about-turkey-s-upcoming-space-program-22449>

~ <http://www.hurriyetdailynews.com/turkey-launches-national-space-program-139681>

~ <https://www.nature.com/articles/d41586-019-00452-y>

~ [http://www.xinhuanet.com/english/2018-12/21/c\\_137690126.htm](http://www.xinhuanet.com/english/2018-12/21/c_137690126.htm)

The texts below are adapted from [NASA.gov](http://NASA.gov) and [spacedaily.com](http://spacedaily.com). Read the support that they give for space exploration, and decide whether you think the arguments are important or not. Organize the paragraph; first find the topic sentence, then look for sentences that support that main idea with reasons or examples.

**TEACHER NOTE:** The first two and last two answer keys for the paragraphs are the same; but there are other potential orders that could be logical for some paragraphs.

1. **Water Purification** – c, b, a, e, d
  - a. Whether in the confines of the International Space Station (ISS) or a tiny village in sub-Saharan Africa, drinkable water is vital for human survival. Unfortunately, many people around the world cannot get clean water. Using technology developed for the space station, at-risk areas can get advanced water purification systems; this saves lives in these communities. Collaboration between charity organizations and NASA technology show how effectively space research can contribute answers to global problems. This ISS-related technology has provided help for communities worldwide.
2. **Medical Care from a Distance** – c, b, a, e, d
  - a. Fast, efficient, and readily available medical attention is key to survival in an emergency. For those without medical facilities nearby, it can mean the difference between life and death. For astronauts aboard the International Space Station (ISS), that problem was addressed through the Advanced Diagnostic Ultrasound in Microgravity (ADUM). Now Dr. Scott Dulchavsky adapt techniques for astronauts for use in Earth’s farthest corners by developing rules for performing medical surgery rapidly with remote expert guidance and training. Medical care has become easier to get in faraway areas.
3. **Solar System Neighbors** – b, d, a, e, c
  - a. Spaceflight revolutionized planetary science. Instead of just observing from Earth, scientists could go beyond the atmosphere with the latest technology, leading to uncountable, amazing discoveries, such as lunar permafrost and the ocean on Europa, one of Jupiter's moons. "Spacecraft have reached all the planets in the solar system. They have been used to examine celestial bodies on the ground, collecting samples, taking high-resolution photos of the surface, and recording weather data. There was a time when we could only dream of doing such things," Sergei Yazev, a researcher in Siberia, said.
4. **Improved Vaccines** – b, d, a, e, c
  - a. To start with, research showed that some bacteria, particularly Salmonella, *might* become more dangerous during spaceflight. Salmonella is an illness than affects thousands of people and kills hundreds every year, just in the United States. While studying bacteria in space, scientists found a way for them to *actually* become more dangerous. They discovered the way to activate Salmonella bacteria, allowing it to spread in microgravity. This discovery led to new studies of vaccine development.

### Supporting Sentences

Think about the paragraphs that you read and wrote. Then, answer these questions:

1. Why do we need a topic sentence usually? *\_\_\_to show the main idea of paragraph\_\_\_*
2. What are supporting sentences? *\_\_\_sentences that support that idea\_\_\_\_\_*
3. What kind of information should supporting sentences have? *\_\_\_\_\_*  
*\_\_\_examples, reasons, details, more information, etc.\_\_\_\_\_*

### Future Tenses

- *Will \_\_do\_\_*

1. When do we use the “will” future? *\_\_\_future facts; making a decision\_\_\_\_\_*

Let's write an example about space exploration: \_\_\_\_\_

*\_\_\_ “Chinese astronauts will explore the Moon soon,” he announced. \_\_\_\_\_*

- *Are going to \_\_do\_\_*

1. When do we use the “are going to” future? *\_\_\_predictions or intentions\_\_\_\_\_*

Let's write an example about space exploration: \_\_\_\_\_

*\_\_\_NASA is going to send humans back to the moon before 2030. \_\_\_\_\_*

- *Are \_\_doing\_\_*

2. When do we use the present-continuous future? *\_\_\_plans or arrangements\_\_\_\_\_*

Let's write an example about space exploration: \_\_\_\_\_

*\_Turkey's Ministry of Science and Technology is developing a space program. \_\_\_\_\_*

**Lesson Plan 11 – Language Learning Advice & Suggestions**

*Goals: Students will learn linkers for examples, while practicing auxiliary verbs for giving advice or suggesting. Also, they will check for irrelevant sentences and begin learning how to use the cubing technique.*

**Materials Needed:** handouts, cubing worksheet, small pieces of paper, board, projector, and videos

Length of lesson: 90 minutes

| Time      | Stage  | Teacher & students will...  |
|-----------|--|---|
| 5-8 min   | Lead in  | Use a video about language learning (choose below) or a class discussion to introduce the topic of language learning. These students are ‘experts,’ having been involved in this for months or years!   |
| 12-15 min | Pre-writing<br>- cubing                                | Using either the worksheet or PPT format, have students cube the topic of “Language learning” or “learning English.” This should result in a mixture of students with a collection of words and a collection of sentences, or even paragraphs.<br>Get some whole class FB after this.   |
| 20-25 min | Modeling<br><br>Instruction<br><br>Structured practice | Read the paragraph about sign languages and identify the irrelevant sentences (Exercise 1). Discuss what makes sentences relevant or irrelevant (Linking words, connected ideas, problems-solutions, advice, etc. (Exercise 2)<br><br>T introduces linkers of example and has students find the examples in the model text.<br><br>Students work in pairs to create sets of sentences (advice) with examples. |
| 1-2 min   | FB   | The class shares what they have written so far, collecting ideas for why to learn a language.   |
| 5-10 min  | Pre-writing  | Sts <i>in groups</i> look at earlier cubing activity for ideas and add thoughts about what has helped them most in their language learning. (Exercise 5)  |
| 20-25 min | Writing  | Sts write down and then randomly are given an email address from someone in the class. They each write an email to their classmate, giving them advice and suggestions about the best ways that they have found to learn English.   |
| 10-12 min | FB   | Sts respond to their classmate’s email, using the questions in Exercise 6.  |
|           | Homework   | Respond to classmate’s email (on paper) OR Write a paragraph about a place that you think everyone should visit. (125+ words)   |

Additional examples of possible resources:

~ **Cubing**: <https://drive.google.com/open?id=13vk77djkJU9Hh5AGelv866z23iRk6jv4> – Three cubing formats and notes on how to use them. The worksheet format is easily printed and can be adjusted; the PPT format is also adjustable and the students merely need a piece of paper. The physical cube format requires some materials but can be a good tactile tool.

Videos:

- ~ <https://www.youtube.com/watch?v=p60rN9JEapg> – 9 BEST Scientific Study tips (3:30 min)
- ~ <https://www.youtube.com/watch?v=riNp3r3qEQ> – How NOT to learn English (12 min)
- ~ [https://www.youtube.com/watch?v=QaEZ5\\_hfEc4](https://www.youtube.com/watch?v=QaEZ5_hfEc4) – What’s the Easiest Language to Learn? (8 min)
- ~ [https://www.youtube.com/watch?v=-WLHr1\\_EVtQ](https://www.youtube.com/watch?v=-WLHr1_EVtQ) – 5 Techniques to speak any language (15 min)
- ~ <https://www.youtube.com/watch?v=bcdYKxHT8kY> – The Hardest Writing System: Japanese (7 min)



### Answer Key for Exercise 1

Language learning is an important part of people’s lives; for most people, listening and speaking are how they begin using words when they are babies or toddlers. ~~Humans can hear many different sounds.~~ However, for some people that is not true. Some people cannot hear or cannot hear very well, but language learning is still an important life skill for them. Often, people who are deaf or hearing-impaired will learn a sign language. ~~British Sign Language began in the 1500s, but it has changed a lot since then.~~ Many official sign languages exist, for instance, Indian Sign Language, Turkish Sign Language, or American Sign Language. Each of these languages is different, just like any other languages do. For example, an American Sign Language user would need to learn Australian Sign Language if they moved to Sydney! Everyone should learn the basic signs and the alphabet in their country’s sign language. It would be a good way to bring people closer together in a community because more people would understand each other. ~~Russian Sign Language could be easy for you to learn.~~

**Lesson Plan 12 – Friendship**

*Goals: Students should learn to use apostrophes and quotation marks while practicing with the present continuous and using linkers for adding new ideas.*

**Materials Needed:** handouts, board, projector, and videos

Length of lesson: 90 minutes

| Time    | Stage         | Teacher & students will...  |
|---------|---------------|---|
| 4-8 min | Lead in       | Students read the three quotations about friendship, and discuss what they think, taking notes.   |
| 3-5 min | Instruction   | Brief discussion of apostrophes and quotation marks. The key is that they need to distinguish the two roles of apostrophes and recognize that quotation marks are for exact quotes. |
| 11-15   | Short-writing | Sts write their ideas about friendship, trying to quote at least once or twice.   |
| 3-5     | Instruction   | T asks how ideas can be put together, “What words can we use besides <i>and</i> ?” then introduces the words. The punctuation is important here, but can be addressed briefly.      |
| 12-15   | Writing       | Sts take their collected ideas and write a paragraph summarizing their ideas and adding linkers and examples.   |
| 2-3 min | FB            | Have sts consider the use of punctuation and linkers in their own or their friends’ writing.  |

## Second Hour

|           |             |   |
|-----------|-------------|---|
| 10-14 min | Pre-writing | Sts look on their phones and find 3 pictures of themselves with friends. They should say what they are doing in the pictures. Exercise 4: This should elicit the present continuous tense, as sts describe the pictures.  |
| 20-25 min | Writing     | Sts shape and organize their thoughts about their own personal friendships. This is a good place for sts to try to express emotion.   |
| 7-10 min  | Feedback    | Sts record themselves reading their essay aloud and then listen to it again and check for anything that needs to be changed. They may consult with a friend or the teacher.   |
|           | HW          | The HW could be started in class if there is time. <i>Read the quote from <a href="http://MayoClinic.org">MayoClinic.org</a> which lists different benefits of friendship. Do you agree? Which of these benefits have you experienced? Write about these ideas.</i> |

Additional examples of possible resources:

- ~ <https://psychcentral.com/lib/the-importance-of-friendship/>
- ~ [https://www.nytimes.com/2009/04/21/health/21well.html?\\_r=0](https://www.nytimes.com/2009/04/21/health/21well.html?_r=0)
- ~ <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/friendships/art-20044860>
- ~ <https://www.teenvogue.com/story/20-questions-ask-best-friend-become-closer-relationships> - 55 Questions for your best friend
- ~ <https://www.rootreport.com/questions-to-ask-your-best-friend/> - 100 question to ask your best friend
- ~ <https://www.mantelligence.com/questions-to-ask-your-best-friend/> - 70 questions to ask your best friend

**Lesson Plan 13 – Life Experiences**

*Goals: Students will learn summarizing and conclusion sentences, while practicing cubing and the present perfect tense.*

**Materials Needed:** handouts, smartphones, board, projector, videos, cubing worksheets/ppt

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                | <b>Teacher &amp; students will...</b>   |
|------------------|-----------------------------|---|
| <b>5-8</b>       | <b>Lead in</b>              | Start with a Kahoot game, introducing both present perfect and life experiences (possible link below)   |
| <b>15-20 min</b> | <b>Pre-writing – cubing</b> | <p>Sts talk to partner(s) for 2 minutes about at least 2 activities they really love to do – one thing they do every day/week, and one thing they do every year.</p> <p>Then, choosing one of those activities, they think about what vocabulary they need for it in English and take 1 minute to look those words up in the dictionary.</p> <p>Then, they cube that activity (writing the name of the activity at the top of the page.) (link for cubing below)</p>  |
| <b>15-25 min</b> | <b>Short Writing</b>        | <p>Sts write sentences answering the questions, but they should not write the name of the activity. Then, they switch partners, and the new partner tries to guess the activity and <u>write a topic sentence for them.</u></p> <p>After re-writing the sentences into a paragraph, sts exchange papers with <u>another</u> new partner who reads their paragraph and writes a summary/conclusion sentence for them.</p> <p>T points out the structure of the paragraph and how each section was developed by a different person.</p> |
| <b>15-20 min</b> | <b>Pre-writing</b>          | <p>T shows a video about either extremely dangerous sports or jobs. Sts should discuss which one(s) they would never like to do. AND/OR</p> <p>Sts read the story of Norgay and Hillary (Ex 4) and circle the uses of the present perfect. Then, they summarize the paragraph in one sentence, comparing summaries as a class.</p>  |
| <b>15-20min</b>  | <b>Writing</b>              | Sts write an organized paragraph, but timed. Each step should be timed so that they can practice writing with pressure. Stages: brainstorming & vocab (3 min), topic sentence (2 min), 3-5 detail/example/reason sentences (5 min), summarizing/conclusion sentence (2 min). Then, FB below   |
| <b>2-3</b>       | <b>Feedback</b>             | Read your paragraph backwards: from last sentence to first sentence   |



|       |    |   |
|-------|----|---|
| 2 min | HW | Give a reading to prepare for Wk 14 ( <a href="#">current news</a> or <a href="#">here</a> ). Sts prepare questions about it after reading it. (A QR code can be added to the HW sheet to make this simple for students.) |
|-------|----|---|

Additional examples of possible resources:

- ~ **Kahoot:** <https://create.kahoot.it/share/have-you-ever/163c8111-fdb7-4c20-8d82-7e6fea5d4246> - Have you ever?
- ~ [https://www.youtube.com/watch?v=E\\_rFSeqFYcc](https://www.youtube.com/watch?v=E_rFSeqFYcc) - 15 Most Dangerous Jobs
- ~ <https://www.youtube.com/watch?v=WDKc6z4LRgQ> – 10 Extreme Sports



~ **Cubing:** <https://drive.google.com/open?id=13vk77djkJU9Hh5AGelv866z23iRk6jv4> – *Three cubing formats and notes on how to use them. The worksheet format is easily printed and can be adjusted; the PPT format is also adjustable and the students merely need a piece of paper.*



News resources for next week's HW

- ~ <http://www.bbc.co.uk/learningenglish/english/course/newsreview/>
- ~ <https://breakingnewsenglish.com/>

**Lesson Plan 14 – Responding to a Reading**

*Goals: Students will learn skills for responding to a reading and using complex sentence forms for introducing another's ideas.*

**Materials Needed:** handouts, board, projector, and videos (of a similar news topic)

Length of lesson: 90 minutes

| Time      | Stage         | Teacher & students will...  |
|-----------|---------------|---|
| 4-8 min   | Lead in       | Sts work in pairs or groups and switch HW papers. They work to answer the HW questions and then check their answers. (T could have given out different articles to different groups, then sts could share with opposite group.)   |
| 8-12 min  | Instruction   | Sts write the new-to-them vocab in Ex. 1, and then work in their group to summarize the article in one sentence.  |
| 4-6       | Short-writing | They are going to respond to the reading, so they should consider what might be important for a response. (Ex in the box.)  |
| 12-15     |               | Sts should fill in the sample review form with real information from the article. (possibly in pairs)   |
| 2-3 min   | FB            | Sts compare their answers with someone from a different group, see if they agree.   |
| 10-14 min | Pre-writing   | Sts watch a video on another news event, twice, taking notes and then consulting with a partner.<br><br>Class discussion will likely also be useful, depending on the complexity of the language or content of the video.   |
| 20-25 min | Writing       | Remind students of the complex sentence forms that they saw in the first hr ( <i>Some people think that, His purpose was to [verb], I believe that, This article supported the idea that</i> ).<br><br>Sts write a response to the video using the forms seen in the first hour. T will need to circulate and ensure sts are clear about both genre and sentence forms. |
| 4-7       | Feedback      | Self-check first; then, Peer Check, depending on time   |
|           | HW            | <i>Watch any TED talk that is interesting to you and respond to it. OR Read any newspaper article (in English). Remember to include the title and the writer's or speaker's name.</i>   |

Additional examples of possible resources:

~ <http://www.bbc.co.uk/learningenglish/english/course/newsreview>

~ <https://learningenglish.voanews.com/>

**Lesson Plan 15 – Pecha Kucha Biography**

*Goals: Students will use linkers to show time order. They will practice finding and fixing incomplete sentences and using the past continuous. Teacher will survey students about areas that they feel they need practice in (for week 16).*

**Materials Needed:** handouts, board, projector, and presentations

Length of lesson: 90 minutes

| Time                 | Stage                                  | Teacher & students will...  |
|----------------------|--|---|
| 8-10 min             | Lead in                                | T starts with a mini-Pecha Kucha presentation (3:20 min) of King Sejong of Korea... in a dictogloss style.<br>Sts listen and write important vocab and numbers; then listen again and take notes. |
| 8-12<br>4-6<br>12-15 | Short-writing<br><br>Verbal Production | In groups, sts reconstruct the story, writing notes for the 10 images.<br>They prepare 10-20 seconds of notes for each image.<br>Then, play the slideshow and the groups read the scripts.        |
| 2-3                  | FB                                     | As a class, analyze and discuss the various scripts.  |

|           |   |   |
|-----------|---|---|
| 5-8 min   | Pre-writing                                     | Sts fix 6 fragments in the bio  |
| 30-35 min | Instruction<br><br>Short Writing<br><br>Writing | Consider Linkers for Time order.<br>Sts put the story of Cleopatra in order (Ex 5), then add appropriate time linkers – often there is more than 1 answer.<br>Sts research and begin to write <i>in their own words</i> a biography of a famous person. |
| 4-7       | Feedback  | Sts read their biography to their partner, and then ask them questions.   |
|           | HW  | Complete the biography of their famous person. Rewrite and expand (250 words).  |
| 2-3       | General FB                                      | <i>Survey:</i> Where do sts feel confident? What do they want to learn before the end of the pre-intermediate level?  |

Additional examples of possible resources: Pecha Kucha for teachers:

~ <https://remixhumanities.wordpress.com/2010/11/03/pecha-kucha-in-the-classroom-tips-and-strategies-for-better-presentations/> - extended clear explanation and guidelines

- ~ <https://www.youtube.com/watch?v=5x5FB2mxvZY> – video explanation of Pecha Kucha (in Pecha Kucha format)
- ~ <https://www.pechakucha.com/channels/pechakucha/blogs/pechakucha-in-the-classroom>
- ~ <https://www.chronicle.com/blogs/profhacker/challenging-the-presentation-paradigm-in-6-minutes-40-seconds-pecha-kucha/22807>

#### Exercise 4 Answer Key

“Give a girl the right shoes, and she can conquer the world,” said Marilyn Monroe, and she was right. **It is often** believed that men were the only rulers of the empires, but Cleopatra rewrote the rules. She **was** the daughter of King Ptolemy XII and was born around 69 BC. She is known for her beauty; but behind her beauty, she was an intelligent, powerful, and ambitious woman. Cleopatra was also quite well educated. According to ancient documents, she was able to speak six languages besides her native language of Greek. She was generally living in the city of Alexandria, **so she** could easily access its great library and teachers. With this outstanding education, Cleopatra communicated effortlessly with other people.

After her father’s death, she acceded to the throne when she was 18 years old, but **she** was not the only heir. Her little brother Ptolemy XIV was a major **obstacle for** Cleopatra to achieve her aims. For this reason, she planned to meet Julius Caesar and to unite Rome and Egypt to rule the whole world with Caesar’s power. After Julius Caesar’s **death**, Cleopatra did not give up.

#### Exercise 5 Answer Key

- a. 1 Eventually, she married Mark Antony, the Roman general.
- b. 9 Long after that, in AD 270, Queen Zenobia of the Palmyrene was the last ruler to claim to be descended from Cleopatra and the Ptolemaic dynasty.
- c. 3 Next/ After that, their children were made rulers in some regions.
- d. 8 Much later, her grandson, Ptolemy of Mauretania, was the last king from her family. He died in AD 40.
- e. 6 Just after Mark Anthony killed himself, Cleopatra poisoned herself.
- f. 2 Later / After that, Cleopatra’s armies supported Anthony’s war against Parthia.
- g. 5 Eventually/ Finally, Octavian succeeded in defeating their armies.
- h. 4 Shortly after that, Octavian attacked Cleopatra and Mark Anthony.
- i. 7 In the end/ ultimately her attempt to unite Egypt and Rome did not succeed.

**Lesson Plan 16 – Time in Nature**

*Goals: Students will practice with quantifiers and countable and uncountable nouns, while reviewing wherever was requested.*

**Materials Needed:** handouts, pieces of paper, board, projector, and videos

Length of lesson: 90 minutes

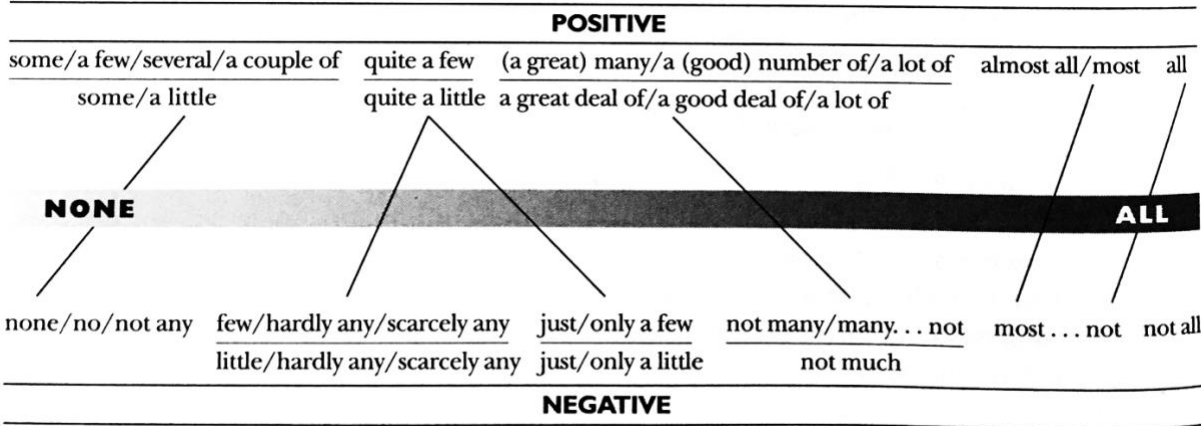
| Time             | Stage  | Teacher & students will...  |
|------------------|--|---|
| <b>5-8 min</b>   | <b>Lead in</b>                                       | <i>Since some areas may need review, this LP will have a lot of time flexibility with extra time for in-class writing.</i><br>Watch several minutes of a nature documentary, such as those from BBC Planet Earth or National Geographic.  |
| <b>12-15 min</b> | <b>Pre-writing</b><br>- cubing                       | Sts think about time they have spent in nature and write about their experiences and feelings, in about 10 minutes with 1-2 minutes per box (using the cubing method.)  |
| <b>20-25 min</b> | <b>Instruction</b><br><br><b>Structured practice</b> | Countable and uncountable nouns will be extracted from students brainstorming; whole class sharing.<br><br>Then, a consideration of quantifiers and their use with countable and uncountable nouns. Check figure below.<br><br>Sts create sentences based on their early brainstorming. |
| <b>1-2</b>       | <b>FB</b>  | Check with a friend, get their ideas about the quantifiers and countable/uncountable nouns.   |

## Second Hour

|                  |                |  |
|------------------|----------------|--|
| <b>20-25 min</b> | <b>Writing</b> | Sts turn sentences into a paragraph  |
| <b>5-10 min</b>  | <b>FB</b>      | Record your paragraph and then listen to it. Think about what sounds good and what could be changed.     |
|                  | <b>Game:</b>   | Write 5 random words on the board. Teams work together to make grammatically correct, complex sentences. |

Additional examples of possible resources:

- ~ BBC Planet Earth: <https://www.youtube.com/BBCEarth>  
+ <https://www.youtube.com/watch?v=BEb1K33kwwgI>
- ~ National Geographic – <https://www.youtube.com/channel/UCIEgH5vCwFLIczPSRab2ASw>  
+ <https://www.youtube.com/watch?v=F5UPc8dya-M>
- ~ Quantifiers - <https://www.youtube.com/watch?v=UOnJADStd8g>



*The Grammar Book, Celce-Murcia and Larsen-Freeman 2<sup>nd</sup> Ed. 1999., pg. 330*

**Lesson Plan 17 – Joy in Learning**

*Goals: Students will begin learning introductions and thesis statements. They will also focus on register and informality.*

**Materials Needed:** handouts, board, projector, videos, and Informality HO

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                             | <b>Teacher &amp; students will...</b>   |
|------------------|--|---|
| <b>4-8 min</b>   | <b>Lead in</b>                           | Play a quick standard game (like, Simon says), or project an essay on the board and have the students identify all the parts ( <i>Introduction, conclusion, body paragraphs 1-3, an example, thesis statement, etc.</i> ).<br>Or watch a video about joy in learning. (below)   |
| <b>26-35 min</b> | <b>Preparation</b>                       | Show the box with information about Introduction Paragraphs. Then, students answer Exercise 1, questions a-c.<br><br>Then sts read the introduction paragraph and answer questions d-e. Then, sts do Exercise 2 about strong thesis statements. FB here will be important for clarifying what a thesis statement really is.   |
|                  | <b>Short-writing</b>                     | T & sts together create 2-3 simple but correctly-formatted thesis statements followed by sts creating 1-2 by themselves. (Possible topics: <i>bananas, fathers, basketball, Instagram... Bananas are a wonderful fruit b/c they are yellow and delicious. etc.</i> ) Ex 3.  |
| <b>5-8 min</b>   | <b>FB</b>                                | Students work in pairs to create their own thesis statement about the topic of high school or learning Russian.<br>Ex. 3  |
| <b>8-12 min</b>  | <b>Writing</b>                           | Take one of the topics from the previous hour, and work as a class to produce a complete (but short) introduction <u>on the board</u> : interesting beginning, background/general information, and thesis with 2 points.<br><i>T can allow wrong register and forms into the introduction: these can be corrected in the next stage!</i>  |
| <b>30-35 min</b> | <b>Preparation</b><br><br><b>Writing</b> | Share information about academic register, as well as the HO about informal language. Sts complete HO exercises including writing informal sentences for their partner to fix.<br><br>Class brainstorming/clustering of the topic of formality or informality. <i>What are its features? Why is it important? What happens if it is not used?</i> Then, in 2s/3s, sts work to create an interesting introduction. |
| <b>3-5 min</b>   | <b>Feedback</b>                          | Peer feedback, exercise 6   |
|                  | <b>HW</b>                                | Brainstorm and then write about the following question: <i>Is it possible to learn about something well without being interested in that topic? Why or why not?</i>   |

*Resources:*

## Lead-in

- ~ [https://www.youtube.com/watch?v=VM4CC\\_tcucs](https://www.youtube.com/watch?v=VM4CC_tcucs) – Joy in learning (3 min)
- ~ <https://www.youtube.com/watch?v=UI1JtxfMbdg> – Joy of learning, an example (5 min)
- ~ [https://www.youtube.com/watch?v=twQJmq\\_5SUE](https://www.youtube.com/watch?v=twQJmq_5SUE) – speech on Joy of learning (2 min)
- ~ <https://www.youtube.com/watch?v=3Y1WpytiHKE> – Basics of Game theory (5 min)

## Register

- ~ <https://www.youtube.com/watch?v=1pE-ohVy9e0> (3 min) – What is academic writing? (includes register)
- ~ <https://www.youtube.com/watch?v=DXA44Uuifl8> – (4:20 min) – Academic registers
- ~ <https://www.youtube.com/watch?v=KMoepo9Uxv4> – (4 min) Formal and Informal Phrasal Verbs

## Answer Key for Exercise 8

1. *Change the informal language in the examples. There is 1 formal sentence.*
  - a. What do you think? Are there areas that we shouldn't research? (*question, second person, contractions*)
  - b. Scientists never discover new birds in Germany nowadays. (*generalizations*)
  - c. He loves studying why people choose the careers they do. (*loves*)
  - d. The experiment succeeded in affecting scientist's ideas on gravity. (FORMAL)
  - e. I can't calm down when people are shouting. (*first person, contractions, phrasal verb*)
  - f. Research was carried out regarding the nature of human communication. (FORMAL, **or** "*conducted*" for "*carried out*")
  - g. The kids decided to help the unemployed guy with some of their savings. (*informal words*)



**Lesson Plan 18 – Esports**

*Goals: Students will practice introductions and thesis statements while also learning outlining and academic phrasal verbs.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| Time      | Stage                            | Teacher & students will...  |
|-----------|----------------------------------|---|
| 4-8 min   | Lead in                          | Watch either a news report about esports or some other video about the topic of e-sports.   |
| 26-35 min | Pre-writing<br><br>Short-writing | Sts brainstorm in groups about esports. T make groups as diverse as possible.<br><br>Review the key features of an introduction and a thesis statement from the previous week. Elicit from sts who fill in the box.<br><br>Sts make thesis statements based on their clustering from Ex 1. Sts could be split into pairs or left as groups. |
| 3-5       | FB                               | FB from peer groups   |
| 20-35 min | Outline<br><br>Writing           | Sts examine a sample essay and its outline filling in the outline's details.<br><br>Sts use their thesis statements and brainstorming as a basis for creating an outline, in a small group.<br><br>Sts write an introduction based on their outline, still in pairs.  |
| 5-8       | Feedback                         | Sts record their paragraph and then listen and answer the questions   |
| 5-10 min  | (optional) Instruction           | Sts examine some phrasal verbs and their academic meanings. This can be an introduction to how to use phrasal verbs academically and not simply in the patterns of daily speech.  |
|           | HW                               | Sts use the academic phrasal verbs to write 10 sentences. OR use 6 of them to write a story in the space below.   |

Additional examples of possible resources:

Lead-in

~ <https://www.youtube.com/watch?v=3aStpvzPFI0> – Esports tournament (news report – 14 min)

~ <https://www.youtube.com/watch?v=5jJaxeMv7W4> – Esports versus traditional sports (news report – 9 min)

~ <https://www.youtube.com/watch?v=l2u7VFKGWmk> – Money earned by esports players (4:30)

You can see the full list of the top 150 Academic Phrasal Verbs using the QR code.



**Appendix B**

The most common verb/preposition combinations in academic prose (Biber, Johansson, Leech, Conrad, & Finegan, 1999):

**The Top Most Common Verb/Preposition Combinations**

- *be applied to*
- *be associated with*
- *be based on*
- *be derived from*
- *be known as*
- *be used in*
- *deal with*
- *depend on*
- *lead to*
- *refer to*
- *result in*

*Hinkel (2015) pg. 251*

**The Second Most Common Verb/Preposition Combinations**

- *account for*
- *add to*
- *be composed of*
- *be divided into*
- *be included in*
- *be involved in*
- *be related to*
- *be required for*
- *belong to*
- *come from*
- *consist of*
- *contribute to*
- *differ from*
- *look at*
- *look for*
- *obtain [noun] from*
- *occur in*
- *think of*

**Academic Phrasal Verbs**

*Phrasal verbs are an important part of the English language. However, many of them are informal. Plus, they often have different formal and informal meanings.*

- Back up – to support
- Break out – to begin suddenly
- Come through – to break a figurative barrier
- Get down – to begin to pay serious attention or complete something
- Go over – to examine, discuss or think seriously about
- Hand over – to give responsibility for something to someone else
- Lay out – to describe or represent something clearly
- Pick out – to detect or identify among a group of things
- Sort out – to do what is needed to solve a problem or difficult situation
- Throw out – to reject; refuse to accept or consider
- Turn over – to pass along or give something to somebody
- Work out – to solve a problem or plan

**Lesson Plan 19 – Raising a Family**

*Goals: Students will continue practicing thesis statements and outlining while also practicing clear pronoun reference.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| Time      | Stage              | Teacher & students will...  |
|-----------|--------------------|---|
| 4-8 min   | Lead in            | Class plays ‘Class Dictionary/Scattergories’ using the questions given. T should pick a letter and sts will work in pairs to find words that begin with that letter and answer the question/category. (Examples that are irrelevant for this lesson can be found by searching on Google for ‘ESL scattergories’.) This should provide both brainstorming and vocab eliciting. Give the students 1-2 minutes for each letter. Sts get 2 points for a word no one else writes and 1 point for a word written by someone else. |
| 30-40 min | Pre-writing        | Sts fill out the KWL chart about what they KNOW, WANT to know, and need to LEARN in order to raise a child. (solo or pairs)   |
|           | Short-writing & FB | Sts consider different ways to organize their ideas as they brainstorm a thesis statement and outline. T puts them in groups and sees what ideas they come up with. If they struggle, T needs to help them multiply ideas. This is worth some time for them to understand how to generate variety in their thinking.  |

Second Hour

|           |             |  |
|-----------|-------------|--|
| 8-12 min  | Instruction | T & sts discuss pronoun reference and consider the examples, fixing the confusing sentences in Exercise 4.   |
| 20-26 min | Outline     | Have sts review all of their notes so far and then in pairs or groups create an outline, complete with hook, thesis, main points, and supporting details.  |
|           | Feedback    | Peer feedback, <u>focused on confirming and supporting</u> the partner’s writing.  |
| 7-10 min  | Writing     | In whatever time is left, students start writing their introduction in pairs or group. It may be relatively fast due to the extensive planning. If it is not, this could be given as HW instead of the assignment below.   |
|           | HW          | <p><i>Sts choose one of the topics below, plan and write an introduction paragraph about it, including a thesis statement.</i></p> <ul style="list-style-type: none"> <li>• Should government-sponsored education be required for every child?</li> <li>• Should the number of children a couple may have be limited?</li> <li>• How should families train productive members of society?</li> </ul> |

*ANSWER KEY (back)*

*Exercise 4: Change the sentences so that it is clear what the pronouns are referring to.*

- a. Advertisers use advertisements especially to affect children's desires because that is easier, and children can affect their families. They (Advertisers) use colorful cars, etc.
- b. The advertisers change people's behavior, to illustrate, some people like a lot of chocolate. Therefore, ~~they~~ (advertisers) show them (these people?) new chocolate.
- c. For instance, if a person loves chocolate, advertisers can use a chocolate-eating person. ~~It~~ (the advertisement) is a stimulus, so the person always wants it (chocolate) after watching the advertisement.
- d. If advertisers use inappropriate TV commercials, individuals might be affected by ~~them~~ (advertisers/commercials). Thus, ~~they~~ (advertisers/commercials) corrupt people's minds.

**Lesson Plan 20 – Bitcoin & Cryptocurrency**

*Goals: Students should learn to use outlining and body paragraphs while practicing the first conditional.*

**Materials Needed:** handouts, board, projector, and videos

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>         | <b>Teacher &amp; students will...</b>  |
|------------------|----------------------|--|
| <b>3-7 min</b>   | <b>Lead in</b>       | Choose one of the short videos for a brief introduction to Bitcoin or digital currency.  |
| <b>13-16 min</b> | <b>Pre-writing</b>   | <p><b>This may be a new topic for students, but they only need to focus on getting main ideas at this point.</b></p> <p>At the bottom of this LP, there is a list of 17 words that come from the Academic Word List and are used in this reading. Introduce some of them to the students; 7 have been underlined as being most important.</p> <p>Sts should take about 2 minutes to skim for the main ideas. Then, they should work in small groups to try to find answers to each of the questions/headings (for example, “What exactly is a bitcoin? Can I hold one?”)</p> |
| <b>5-7 min</b>   | <b>Short-writing</b> | Sts should fill out the outline with main ideas and supporting details and examples (in pairs?).   |
| <b>34-7</b>      | <b>FB</b>            | Each sts or group checks with another to see how their answers agree. Then, the class can discuss which ideas come from where.   |
| <b>12-15</b>     | <b>Instruction</b>   | Sts check the box about first conditionals, and then examine the article to find examples. Some of the examples may not be first conditionals. (Also, some examples are INFORMAL, using “you” language.) (Point out that “unless” means “if... not...”)  |
| <b>3-5 min</b>   | <b>Short-writing</b> | Sts practice writing the first conditional.  |
| <b>10-14 min</b> | <b>Pre-writing</b>   | Either have the students watch another video or have them read another text on cryptocurrency in small groups. They should take notes of the advantages (or disadvantages) of cryptocurrency. Then, students should have a short group discussion.   |
| <b>20-25 min</b> | <b>Writing</b>       | Working in pairs, sts create an outline: thesis statement, main points, and supporting details.  |
| <b>7-10 min</b>  | <b>Feedback</b>      | Sts review their peers’ writings and ask them to explain more about their ideas in one or two places.  |

|  |                 |  |
|--|-----------------|--|
|  | <b>optional</b> | Write an introduction for this essay. OR Have the students examine the essay for the informal features in it (questions, I/you language, beginning sentences with “or”/”but,” some less formal vocabulary like ‘quirks,’ etc.) |
|  | <b>HW</b>       | Complete the paragraphs for 2 of the points in your essay.   |

Additional examples of possible resources:

Text

- ~ <https://www.banks.com/articles/cryptocurrency/convert-bitcoin-cash/?show=false>
- ~ <https://www.theguardian.com/technology/2018/jan/29/cryptocurrencies-bitcoin-blockchain-what-they-really-mean-for-our-future>
- ~ <https://www.investopedia.com/terms/d/digital-money.asp>
- ~ <https://blockgeeks.com/guides/what-is-cryptocurrency/>

Video

- ~ [https://www.youtube.com/watch?v=bQE3PL1Zr\\_8](https://www.youtube.com/watch?v=bQE3PL1Zr_8) – Bill Gates on cryptocurrencies (longer)
- ~ <https://www.youtube.com/watch?v=DyAufA2lWn0> – Bill Gates (short)
- ~ <https://www.youtube.com/watch?v=V7pdctdCm5c> – Branson, Gates, and Bitcoin
- ~ <https://www.youtube.com/watch?v=MSd1radfgcY> – The virtues of cryptocurrencies
- ~ <https://www.youtube.com/watch?v=svfChmjUZEE&list=PLKZWK9LXXZ3TU2DMCpGW8SBIrFA4rjdjv&index=7&t=0s> - Yellen’s comments

**17 key words from the Academic Word List in this reading**

- |                        |                           |                   |
|------------------------|---------------------------|-------------------|
| <i>achieve</i>         | <i>distinction</i>        | <i>published</i>  |
| <i><u>commit</u></i>   | <i>instance</i>           | <i>restore</i>    |
| <i>corresponding</i>   | <i><u>investment</u></i>  | <i>sector</i>     |
| <i><u>currency</u></i> | <i><u>network</u></i>     | <i>series</i>     |
| <i>cycle</i>           | <i><u>physical</u></i>    | <i>underlying</i> |
| <i><u>data</u></i>     | <i><u>potentially</u></i> |                   |

**Lesson Plan 21 – Language Learning and Change**

*Goals: Students learn to write body paragraphs and using linkers with them. They also practice using relative clauses.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                | <b>Teacher &amp; Students will...</b>  |
|------------------|-----------------------------|--|
| <b>15-20 min</b> | <b>Review</b>               | Check the HW essay together. Were the sts successful in developing two (or more) body paragraphs for their thesis statement? Get FB from them! What trouble did they have? What do they need more info on?                           |
|                  | <b>Lead in</b>              | Watch (part of) the Lera Borodistky video below. Have students take note of arguments about why language DOES shape our thinking.  |
| <b>15-18 min</b> | <b>Pre-writing modeling</b> | Sts read the model essay (2-3 minutes for the main idea), and circle the key linkers, between and inside of paragraphs. (12 are marked in the Answer Key though more are possible.)  |
|                  |                             | Sts look at the box with various linkers for essay organization, and take note of the punctuation.   |
|                  |                             | Sts underline the relative clauses in the essay; there are 10 that are full relative clauses that sts can be expected to find. (There are also 2 reduced relative clauses and 4 clauses within other clauses; so possibly 16 total.) |
| <b>5-10 min</b>  | <b>Writing - Outlining</b>  | Sts (in pairs or threes) write an improved thesis statement and create an outline for the essay. They may also point out other features that could be improved.  |
| <b>1-2 min</b>   | <b>FB</b>                   | Compare with peers.  |
| <b>12-15 min</b> | <b>Pre-writing</b>          | Sts watch either the “How Languages Changes the Brain” or “4 Reasons to Learn a New Language.” Different students could watch different videos on their phones if T posted QR codes or shared the links.)                            |
|                  |                             | Then, sts come together in groups and brainstorm reasons to learn a new language (or not).   |
| <b>20-25 min</b> | <b>Writing</b>              | Sts work in groups of 3-4 on developing a thesis and outline, clearly reflecting their reasons that they have researched.<br><br>Each person in the group should develop one of the paragraphs.                                      |

|                 |                 |  |
|-----------------|-----------------|--|
| <b>5-10 min</b> | <b>Feedback</b> | Show your work to someone in a different group. Ask questions about connections between the thesis, the outline, and the different main points, or what examples they will use, etc. Check use of linkers. Check for relative clauses. |
|                 | <b>Homework</b> | Each person complete 3 body paragraphs.  |

Additional examples of possible resources:

- ~ Boroditsky, Lera. (2014, February 05). “How the languages we speak shape the ways we think.” Retrieved from <https://youtu.be/VHulvUwgFWo?t=41>
- ~ <https://youtu.be/aGITqiG-Ips> – How Language Changes the brain (8 min)
- ~ <https://www.youtube.com/watch?v=VQRjouwKDIU> – TED – 4 Reasons to Learn a new Language (10 min)
- ~ <https://youtu.be/KEmpRtj34xg> - Noam Chomsky: Language and Thought (5 min)

Albayrak, Furkan. (2018, May 20). “Does language shape how we think?” Retrieved from <https://writesfurkan.wordpress.com/2018/05/20/does-language-shape-how-we-think/>



**Lesson Plan 22 – Hoverboards**

*Goals: Students will learn to present evidence or reasons and to use academic it constructions. They will also use relevant modals and linkers.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| Time             | Stage                                      | Teacher & Students will...  |
|------------------|--|---|
| <b>8-10 min</b>  | <b>Lead in</b>                             | <p><i>THE FIRST TWO STAGES COULD BE REVERSED!</i></p> <p>Begin the class with a video of “Coolest hoverboard tricks” or the hoverboard scene from <i>Back to the Future II</i>.</p> <p>Follow this with a discussion of what the future might look like for hoverboards or transportation like them.</p>                            |
| <b>20-25 min</b> | <b>Short writing</b><br><b>Instruction</b> | <p>Sts look at the cartoon and give ideas and reasons for what they see happening. Then compare with a partner.</p> <p>Sts consider the academic forms of <i>It</i> constructions and the examples that refer back to the previous cartoon. Then, they experiment with using these on a new cartoon. Then share with the class.</p> |
| <b>8-12</b>      | <b>Reading</b>                             | Sts read the text about hoverboards and mark the <i>it</i> constructions, and then read it again to mark the key linkers.   |
| <b>12-15 min</b> | <b>Pre-writing</b>                         | <p>Sts re-read the hoverboard article to notice the modals used within it.</p> <p>Consider the linkers and their uses. It is particularly important to note the difference between linkers which join clauses and those that are followed by a noun, as well as to note the punctuation. Complete Exercise 5.</p>                   |
| <b>20-25 min</b> | <b>Writing</b>                             | Sts brainstorm and write an outline and introduction for the topic of advantages and disadvantages of flying hoverboards.   |
| <b>5-10 min</b>  | <b>Feedback</b>                            | Sts read their introduction backwards, one sentences at a time and check the grammar. Then read it forwards and check the linkers.  |
|                  | <b>Homework</b>                            | Develop the body paragraphs for the essay. (BRING IT TO CLASS NEXT WEEK WHEN THEY WILL WRITE A CONCLUSION.)   |

*Sources:*

Dickerson, Kathy. (2015, October 20)“We're getting closer and closer to Marty McFly's hoverboard in 'Back to the Future.'” *Business Insider*. Retrieved from <https://www.businessinsider.com.au/back-to-the-future-hoverboard-technology-progression-2015-10>

Lam, Chow Hon & Roey Li. “Another Race Story.” Retrieved from [https://www.webtoons.com/en/challenge/tu-and-ted/another-race-story/viewer?title\\_no=168616&episode\\_no=15](https://www.webtoons.com/en/challenge/tu-and-ted/another-race-story/viewer?title_no=168616&episode_no=15)

Lam, Chow Hon & Roey Li. “Sliding.” Retrieved from [https://www.webtoons.com/en/challenge/tu-and-ted/sliding/viewer?title\\_no=168616&episode\\_no=23](https://www.webtoons.com/en/challenge/tu-and-ted/sliding/viewer?title_no=168616&episode_no=23)

McGreal, Chris. (2016, January 08). “The inventor of the hoverboard says he's made no money from it.” *The Guardian*. Retrieved from <https://www.theguardian.com/technology/2016/jan/08/hoverboard-inventor-money-rights-knockoffs>

Inmotionworld. “What is the Future of Hoverboards?” (2018, February 24). Retrieved from <https://www.inmotionworld.com/blog/what-is-the-future-of-hoverboards>

#### Answer Key for Exercise 4

The idea of hoverboards has been around for a couple of generations. Who **would** not want to have a board they **could** stand on and use for “hovering,” that is, flying in one place. Different designers have even built various kinds of hoverboards just for fun, but an actual, flying board is not quite practical yet. The hoverboard that people started to fall in love with around 2015 actually has two wheels and is more like a scooter that can balance itself. *Thus*, it is not a flying machine. Its inventor, Shane Chen, does not even think it is particularly significant, calling it “a toy.”

Still, it is clear that a true hoverboard that **can fly should** be possible. *On the one hand*, with modern drone technology and other inventions, it seems like a true hoverboard **could** be produced any day. *On the other hand*, there are serious obstacles for their daily use *due to* safety concerns. For the average person, it would seem that exploding batteries **might** be the largest concern in current hoverboards, *although* there are some other design features that need to be improved as well. Beyond these problems, it has been suggested that hoverboards **may** currently be illegal to use on public property (like sidewalks and roads). *Thus*, any buyer **would** need to be familiar with local laws before purchasing the current “toy” hoverboards or any future ones. *As a result of* consumer desire and need, *however*, it can be anticipated that inventors will create a flying hoverboard and that new laws will make them safe and legal.

#### Answer Key for Exercise 5

- a. Despite / in spite of & As a result of / (Because of)
- b. Therefore / thus / for this reason / as a result of this
- c. Although / even though
- d. On the one hand & On the other hand

**Lesson Plan 23 – A History of Drains**

*Goals: Students will learn to write conclusions including their linkers and will practice using passive sentences.*

**Materials Needed:** handouts, board, projector, videos, HW from previous week

Length of lesson: 90 minutes

| Time             | Stage                         | Teacher & Students will...   |
|------------------|-------------------------------|--|
| <b>13-18 min</b> | <b>HW check &amp; Lead in</b> | Check HW – consider the features of the introduction, the thesis statement and the body paragraphs that were written. Peer consideration would be a good way to point these out, as this will prepare sts for consideration of how to design a conclusion. |
|                  | <b>Short Writing</b>          | Sts watch a video about drains and take notes to add to what they see in the outline. T first shares vocab!  |
| <b>20-25 min</b> | <b>Instruction</b>            | Read about conclusions and different techniques for making a good one. Also, spend time on concluding linkers.   |
|                  |                               | Now consider the sample conclusion. How does it compare to the information about conclusions?  |
| <b>8-12</b>      | <b>FB</b>                     | Fill in the box about what a conclusion should do.   |
| <b>12-15</b>     | <b>Pre-writing</b>            | Read about passives. Then observe their use. Practice with passives.   |
| <b>20-25</b>     | <b>Writing</b>                | Using the essay HW, write a conclusion for that essay.   |
| <b>5-10</b>      | <b>Feedback</b>               | Read their paragraph to a partner and have them answer the questions.  |
|                  | <b>Homework</b>               | <i>Look online for a piece of artwork (a painting, a sculpture, some architecture, etc.) that you think is beautiful or important. Tell about it in your own words, and tell about your feelings about it. (150-250 words).</i>                            |
| <b>2-3</b>       | <b>Survey</b>                 | What do the sts feel they need to learn before the end of the level?   |

Additional examples of possible resources: History of Drainage systems (videos & text)

- ~ [https://www.youtube.com/watch?v=Rj\\_2QgaukPA](https://www.youtube.com/watch?v=Rj_2QgaukPA) – Paris Sewage System, (from History Channel) (10 min)
- ~ <https://www.youtube.com/watch?v=CoFuQZBPCKo> – How do sewers work? (4 min)
- ~ <https://www.youtube.com/watch?v=.79akbIEwWQ> Canada’s current drainage system (9 min; use just part)
- ~ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.492.8829&rep=rep1&type=pdf> – Urban Drainage History

Source: Burian, Steven J. & Findlay G. Edwards. “Historical Perspectives of Urban Drainage” Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.492.8829&rep=rep1&type=pdf>

**Lesson Plan 24 – Storytelling**

*Goals: Students will learn the final punctuation marks and review the English verb system while reviewing as needed.*

**Materials Needed:** handouts, board, projector, videos, “vague pictures”

Length of lesson: 90 minutes

| Time             | Stage              | Teacher & students will...  |
|------------------|--------------------|---|
| <b>5-8 min</b>   | <b>Lead in*</b>    | Sts consider the pictures and brainstorm possible scenarios (alone). Then they share their scenarios with a friend.   |
| <b>25-35 min</b> | <b>Instruction</b> | T presents the English Tense-Aspect system with <a href="#">Prezi presentation</a> . This allows students to see the system as a system. Have the students take notes on what seems important to them about the system. Then, deal with the box on the HO with the two notes about the system. See more details on Chafe’s principle below, taken from <i>The Grammar Book</i> (Celce-Murcia & Larsen-Freeman, 1999).<br><br>Briefly deal with semicolons and colons, giving students a chance to practice. |
| <b>10-15 min</b> | <b>Writing</b>     | Write the story that was brainstormed for with the pictures in Exercise 1.<br><br>T should make sure to help students in their focus on verb tenses. This will be key in academic writing for giving examples and other reporting.  |

### Second Hour

|                  |                       |  |
|------------------|-----------------------|--|
| <b>25-30 min</b> | <b>Writing</b>        | Complete the story in Exercise 4.<br><br>FB – Sts check their own stories, then have a partner give them feedback on the same questions.<br><br>Then, let the students share with a larger group, reading them aloud and with emphasis, maybe whole class, maybe small groups. Then, they work to improve each one as a group. Thinking of new vocab or linkers, etc.  |
| <b>15-20 min</b> | <b>General Review</b> | Deal with any questions from the Week 23 survey. Check that students feel prepared for the end-of-track writing evaluation.<br><br>OR<br><br>Game: Sts write T/F sentences about themselves with 8 random words. (e.g. juice, break the law, plastic surgery, request, turtle, dead serious, all of a sudden, It's all the same to me...) Then they take turns sharing them in small groups with everyone guessing whether they are true or false. |

\* Alternate approach: T shows students a “vague picture” (or several) and asks them to brainstorm in groups what could be going on. (Such pictures can be found easily on the internet.) This could also be done by playing an audio clip from Youtube after searching for “storytelling with sounds.”

Additional examples of possible resources:

~ Champlin, Matt. “English Tense-Aspect System.” Retrieved from <https://prezi.com/view/lgBsD204Fri4oE5hAL2D/>

~ Video about semicolons: <https://www.youtube.com/watch?v=o-f2riEA4mY>

**CHAFE'S OBSERVATIONS ON TENSES IN DISCOURSE**

To provide a more complete accounting for tense sequences in discourse, Chafe (1972) introduces the notion of generic tenses—which we describe in Chapter 2 as backgrounding. He provides the following piece of discourse (pp. 48–49) along with his accompanying tense analysis:

| <b>F. Discourse Sequence</b>                 | <b>Chafe's Tense Analysis</b> |
|--|-------------------------------|
| a. I went to a concert last night.           | a. past                       |
| b. They played Beethoven's second.           | b. past                       |
| c. You don't hear that very often.           | c. generic                    |
| d. I enjoyed it.                             | d. past                       |
| e. Next Friday I'm going to another concert. | e. future                     |
| f. They're playing something by Stravinsky.  | f. future                     |

Using this illustration, Chafe makes several important points: When a tense or time has been established in a piece of discourse, this tense must be maintained unless:

1. A “generic” tense (usually the simple present) is used for a comment or aside, as in (c) above and temporarily suspends the past tense requirement followed in (a), (b), and (d).
2. A new explicit time marker—or a clearly implied shift—is introduced into the discourse, which terminates the old tense and replaces it with another, as happens with “Next Friday” initiating clause (e) with a subsequent new tense in (e) and (f).

**Lesson Plan 25 – 5 Dimensions of Culture**

*Goals: Students will use emphasis structures as well as practicing with gerunds.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| Time      | Stage                                     | Teacher & Students will...  |
|-----------|---|---|
| 10-15 min | Lead in                                   | T starts with a video clip of a great moment in a football match or a famous goal, OR asks students to suggest the greatest goal in history and then watch it from Youtube. Discussion of what made it great, this can reveal the 5 dimensions.<br><br>Students observe the 5 dimensions of culture and apply them to the culture of football.  |
| 20-25 min | Instruction<br><br>Short writing          | Students read a sample paragraph showing the development of one of the cultural dimensions and write a topic sentence and identify the purpose of emphasis words in it. Then, T presents the box on emphasis and focus in writing.<br><br>Exercise 3 – sts write 3 sentences with emphasis forms. Then share with their friends and get FB.   |
| 5-10 min  | (optional)                                | The whole class can develop a paragraph together on the board.  |
| 12-15 min | Instruction & Practice<br><br>Pre-writing | Sts review gerunds, seeing examples of how they can be formed in different areas. This is an academic area that does not get much practice in conversational English. Then, complete Exercise 4.<br><br>Sts work in 2-3 to brainstorm and outline a cultural practice that they are familiar with. They can brainstorm from all 5 perspectives about any cultural practice or object. |
| 20-25 min | Writing                                   | In groups, they work together to prepare an introduction.   |
| 5-10 min  | Feedback                                  | Pairs read each other’s writings and then write down three questions about their partner’s cultural practice.   |
|           | Homework                                  | Complete your essay about a cultural practice in the 5 dimensions (200+ words)  |

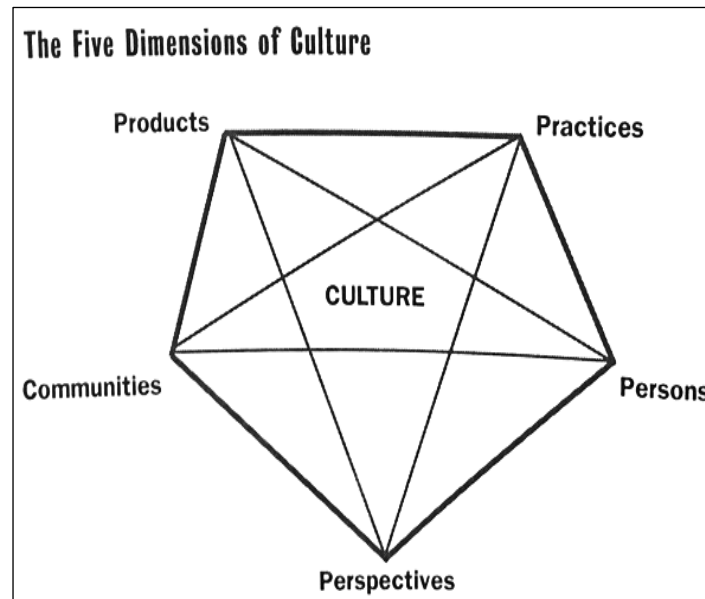
## Exercise 4 Answer Key

**competing    spending    participating    cheering    shouting    teaching**

A football stadium is full of different communities. Of course, two teams are excited about **\_competing\_** against each other. Meanwhile, the **\_cheering/shouting\_** of the fans makes it obvious that they are united in support of the players. Along with the other noises, the **\_shouting\_** of the drink and snack sellers can be heard. Along with all those, there are also smaller, less obvious communities as well. Families have come together; **\_teaching\_** their children about their favorite sport is important for many families. As well, **\_participating\_** in the local sports scene is important for some tourists. Beyond that, many groups of friends think football is a relaxing way of **\_spending\_** time together. Clearly, football can be an excellent community builder.

Moran, Patrick. (2001). *Teaching Culture*, pg. 24-25.

- **Products** are all artifacts produced or adopted by the members of the culture, including those in the environment, such as plants and animals. Products range from tangible objects—such as tools, clothing, written documents, or buildings—to more elaborate yet still perceptible constructions such as written and spoken language, music, or complex institutions of family, education, economy, politics, and religion. Products, both tangible and intangible, are located and organized in physical places.
- **Practices** comprise the full range of actions and interactions that members of the culture carry out, individually or with others. These include language and other forms of communication and self-expression as well as actions associated with social groups and use of products. These practices are both verbal and nonverbal and include interpretations of time, space, and the context of communication in social situations. Practices also involve notions of appropriateness and inappropriateness, including taboos.
- **Perspectives** represent the perceptions, beliefs, values, and attitudes that underlie the products and that guide persons and communities in the practices of the culture. These perspectives can be explicit but often they are implicit, outside conscious awareness. Taken as a whole, perspectives provide meaning and constitute a unique outlook or orientation toward life—a worldview.
- **Communities** include the specific social contexts, circumstances, and groups in which members carry out cultural practices. These contexts range from broad, amorphous communities—such as national culture, language, gender, race, religion, socioeconomic class, or generation—to more narrowly defined groupings—a local political party, a social club, a sports team, a charity organization, coworkers, or family. These communities coexist within the national culture and are in particular relationships with one another: separation, cooperation, collaboration, or conflict.
- **Persons** constitute the individual members who embody the culture and its communities in unique ways. Each person is a distinct mix of communities and experiences, and all persons take on a particular cultural identity that both links them to and separates them from other members of the culture. Culture resides both in the individual members of the culture and in the various social groups or communities that these persons form to carry out their way of life. Culture is thus both individual and collective—psychological and social.



from *Teaching Culture* by Patrick Moran 1

**Lesson Plan 26 – A Moral Dilemma**

*Goals: Students will learn to recognize and eliminate illogical sentences; they will also work with using the second conditional and additional linkers to give examples in hypothetical situations.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| Time             | Stage                | Teacher & Students will...   |
|------------------|----------------------|--|
| <b>10-15 min</b> | <b>Lead in</b>       | Students start with a video of a moral dilemma, “The Trolley Problem,” taking notes and discussing possible solutions or outcomes. (They could also read about it if that is necessary.) |
| <b>30-35 min</b> | <b>Instruction</b>   | T shows the students the second conditional notes, pointing out its importance for hypothetical examples. Sts read sentence, mark the conditional clauses, and answer the questions.     |
|                  | <b>Short writing</b> | T introduces the various logical problems. Sts identify the various problems in the sentences and then create 2 illogical sentences of their own for a friend to analyze.                |
| <b>5 min</b>     | <b>FB (optional)</b> | Sts share illogical sentences, why they are wrong, and how to fix them.  |
| <b>4-6 min</b>   | <b>Instruction</b>   | Extra linkers for examples. Sts practice with these briefly.   |
| <b>25-35 min</b> | <b>Writing</b>       | In 2-3s, sts work to understand and respond to the scenario. First, they should discuss it and then write a group opinion. They can check for the key lesson points in their response.   |
| <b>5-10</b>      | <b>Feedback</b>      | Share their paragraph with another group, getting feedback on their writing and discussing their opinions.   |
|                  | <b>Homework</b>      | Sts read and summarize (in pairs) the moral dilemma from <i>Sophie’s Choice</i> .  |

Additional examples of possible resources:

~ <https://www.youtube.com/watch?v=bOpf6KcWYyw> – The Trolley Problem (1:30 min)

~ <https://www.youtube.com/watch?v=2MP8JQySTKY> – TED Talk on moral dilemmas

~ <https://www.youtube.com/watch?v=ixIoDYVfKAO> – The Ethical Dilemma of Self-Driving Cars (4 min)

*Stanford Encyclopedia of Philosophy*. “Moral Dilemmas.” (2018, June 16). Retrieved from <https://plato.stanford.edu/entries/moral-dilemmas/>



**Lesson Plan 27 – Ottoman Cuisine**

*Goals: Students will learn forms for paraphrasing and introducing sources and will also use reported speech.*

**Materials Needed:** handouts, board, projector, videos, presentation about reported speech Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                         | <b>Teacher &amp; Students will...</b>  |
|------------------|--------------------------------------|--|
| <b>8-10 min</b>  | <b>Lead in</b>                       | Start with a video about Ottoman cuisine, possible links below. Have students try to write down some exact quotes from the video. (Listen twice?) These will be used for paraphrasing and reported speech later.   |
| <b>27-32 min</b> | <b>Instruction</b>                   | An overview of the reported speech grammar can be found in a PPT-style presentation on Google Drive. T should decide how much of the presentation is needed by sts ahead of time. They should be familiar with the grammar already, but it is very important for academic writing; so, it may need extra time. |
|                  | <b>Short Writing</b>                 | In pairs, sts paraphrase their quotations from the video. Then each pair can write 1 original sentence and 1 paraphrase on the board.  |
| <b>5-8 min</b>   | <b>FB</b>                            | Class considers what aspects of paraphrasing and reported speech they see in each set.   |
| <b>12-15 min</b> | <b>Pre-writing &amp; Instruction</b> | (optional) Introduce one of the other videos from below.<br><br>Ask students about different ways to start sentences other than with the subject. Put examples on the board, and then have the sts work to come up with examples as a class, about cooking.  |
| <b>20-25 min</b> | <b>Writing</b>                       | Sts rewrite the paragraph to give each sentence a different way of being introduced. They may need to add or paraphrase in some ways, but they should keep the same information.   |
| <b>5-10 min</b>  | <b>Feedback</b>                      | Peers give FB to each other; then some whole class feedback.   |
|                  | <b>(optional)</b>                    | Sts may begin the homework research if they finish early.  |
|                  | <b>Homework</b>                      | Sts write 125+ word paragraph using 3 different ways of introducing sources after researching one of the assigned topics.  |

Additional examples of possible resources:

- ~ Link for Reported Speech presentation - <https://drive.google.com/open?id=17Fgk8505qsYIXBDUaq-ZGfN8LcQMP2hLkyqvN9xDMSk>
- ~ <https://www.youtube.com/watch?v=Hf6VuQpBF8o> – Asitane Restaurant, reviving old Ottoman Cuisine
- ~ <https://www.youtube.com/watch?v=ohpn9LzdcWs> – Istanbul: Turkish Cuisine at a Crossroads
- ~ <https://www.npr.org/templates/story/story.php?storyId=128907103> – audio or text about Turkish cuisine among the greatest cuisines



*Reported Speech presentation*

#### *Sources*

Salloum, Habeeb. “Turkish Food: One of the Three Great Cuisines in the World.” (2007, November 18).

Retrieved from <http://thingsasian.com/story/turkish-food-one-three-great-cuisines-world>

Republic of Turkey Ministry of Culture and Tourism. “The Ottoman Cuisine.” Retrieved from <http://www.kultur.gov.tr/EN-98797/the-ottoman-cuisine.html>

#### Exercise 3 – Possible Answer Key

**According to cultural historians**, Ottoman cuisine is one of the world’s three greatest cuisines. **Like the French and Chinese dynasties, which also created great cuisine**, Ottoman cuisine became great because of the dynasty of Ottoman sultans. **As the Turkish Ministry of Culture and Tourism’s website asserts**, this cuisine has five main types of dishes. **If one asked what these are**, they are meat, vegetable, rice, dough, and sweet dishes. **In a blog article**, [thingsasian.com](http://thingsasian.com) mentions that Ottoman cuisine incorporated aspects of the Persian, Arab, and Greek cuisines as well as Turkish cuisine.

**Lesson Plan 28 – Circadian Rhythms**

*Goals: Students will learn to hedge their writing including using linkers for partially correct statements. They will also work with introducing sentences in different ways.*

**Materials Needed:** handouts, board, projector, and video

Length of lesson: 90 minutes

| Time      | Stage                      | Teacher & students will...   |
|-----------|----------------------------|--|
| 10-12 min | Lead in & pre-writing      | Sts watch a video about circadian (/sə:'keɪdɪən/) rhythms and fill in the key vocab and ideas they here.   |
| 30-35 min | Instruction<br><br>Writing | Instruct students about hedges (some videos are below and links below give more info.) Then have them watch the video again and try to identify hedges within the video.<br><br>Have sts examine an authentic text about circadian rhythms; a sample with a second copy with the hedges marked is given below but others are available online.                         |
| 25-30 min | Writing                    | Sts examine and re-write a text without hedges and then rewrite it, adding them. (Exercise 3) (pair work)<br><br>Sts write a paragraph using hedges.   |
| 15-20 min | Peer-FB<br><br>T-FB        | Have sts give peer-FB with Exercise 5.<br><br>T asks and shows different ways that sentences can start. Return to Exercise 3 and then check Exercise 4. What are the different ways that sentences can start? (Subject-verb, linkers, dependent clause, adverb, prepositional phrase.) T can encourage variety since it increases the interest and benefits the style. |
|           | HW                         | <i>Watch one of the following videos. Summarize it and share your ideas about it in 200-250 words. You can use the other readings and videos to support your ideas</i>   |

Additional examples of possible resources:

Videos about Hedging

~ [https://youtu.be/N\\_gM\\_GNU0Rw](https://youtu.be/N_gM_GNU0Rw) - Hedging in Academic Writing

~ <https://youtu.be/hYXyBCsk5vw> - Hedging: Modal Verbs and Adverbs

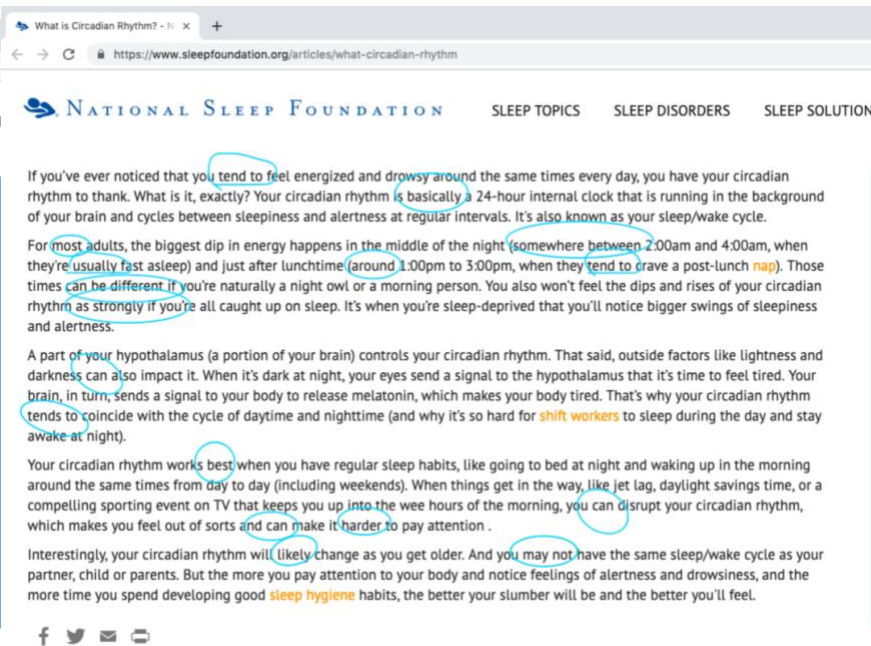
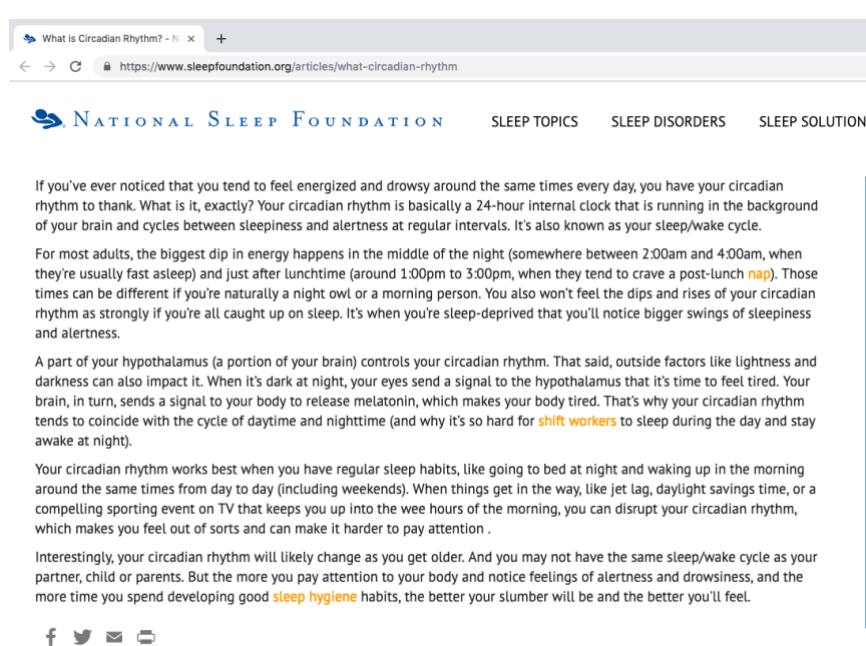
~ Hyland has a number of articles online about hedging in academic writing

about Circadian Rhythms

- ~ <https://www.youtube.com/watch?v=fNlp0UMqUtM> – Sleep Stages & Circadian Rhythms (8 min)
- ~ <https://www.youtube.com/watch?v=JBQDOiR9EvU> – Circadian Rhythms & your health (6 min)
- ~ <https://www.youtube.com/watch?v=gU-JzVwx-2M> – Light & Circadian Rhythms (18 min)
- ~ <https://www.youtube.com/watch?v=erBJuxVR7IE> - Healthy Circadian Habits (16 min)
- ~ [https://www.youtube.com/watch?v=mJUW\\_dxtDm0](https://www.youtube.com/watch?v=mJUW_dxtDm0) – Circadian Rhythms & Insulin Blues (3 min)

Source:

National Sleep Foundation. “What is Circadian Rhythm?” Retrieved from <https://www.sleepfoundation.org/articles/what-circadian-rhythm>



**Lesson Plan 29 – History: The City of Canberra**

*Goals: Students will work with text-referring words and articles while practicing hedging in their feedback.*

**Materials Needed:** handouts, board, projector, and video

Length of lesson: 90 minutes

| Time      | Stage                            | Teacher & students will...  |
|-----------|----------------------------------|---|
| 12-15 min | Lead in & pre-writing            | <p>Sts read an essay about the history of Canberra, and then watch a video of that history and mark which things in the essay are also mentioned in the video.</p> <p>Answer questions in Exercise 1.</p>   |
| 30-35 min | Instruction<br><br>Short Writing | <p>Consider text referring words. These words are worth spending some time on because they are very valuable for improving academic writing.</p> <p>For exercise 2 &amp; 3, have students refer back to the essay. They should consider and then produce sentences with text-referring words.</p> <p>In groups, students check their sentences in Exercise 3; they should first check the text-referring words, then their use (or non-use) of articles. Then, sts pick the 3-5 good sentences from each group and write them on the board. As a class then, <b>review article usage</b>.</p> |

## Second Hour

|           |                            |   |
|-----------|----------------------------|---|
| 25-30 min | Pre-writing<br><br>Writing | <p>Put several topics up around the room and have students choose one that is interesting to them, which they will write about. Possible topics would be their most recent reading/listening lesson, or any of the following: violence &amp; video games, death penalty, women in the labor force, education, unemployment.</p> <p>In groups, they should use a brainstorming method, clustering/cubing/KWL, etc. Then, create a thesis statement and an outline.</p> <p>Then split into pairs to write paragraphs, focusing on text-referring words when possible.</p> |
| 15-20 min | FB                         | Sts give gentle feedback on hedging and clarity to a different pair. Exercise 6   |
|           | HW                         | <i>Sts complete 2 more paragraphs of the essay, whichever ones they want (200+ words) and focus on using text-referring words when possible.</i>  |

Additional examples of possible resources:

Videos about Canberra

~ <https://www.youtube.com/watch?v=Sj-VzFIJ14o> (8:30 min)

~ <https://www.youtube.com/watch?v=VOpUE4eHQFA> (4 min)

~ <https://www.youtube.com/watch?v=9jie34KHOKo> (11 min)

~ **Cubing:** <https://drive.google.com/open?id=13vk77djkJU9Hh5AGelv866z23iRk6jv4> – *Three cubing formats and notes on how to use them. The worksheet format is easily printed and can be adjusted; the PPT format is also adjustable and the students merely need a piece of paper. The physical cube format requires some materials but can be a good tactile tool.*



**Lesson Plan 30 – Emotions & Self-Expression**

*Goals: Students will learn standards for bias-free writing as well as review general punctuation rules.*

**Materials Needed:** handouts, board, projector, and videos

Length of lesson: 90 minutes

| Time             | Stage                            | Teacher & students will...   |
|------------------|----------------------------------|--|
| <b>12-15 min</b> | <b>Lead in &amp; pre-writing</b> | Choose one of the songs below or a different expressive song. Sts evaluate what emotions are being expressed, positively or negatively.  |
| <b>30-35 min</b> | <b>Writing</b>                   | Sts think about other songs they know and how they express different emotions... positive and negative: love, hate, joy, anger, jealousy, excitement, hope, despair... If sts struggle for ideas, suggest different styles: pop, jazz, arabesque, rock, classical, movie themes...<br><br>Sts consider the relationship of emotion and music. Then for a TIMED 5-minutes they write their thoughts on emotion in academic writing. Before this writing, they should talk in pairs or small groups about the questions for several minutes. |
|                  | <b>Instruction</b>               | Review punctuation, particularly the differences between Turkish and English rules. Also, any other questions sts may have.  |

Second Hour

|                  |                         |  |
|------------------|-------------------------|--|
| <b>48-43 min</b> | <b>Possible lead-in</b> | One of the videos from “The DNA Journey” would be a good introduction to the discussion of bias. Have the sts discuss areas in which they have heard, felt, or seen such bias/prejudice. |
|                  | <b>Instruction</b>      | Then introduce the bias-free handout. It will take a while to work through this complex topic, but if the sts understand the main ideas, it should not be difficult.                     |
|                  | <b>Writing</b>          | Sts brainstorm and write about how bias can be minimized in the world. Depending on time, they may start to write the introduction to their HW here.                                     |
| <b>3-5 min</b>   | <b>FB</b>               | Ask the sts to discuss with their partner OR write down 2 things that had been useful to them.   |
|                  | <b>HW</b>               | <i>Think about bias and prejudice, connections and disconnections, friendships and enmity. What sort of solutions could be beneficial to reduce bias against others?</i>                 |

Additional examples of possible resources:

~ Swan and Smith's book *Learner English* has a useful section on punctuation differences between English and Turkish on pages 217-218.

Lead-in song options:

~ <https://www.youtube.com/watch?v=bEeaS6fuUoA> – A Lovely Day – Bill Withers

~ <https://www.youtube.com/watch?v=EELJeYzfjM> - Crayola Doesn't Make A Color for Your Eyes - Kristin Andreassen

~ *DNA Journey* - [https://www.youtube.com/watch?v=Fw7FhU-G1\\_Q](https://www.youtube.com/watch?v=Fw7FhU-G1_Q) (*There are several other videos in the series; choose one that is beneficial for your classroom!*)



**Lesson Plan 31 – Entrepreneurs**

*Goals: Students will review the system of formal linkers and will learn to synthesize multiple sources and practice descriptive adjectives.*

**Materials Needed:** handouts, board, projector, videos

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                           | <b>Teacher &amp; Students will...</b>   |
|------------------|--|---|
| <b>10-15 min</b> | <b>Lead in</b>                         | Game: Sts write a sentence for each linker, but pass the sentence left after each sentence is written. Thus, each learner must to add and develop a crazy story. (Groups of 5 would allow each person to add 2 sentences to the story.) About 1 minute can be given for writing, but some extra time will be needed for reading the previous sentences as the paragraph goes on.  |
| <b>8-10 min</b>  | <b>Review &amp; Short writing</b>      | Sts consider which linkers are familiar and which are new/unused. Remind them to notice the punctuation.<br>Sts practice with some of the unused linkers.   |
| <b>18-23</b>     | <b>Instruction &amp; Short writing</b> | Discussion of what synthesis is. Reading and Summary of individual paragraphs key points.<br>Sts fill in the paragraph synthesizing the results of their reading. (Exercise 5) Then, sts evaluate how the synthesis was done/effective.   |
| <b>2-3 min</b>   | <b>FB (optional)</b>                   | Have students compare their thoughts about synthesizing, then have brief whole class FB.  |
| <b>4-6 min</b>   | <b>Lead-in</b>                         | Use one of the short videos below to introduce the lesson.  |
| <b>25-35 min</b> | <b>Writing</b>                         | Sts need to pick a topic for their group; they will do a bit of research together, choosing different sources. They will try to synthesize these sources in their essay. (They should share them with each other.)<br><i>Some possible topics: “What are the key principles for success in a business?” “What kind of leader does a successful company need?” “Is it better to take a risk and start a company or to work for someone else?”</i><br>Have the students brainstorm in groups and create an outline together. Different groups can do different topics.<br>Then they can begin the writing process, writing an introduction. |
| <b>5-10 min</b>  | <b>Feedback</b>                        | T should be active in giving FB throughout the groups. Help the sts see ways to synthesize their information.   |

|                |                                  |  |
|----------------|----------------------------------|--|
| <b>3-5 min</b> | <b>Instruction</b><br>(optional) | T leads sts to consider the need for a variety of vocab and how the given adjectives (in HW) can help them.  |
|                | <b>Homework</b>                  | The homework is meant to emphasize the importance of learning and employing various adjectives. It is also meant to allow the student to practice with linkers and synthesis. For this purpose, it would be good to start it in class where students can begin writing with support. |
| <b>2-3 min</b> | <b>Survey</b>                    | Ask students about needed areas of review before proficiency exam  |

Additional examples of possible resources:

~ <https://www.youtube.com/user/StanfordEuropeurens/videos> - A variety of entrepreneur videos

~ <https://www.youtube.com/watch?v=7GOVxz3PBHA> – Syrian education entrepreneur in Turkey (3 min)

#### *Sources*

Ödemiş, Melih. (2016, January 25). “Turkey :: Melih Ödemiş - Yemeksepeti - Food Delivery Startups” Retrieved from <https://www.youtube.com/watch?v=pl6ikcqRAx8>

Drazin, Haley. (2018, July 31) She’s 35 -- and \$3 billion company.” Retrieved from <https://money.cnn.com/2018/07/31/news/stitch-fix-founder-ceo-katrina-lake-interview/index.html>

**Lesson Plan 32 – Daily Conversation vs. Academic Discourse**

*Goals: Students will practice combining and expanding sentences while using a variety of vivid vocabulary.*

**Materials Needed:** handouts, board, projector, pictures

Length of lesson: 90 minutes

| <b>Time</b>      | <b>Stage</b>                         | <b>Teacher &amp; Students will...</b>   |
|------------------|--------------------------------------|---|
| <b>10-15 min</b> | <b>Lead in</b>                       | Give students 1 minute to look at the picture, and then 5 minutes to write about it.* They should aim for 40-60 words in 5 minutes, also at least 5 sentences.  |
| <b>30-35 min</b> | <b>Instruction</b>                   | Discuss the box about combining and expanding sentences.  |
|                  | <b>Short writing</b>                 | In pairs, the sts work to re-write their paragraph, combining and expanding their sentences into one better paragraph. They should work with both of their writings together.   |
| <b>5 min</b>     | <b>FB</b>                            | Pairs share with other pairs to get FB on what else they could do. (Exercise 4)   |
| <b>7-10 min</b>  | <b>Lead-in</b><br><b>Instruction</b> | A beautiful descriptive paragraph... using the links below or an internet search, show the students a richly-worded description of a street and/or beach<br><br>Students brainstorm all the features of academic writing that they have learned, onto the board. Show the of academic adverbs below. Then, T has students work together to describe the same picture one more time in as academically as possible – using hedges, linkers, high-level grammar, giving evidence/support for their claims, topic sentence, removing informal language, etc. |
| <b>8-12 min</b>  | <b>Writing</b>                       | Pairs now swap their paragraph with the group they did FB with in Exercise 4, and they re-write it <i>academically</i> for the other pair.  |
| <b>5-10 min</b>  | <b>Feedback</b>                      | Sts self-check their writing.   |
| <b>10-15</b>     | <b>Review</b>                        | TIME FOR REVIEW IF NEEDED based on Week 7 survey.<br><br>Sts work together as a whole class and make a list of all the things they have learned about writing during the class. Secondly, they may write a thank-you letter to any of their teachers, thanking them for their year's work. This can be very meaningful, but is simpler if the writing teacher excludes themselves from being written to.  |

Additional examples of possible resources:

\*The website Unsplash.com has many fantastic photos that are free to download and use. Choose one of those if preferred.

~ Descriptions of a city street

~ <https://thoughtcatalog.com/chris-backley/2012/06/new-york-through-the-5-senses-as-experienced-by-an-outsider/>

~ <https://www.descriptionari.com/quotes/cityscape/>

~ <https://www.descriptionari.com/quotes/streets/>

~ <https://www.bartleby.com/essay/Descriptive-Essay-New-York-City-in-the-P3C5VCYZVJ>

|             |             |              |               |               |             |
|-------------|-------------|--------------|---------------|---------------|-------------|
| abnormal    | crucial     | finite       | liable        | precise       | supreme     |
| abstract    | crystal     | fluent       | linguistic    | preliminary   | synthetic   |
| academic    | cumbersome  | fundamental  | magnetic      | previous      | tangible    |
| accurate    | deficient   | genuine      | major         | radical       | temporary   |
| adequate    | definite    | homogeneous  | material      | random        | tense       |
| adjacent    | dense       | hostile      | maternal      | rational      | tentative   |
| amorphous   | distinct    | huge         | mature        | reluctant     | thermal     |
| angular     | diverse     | identical    | mental        | respective    | tiny        |
| annual      | divine      | imperial     | military      | rigid         | transparent |
| anonymous   | domestic    | implicit     | minor         | rudimentary   | trivial     |
| appropriate | drastic     | incessant    | mobile        | rural         | tropical    |
| approximate | dynamic     | incompatible | moist         | scalar        | ultimate    |
| automatic   | efficient   | inconsistent | negative      | secure        | unduly      |
| averse      | elaborate   | indigenous   | neutral       | similar       | urban       |
| aware       | elicit      | ingenious    | novel         | simultaneous  | utter       |
| capable     | eloquent    | inherent     | nuclear       | solar         | vague       |
| civic       | empirical   | initial      | obvious       | sophisticated | valid       |
| classic     | equidistant | innate       | odd           | spatial       | vast        |
| cogent      | equivalent  | intelligent  | partisan      | spontaneous   | verbal      |
| colloquial  | eventual    | intense      | passive       | stable        | vertical    |
| concentric  | evident     | intermediate | perpendicular | stationary    | virtual     |
| consequent  | explicit    | internal     | perpetual     | subjective    | visual      |
| constant    | external    | inverse      | pertinent     | subordinate   | vital       |
| contingent  | feasible    | judicial     | physical      | subsequent    |             |
| contrary    | federal     | kindred      | positive      | subtle        |             |
| corporate   | fertile     | legal        | potential     | superficial   |             |
| credible    | final       | legitimate   | pragmatic     | superior      |             |

*the Adjectives on the AWL*

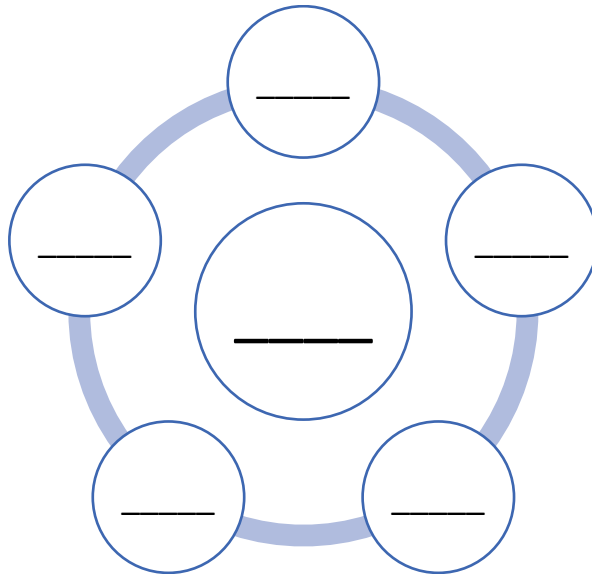
(Hinkel, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*, 2004)

Nessel, D. D., & Dixon, C. N. (2008). *Using the Language Experience Approach with English Language Learners*. Thousand Oaks, CA: Corwin Press.

**Appendix D – Student Handouts for Lessons**

***Personal Details - Lesson One***

1. Write 5 important words or numbers about yourself. Write your name in the middle.



2. Work with your partner to make sentences with your words.

- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_  
- \_\_\_\_\_

3. Write a paragraph with your sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Self-Check

- a. Does the paragraph talk about a person or character? \_\_\_\_\_
- b. Does the paragraph use capital letters and full stops? \_\_\_\_\_
- c. Does every sentence have a subject and a verb? \_\_\_\_\_
- d. Do some sentences use pronouns, like *he, she, it, I, you*? \_\_\_\_\_
- e. What question do you have about today's class? \_\_\_\_\_

*A Favorite Place - Lesson Two*

1. Write a paragraph with your sentences. Your first sentence should give the main idea.

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2. Think about all the adjectives. Which 2 do you like best?

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Figure 1 <http://all-free-download.com/>

3. Write a new paragraph.

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4. Check yourself.

- a. Did you write about the room in the picture? \_\_\_\_\_
- b. Does every sentence have a subject and a verb? \_\_\_\_\_
- c. Do your sentences have adjectives? \_\_\_\_\_
- d. Do some sentences use prepositions, like *on*, *in*, or *at*? \_\_\_\_\_
- e. Does the paragraph use commas, capital letters and full stops? \_\_\_\_\_
- f. What question do you have about today's class? \_\_\_\_\_

WRITE AT HOME: *This week write a paragraph and describe a place that you love to go. Use some new words!*

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Name: \_\_\_\_\_

**Daily Routine - Lesson Three**

1. *Circle the articles (a, an, the) in the paragraph below. Why are those articles used in those sentences?*

Lee wakes up at 7:00 almost every morning, but on the weekend, he gets up at 8:30. On weekdays, he takes a shower and eats breakfast with his family. Then he leaves for university at 8:10. He usually meets a friend at the university. They go to class together. The class starts at 9:00. Lee's last class ends at 4:00. He uses a city bus to go home, but sometimes he stops and plays football with his friends. Supper is at 6:30, and then there is homework. After the homework, Lee relaxes for a bit and then goes to bed.

2. *Write about your personal daily routine (with times). Use 6-8 sentences.*

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3. *Partner Check: Answer the following questions.*

- a. Does your partner's paragraph talk about your daily routine? \_\_\_\_\_
- b. Does every sentence have a subject and a verb? \_\_\_\_\_
- c. Do some sentences have time expressions? \_\_\_\_\_
- d. Do the sentences have articles in the right places? \_\_\_\_\_
- e. Mark your favorite sentence with a star. ★
- f. Underline one sentence that could be better.





**Transportation - Lesson Four**

**4 Basic Sentence Linkers**

*and but or so*

When they are used to link two complete sentences, these words should have a comma before them. When they are simply used to link 2 words or phrases, no comma is needed.

*He always likes seeing his grandma, **and** he likes to ride the metro on the way.  
He likes seeing his grandma and his grandpa.*

4. In the text below, circle the linkers that connect complete sentences. Then underline the verbs that show what Miguel can and cannot do.

*Next week, Miguel wants to visit Moscow in Russia. Because he does not speak Russian, he cannot ask for help from everybody, so he has to plan his trip carefully. He can fly to Moscow from his home in Colombia. At the airport, he can buy a ticket, and he can take the Metro to his hotel. From his hotel, he can take a taxi to Red Square, and he can also see the Kremlin. He can only stay in Russia for 3 days, so he can't travel to Siberia by train. Maybe he can come back again and visit more of this beautiful country.*

\*NOTE: "Cannot" is spelled as one word, not two.

5. Write about how you can go to 2 different places with 2 different kinds of transportation. Use 6-8 sentences.

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6. Partner Comparison

- a. How is your paragraph similar to your partner's? \_\_\_\_\_
- b. How is it different than your partner's? \_\_\_\_\_
- c. Did you both talk about 2 kinds of transportation? \_\_\_\_\_
- d. Did you both use commas with sentence linkers? \_\_\_\_\_
- e. Underline one sentence that could be better. \_\_\_\_\_



**Regular Activities - Lesson Five**

1. Brainstorm some activities that you do or don't do regularly.

| <i>Every Day</i>  | <i>Every Week</i> | <i>Every Month</i> | <i>Every Year</i> |
|-------------------|-------------------|--------------------|-------------------|
| Things I Do       | Things I Do       | Things I Do        | Things I Do       |
| Things I Don't Do | Things I Don't Do | Things I Don't Do  | Things I Don't Do |

2. Rewrite the sentences that your group wrote. Use adverbs of frequency like *always*, *never*, *usually*, or *sometimes*. You can add linking words like *but*, *yet*, *or*, or *however* to connect your sentences.

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3. Read the paragraph below. Circle the time expressions and adverbs of frequency; also underline any linking words.

*Every year, my family goes to Emirgan Park on the other side of Istanbul. Every spring millions of tulips grow in Istanbul. In May, we go to see the tulips. Sometimes we take the metro from our house to the park, but sometimes we take a ferry. We are always amazed at the beautiful flowers. It is a great place for a family. Often you can see brides and grooms taking pictures before their weddings. On the other hand, you can usually see many children playing or having a picnic.*

**Commas**

1. *You need commas to connect two sentences using and, but, yet, and or.*
2. *You need commas if you start a sentence with a time expression like “every day” or “each morning.”*

**Examples:**

- ~ I visit Emirgan Park during Istanbul’s Tulip Festival, but I do not go to the park in winter.
- ~ Every week, my brother has taekwondo lessons.

4. Write 5 sentences about an important holiday for your family.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Write a new paragraph. Use your sentences from Exercise 3, and add frequency adverbs and linking words.

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6. Read your writing to your partner slowly and carefully. Pay attention to punctuation.
  - a. Did you write about the room in the picture? \_\_\_\_\_
  - b. Does every sentence have a subject and a verb? \_\_\_\_\_
  - c. Does the paragraph use commas, capital letters and full stops? \_\_\_\_\_
  - d. What question do you have about today’s class? \_\_\_\_\_



*Formal Emails - Lesson Six*

**1. Answer these questions about email; use complete sentences.**

a. Do you have an email address?

\_\_\_\_\_

b. How often do you use it?

\_\_\_\_\_

c. When did you use it last?

\_\_\_\_\_

d. Do you like using email?

\_\_\_\_\_

e. What are five reasons that you might send an email?

i. \_\_\_\_\_

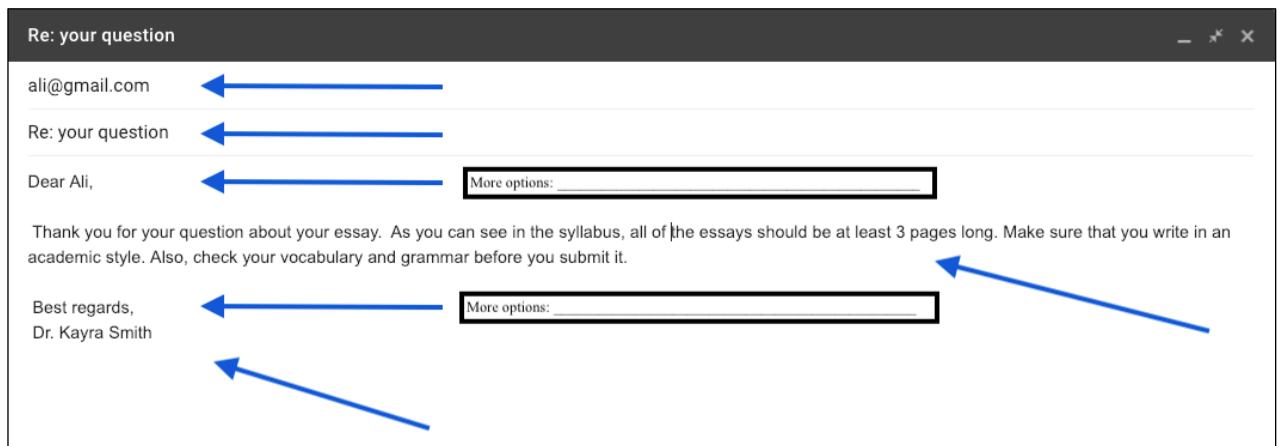
ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

**2. Write the name of each part of the email on the arrow. Then, add more choices for what you could say instead of “Dear Ali” or “Best regards.”**



- Is this a formal or informal email? \_\_\_\_\_ Why? \_\_\_\_\_

- How could an email to a friend or family member be different? \_\_\_\_\_

\_\_\_\_\_

**3. Think about your academic life and write some of important nouns about it.**

*What are some important parts of your academic life?*

People: partner, \_\_\_\_\_

Objects: paper, \_\_\_\_\_

Activities: reading, \_\_\_\_\_

Places: cafeteria, \_\_\_\_\_

**4. Using the ideas above, write 6 sentences about your academic life using *there is/are/was/were*. An example is given.**

Ex: *In preparatory classes, there is a lot of new vocabulary every week.*

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_

**5. Write a new paragraph about your academic life.** You can use some ideas from exercise 3 and 4, but also write a general sentence to introduce your ideas and give some examples.

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6. **Read the email below. Use the “Error Correction Code” from the Appendix to mark the problems in the email.** Is there anything good in it?

10:30 PM (0 minutes ago)

to teacher ▾

Hey,

i am in your class this semester but i missed the first 2 weeks because of some problems with my work and my family :) can you send me the syllabus and anything important that you talked about. thank you. i want to get a good grade in the class so i am emailing you...

is it important for me to come to class every week?

thanks!

← Reply→ Forward

7. **Now, rewrite the email. You can change anything, such as grammar, vocabulary, style, punctuation, etc.**

New Message \_ \* x

Recipients

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Subject

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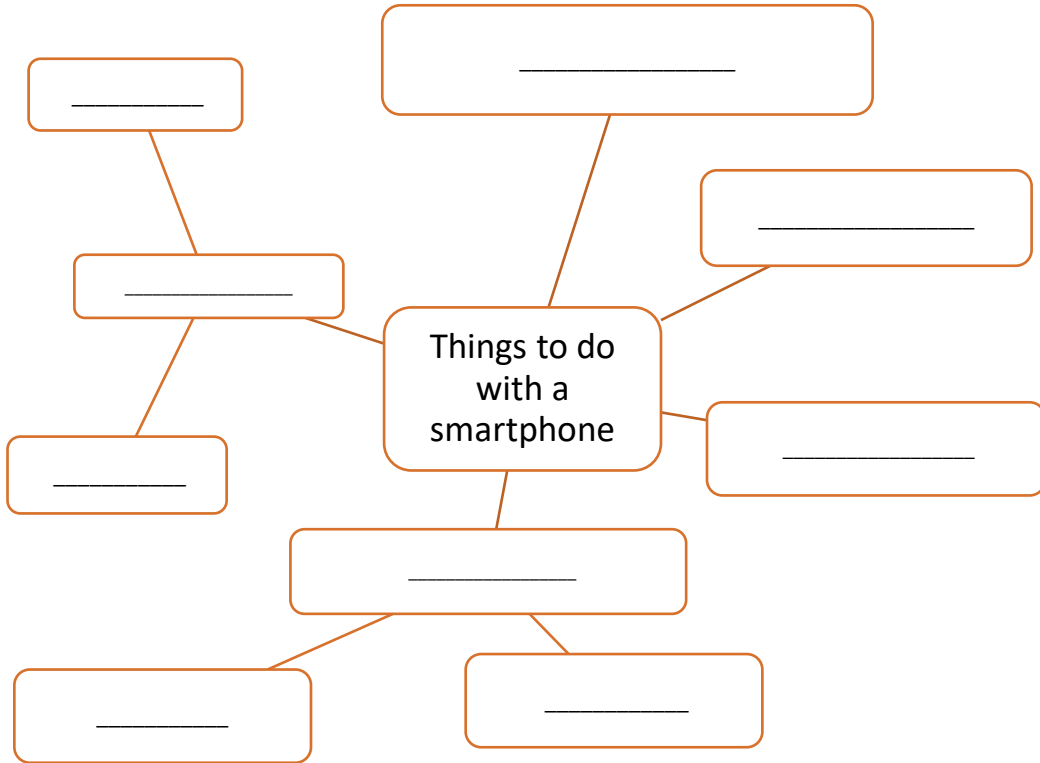
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**Smartphones - Lesson Seven**

1. Take out your smart phone and look at the applications (apps) that you have on it. What can you do with these applications?



2. Rewrite the story that the class wrote about your experience taking pictures. Add details that are important to you. What was *your* picture about?

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**Linkers for Reasons (1)**

*Because, Because of, Since, As, Due to, Due to the fact that*

1. *Because, since, as, due to the fact that* + subject and verb

- ~ Because light is important for good pictures, studios have special equipment.
- ~ Since the journalist arrived right away, she could describe the important details easily.
- ~ Philosophy is fun to study, but it is hard to have a successful career due to the fact that one has to think very deeply.

2. *Because of, due to* + noun

- ~ Because of the bad lighting, the picture looked blurry.
- ~ Due to the snow, classes were cancelled for the day.
- ~ The students were thrilled because of the unexpected holiday.

NOTE: When the linker comes at the beginning of the sentence, a comma will separate the two parts of the sentence. When it comes at the end of the sentence, no comma is added.

3. Read the paragraph. Underline the linkers for reasons. Then, look for any comparisons between the two pictures that are mentioned (“more,” “most,” -er, -est...).



*Since I was a young child, photography has been my passion. This year, I like both of the pictures that I took for the local photography contest. The first one is amazing because it has a panoramic view of our city. The striking blue sky contrasts with the green trees and the white buildings. Because of the white and gold boats on the water, the picture almost feels like it is moving. My other picture might be even more lovely as it displays a single, perfect flower. My little sister is holding the flower, but you can only see her hand and the rose. The leaves of the rose have little drops of water on them since it has just rained. I hope one of the pictures wins a prize in the contest, but I will love them both even if they do not win.*

4. Compare 2 or 3 of the pictures. Explain what you like or don't like about each of them; remember to use linkers for reasons carefully with their punctuation.

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5. Read your writing to your partner slowly and carefully.

- a. Does the paragraph compare two or more pictures? \_\_\_\_\_
- b. Does it use linkers to show reasons? \_\_\_\_\_
- c. Does the paragraph use good punctuation? \_\_\_\_\_
- d. Mark the best sentence in the paragraph with a star.



***Animals - Lesson Eight***

1. Look at the surprising information from the [North Cascade Glacier Climate Project](#). With a partner, think of some questions about **ice worms**.

~ Ice worms are the only worms that live on glaciers, in the ice!  
 ~ Ice worms can melt!  
 ~ Ice worms eat snow algae.



*Photo by Willian Justen de Vasconcellos*

- a. Where \_\_\_\_\_?
- b. How \_\_\_\_\_?
- c. Why \_\_\_\_\_?
- d. What \_\_\_\_\_?
- e. Do \_\_\_\_\_?
- f. \_\_\_\_\_?

2. Research and write the answers to the questions that you asked. You can also write any extra information that you found.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**Exclamation Marks (!) and Question Marks (?)**

3. *Exclamation marks are used at the end of sentences or exclamations with strong feeling. Most of the time, exclamation marks are informal.*
  - ~ Stop! Don't touch that! It's hot.
  - ~ Wow! That's a Harpy eagle! They are very rare.
  - ~ That scientist's ideas are impossible to believe; there is no proof!
4. *Question marks are used at the end of direct questions. (They are not used with indirect questions.)*
  - ~ What endangered animals live in Turkey?
  - ~ Are many species of fish found in the Mediterranean Sea?
  - ~ Scientists wonder if there are any living creatures on Mars?

NOTE: Questions are used in a limited way in academic writing. They are not common.

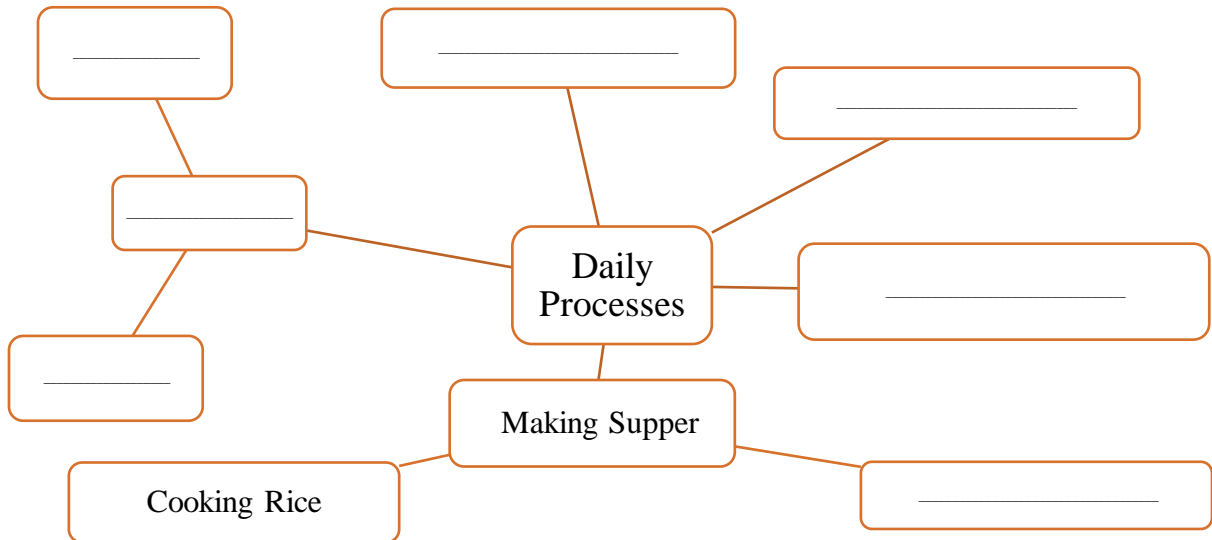


*Daily Processes - Lesson Nine*

1. Put the following sentences in the correct order (1-9) to try to make a good sandwich.

- a. \_\_\_\_ Take two pieces of white bread.
- b. \_\_\_\_ Eat it.
- c. \_\_\_\_ Spread peanut butter on the face of one of the pieces of bread.
- d. \_\_\_\_ Take the lid off the jar of peanut butter.
- e. \_\_\_\_ Put the two pieces of bread, with their peanut butter and jelly sides, together.
- f. \_\_\_\_ With the knife, scoop some of the peanut butter out.
- g. \_\_\_\_ Get a knife and put it inside the peanut butter jar.
- h. \_\_\_\_ Spread the jelly on the bread with knife.
- i. \_\_\_\_ Squeeze some jelly onto the other piece of bread.

2. **CLUSTERING:** Think about how you spend your time each day. What are some things that you do **every day**? Add as many details as you want.



3. First, write the main idea for one of the processes you thought about; then, list the steps of each of the process. Think about vocabulary that you might need to learn.

Topic Sentence: \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

4. Organize your ideas about the process you just saw. What happened?

|   |   |
|---|---|
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |

**Adverbs**

*Using adverbs can help you write more strongly and richly. Instead of just saying 'very' or 'sometimes,' try some of these adverbs in your writing.*

- ~ normally                      ~ initially                      ~ primarily                      ~ temporarily
- ~ constantly                      ~ negatively                      ~ previously                      ~ precisely
- ~ approximately                      ~ positively                      ~ accurately                      ~ sufficiently

These days, I constantly wonder about posting to my Instagram account. I try to post precisely 5 times a day. Initially, when I started using Instagram, I did not think I would like it. Previously, I had used Facebook, but that was boring. After approximately 2 months though, I found that I loved this new experience.

5. Now, write a paragraph describing the process that you saw in detail. Use some adverbs and a clear topic sentence.

Title: \_\_\_\_\_

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*A paragraph of Exercise 1:*

*The process for making a peanut butter and jelly sandwich is quite simple. First, a person takes two pieces of bread; then, they take the lid off the peanut butter jar. Next, they put a knife in the jar, and with the knife, they scoop out some peanut butter. After that, they squeeze some jelly onto the other piece of bread and spread it on the bread with the knife. Then, they put the two pieces of bread together. Finally, they eat it!*





*Hopefully, they will... go to space! - Lesson Ten*

1. *Write down the important vocabulary about space that you know.*



2. *Organize the paragraphs; first find the topic sentence, then look for sentences that support that idea with reasons or examples. (The texts are adapted from [NASA.gov](http://NASA.gov) and [spacedaily.com](http://spacedaily.com).)*

1. **Water Purification**

- a. Using technology developed for the space station, at-risk areas can get advanced water purification systems; this saves lives in these communities.
- b. Unfortunately, many people around the world cannot get clean water.
- c. Whether in the confines of the International Space Station (ISS) or a tiny village in sub-Saharan Africa, drinkable water is vital for human survival.
- d. This ISS-related technology has provided help for communities worldwide.
- e. Collaboration between charity organizations and NASA technology show how effectively space research can contribute answers to global problems.

2. **Medical Care from a Distance**

- a. For astronauts aboard the International Space Station (ISS), that problem was addressed through the Advanced Diagnostic Ultrasound in Microgravity (ADUM).
- b. For those without medical facilities nearby, it can mean the difference between life and death.
- c. Fast, efficient, and readily available medical attention is key to survival in an emergency.
- d. Medical care has become easier to get in faraway areas.
- e. Now Dr. Scott Dulchavsky adapt techniques for astronauts for use in Earth's farthest corners by developing rules for performing medical surgery rapidly with remote expert guidance and training.

3. **Solar System Neighbors**

- a. "Spacecraft have reached all the planets in the solar system.
- b. Spaceflight revolutionized planetary science.
- c. There was a time when we could only dream of doing such things," Sergei Yazev, a researcher in Siberia, said.
- d. Instead of just observing from Earth, scientists could go beyond the atmosphere with the latest technology, leading to uncountable, amazing discoveries, such as lunar permafrost and the ocean on Europa, one of Jupiter's moons.
- e. They have been used to examine celestial bodies on the ground, collecting samples, taking high-resolution photos of the surface, and recording weather data.

4. **Improved Vaccines**

- a. While studying bacteria in space, scientists found a way for them to *actually* become more dangerous.
- b. To start with, research showed that some bacteria, particularly Salmonella, *might* become more dangerous during spaceflight.
- c. This discovery led to new studies of vaccine development.
- d. Salmonella is an illness that affects thousands of people and kills hundreds every year, just in the United States.
- e. They discovered the way to activate Salmonella bacteria, allowing it to spread in microgravity.

3. *Read the support that the paragraphs give for **space exploration**, and decide whether you think the arguments are true or not. Fill in the blanks to show your ideas.*

The paragraph said that \_\_\_\_\_ was important because \_\_\_\_\_

I \_\_\_\_\_ (agree/disagree) with this idea because \_\_\_\_\_

I also think \_\_\_\_\_

**Supporting Sentences**

*Think about the paragraphs that you read and wrote. Then, answer these questions:*

- 1. Why do we need a topic sentence? \_\_\_\_\_
- 2. What are supporting sentences? \_\_\_\_\_
- 3. What kind of details should supporting sentences include? \_\_\_\_\_

4. *Read the articles the teacher shared; find the **goals, hopes, or expectations** for the space exploration that are given in the article. Write them below.*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**Future Tenses**

- Will do

1. When do we use the “will” future? \_\_\_\_\_

\_\_\_\_\_

Let’s write an example about space exploration: \_\_\_\_\_

\_\_\_\_\_

- Are going to do

2. When do we use the “are going to” future? \_\_\_\_\_

\_\_\_\_\_

Let’s write an example about space exploration: \_\_\_\_\_

\_\_\_\_\_

- Are doing

3. When do we use the present-continuous future? \_\_\_\_\_

\_\_\_\_\_

Let’s write an example about space exploration: \_\_\_\_\_

\_\_\_\_\_

5. *Write about the goals, hopes, and expectations of a space program. Think about how to organize your paragraph well. Use your reading and the class discussions.*

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. *Read your partner’s paragraph slowly and carefully.*
- a. Does the paragraph talk about the space agency’s future plans? \_\_\_\_\_
  - b. Does it have a topic sentence and supporting sentences? \_\_\_\_\_
  - c. Which future tenses does it use? \_\_\_\_\_
  - d. Does it have linkers to connect the ideas? \_\_\_\_\_
  - e. Mark the best sentence in the paragraph with a star. ★



***Language Learning Advice and Suggestions - Lesson Eleven***

1. *Look at the paragraph below. Find three irrelevant sentences that should not be part of the paragraph. Cross them out.*

Language learning is an important part of people's lives; for most people, listening and speaking are how they begin using words when they are babies or toddlers. Humans can hear many different sounds. However, for some people that is not true. Some people cannot hear or cannot hear very well, but language learning is still an important life skill for them. Often, people who are deaf or hearing-impaired will learn a sign language. British Sign Language began in the 1500s, but it has changed a lot since then. Many official sign languages exist, for instance, Indian Sign Language, Turkish Sign Language, or American Sign Language. Each of these languages is different, just like any other languages do. For example, an American Sign Language user would need to learn Australian Sign Language if they moved to Sydney! Everyone should learn the basic signs and the alphabet in their country's sign language. It would be a good way to bring people closer together in a community because more people would understand each other. Russian Sign Language could be easy for you to learn.

2. *What makes a sentence irrelevant or relevant in a paragraph? Is there a way to change or move the irrelevant sentences to make them relevant?*
- a.
- b.
- c.

**Linkers for Examples**

*for example, for instance, such as, like, to illustrate*

- Reading helps a person with language learning; for example, it teaches them new words.
- Miriam's focus on her studies made her different from many of her friends, like Susan.
- Greed destroys people. To illustrate, Jacob lost his friends due to working too much.

NOTE: *For example, for instance, and to illustrate* can come at the beginning or in the middle of sentences. *Such as* and *like* should only be used in the middle of sentences.

3. *In exercise 1, circle each of the linkers for examples.*
4. *Write ideas for why someone might want to learn your language and give an example how they could do it.*
- Reason 1: \_\_\_\_Someone could learn Arabic so that they can travel.\_\_\_\_\_
  - Example 1: \_\_\_\_For example, they could go see the Pyramids.\_\_\_\_\_
  - Reason 2: \_\_\_\_\_
  - Example 2: \_\_\_\_\_
  - Reason 3: \_\_\_\_\_



### *Friendship - Lesson Twelve*

*Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything.*  
~ attributed to Muhammad Ali

*Friendship is born at that moment when one person says to another: "What! You too? I thought I was the only one".* ~ C. S. Lewis in "The Four Loves"

*If you live to be 100, I hope I live to be 100 minus 1 day, so I never have to live without you.* ~ Winnie the Pooh (in "The Complete Tales and Poems of Winnie the Pooh")

1. *Read the quotes; talk to your partner or friend, and take notes about friendship.*

### **Apostrophes & Quotation Marks**

**Apostrophes** – two very different meanings!

1. Apostrophes show possession. 's is used when one person or thing owns something, or when the plural of the word does not end in the letter s. s' is used to show possession when the plural of a word ends in s.

~ Dr. Romo's best friend is briefly visiting Japan.

~ The children's guest stayed with them for a year eventually becoming a dear friend.

~ The witnesses' words sent the man to prison for the rest of his life.

2. Apostrophes show that a letter is not there. These are called *contractions*; contractions are **informal** and should **not** be used in academic writing.

~ He's not coming to visit until next week.

~ I've been friends with Tony since we were in kindergarten.

~ Walt Disney isn't producing a new princess movie this year.

NOTE: Be careful with *its* and *it's*. *Its* is possessive, like *his* or *hers* and can be formal. *It's* is a contraction of *It is* and is informal.

**Quotation Marks** (and Commas)

1. Quotation marks show that words are taken from another source. Use them to show the exact words that someone said or wrote. A comma is used between the quotation and the rest of the sentence. Look at the commas in the examples.

~ Mr. Rogers commented, "The purpose of life is to listen."

~ "One of the easiest human acts is also the most healing. Listening to someone," suggested Margaret Wheatley.



2. Write 5 sentences about friendship, using the quotations or your own ideas. Try to use apostrophes and quotation marks at least once.

**Example:** \_\_Muhammad Ali said, “Friendship is the hardest thing in the world to explain,” and I agree because friendship is often confusing and difficult. \_\_\_\_\_

1. Friendship is always \_\_\_\_\_  
\_\_\_\_\_
2. Today, one of my friends \_\_\_\_\_  
\_\_\_\_\_
3. If a friend has trouble with \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Linkers for Adding New Ideas** (with punctuation)  
*also, in addition (to that), as well, along with that, moreover, furthermore, too\**

These linkers are usually used between sentences with punctuation around them, a full stop and comma or a semicolon and comma. Sometimes, they can be inside a sentence.

~ He loves cucumbers; as well, he likes eating broccoli. Furthermore, he even eats peas!  
 ~ Pete has been my friend for many years; along with that, he has been my family’s friend.  
 ~ Love is important in a marriage; in addition, friendship is vital, too.

\* A comma comes before *too* at the end of a sentence like in the third example.

3. Use your ideas from Exercise 2 and the linkers above, and write a paragraph with strong topic and supporting sentences. Add some examples as well.

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4. Find 3 pictures of you and a friend. One of them should be in the last 3 days; one from the last month, and one from at least a year ago. Brainstorm in the space below.

- a. What are you doing in each picture?
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
- b. Why is each picture and the friend(s) important in your life?
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
- c. What can you see about your friendships from the pictures?
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
- d. Write about what you saw and learned from your pictures.

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***Life Experiences - Lesson Thirteen***

1. *Look at your ideas about a favorite activity. Answer the questions, but do NOT write the name of the activity, just say “this activity,” “it,” or something similar.*

a. How long have you done this activity?

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b. Why do you love this activity?

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c. Who do you do this activity with?

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d. When did you start doing this activity?

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e. How often do you do this activity?

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f. What equipment do you need for this activity?

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g. **STOP!** A new partner will read about your activity and write a topic sentence for you.

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2. *Rewrite your sentences as a paragraph; use the new topic sentence. Make changes to all of the sentences if there are grammar or vocabulary problems.*

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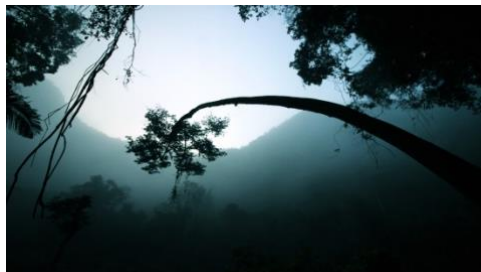
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*Photo by Jose Urbano on Unsplash*

3. *After your partner reads your paragraph, they should summarize it in one sentence.*

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4. Read the story about a dangerous activity. Circle the verbs that are in the present perfect tense.

**Tenzig Norgay and Edmund Hillary**

Since May 29, 1953, Tenzig Norgay and Edmund Hillary have been legends. That was the day that they accomplished what no one had ever done before. They climbed to the summit of Mount Everest, 8,850 meters above sea level. Approximately 5,000 people have climbed Mount Everest since that day, but these two men were the first two. Meanwhile, nearly 300 climbers have died trying to climb the world’s highest mountain. That means that one person has died for every twenty people who have reached Everest’s summit. What is it that makes people want to do dangerous things? It seems that becoming famous or doing something first is worth the risks to many people.

*Summarize the story in one sentence:*

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5. What is an activity that you would never like to do? Why? Write your ideas in the box.

6. Turn your ideas into a paragraph!

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7. Read your paragraph backwards, one sentence at a time. Check these things:

- a. Did you use the right verb tenses? \_\_\_\_\_ Which one? \_\_\_\_\_
- b. Did you use good linkers? \_\_\_\_\_ Which one? \_\_\_\_\_
- c. Did you use interesting vocabulary? \_\_\_\_\_ Which one? \_\_\_\_\_
- d. Are there any irrelevant sentences? \_\_\_\_\_

WRITE AT HOME

*Read the news article that was given to you for homework. Then, write 6 questions about the article for a friend to answer (in class) next week.*

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

*Write the answers to your questions you asked from the article.*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Responding to a Reading - Lesson Fourteen**

1. Write down important new vocabulary from the article.



2. Work with your partner(s) to summarize the article in one sentence.

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**Responding to a Reading**

Which of the following are important when we write a response to a reading? Circle 5-6.

- |  |   |                        |
|--|---|------------------------|
| Describe the illustrations               | Summarizing                                 | Lots of quotations     |
| Adding your own ideas                    | Putting the title and author of the reading | Be fast                |
| Be short                                 | Be excited                                  | Be accurate            |
|  |   | Agree with the reading |
| Give reasons for agreeing or disagreeing | Anything else: _____                        |                        |

3. Read the paragraphs and decide whether you think the arguments are important or not. Fill in the blanks to show your ideas.

Some people think that...      Her (or His) purpose was to [verb]...      I believe that...  
This article supported the idea that...      The author claimed that...

In the article \_\_\_\_\_ (article's title) by \_\_\_\_\_ (author's name), the main idea was \_\_\_\_\_.

The author supported their ideas with detailed information such as \_\_\_\_\_.

A key example was \_\_\_\_\_.

I \_\_\_\_\_ (agree/disagree) with this article because \_\_\_\_\_.

I also think \_\_\_\_\_.

Overall, the article was \_\_\_\_\_.

5. Watch the video twice and answer the questions below.

- a. What are some key vocabulary words?
  
- b. What are some of the main ideas?
  
  
- c. What are some of the examples or details that are used?

Share your ideas with a friend or two. What else can you add to your notes?

- a.
- b.

6. Respond to the video. Think about how to organize your paragraph well. Use your reading and the class discussions.

Title: \_\_\_\_\_

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7. Read your partner's response to the video slowly and carefully.

- a. Does the paragraph summarize the video's main ideas? \_\_\_\_\_
- b. Does it include the writer's opinion? \_\_\_\_\_
- c. Does it use complex sentences? \_\_\_\_\_
- d. Does it have a quotation and quotation marks? \_\_\_\_\_
- e. Mark the best sentence in the paragraph with a star. ★





***Pecha Kucha Biography - Lesson Fifteen***

1. *Listen to the Pecha Kucha presentation, and write the important words and ideas.*

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2. *With your group, work to re-write the story of King Sejong’s life. Write 10-20 seconds of sentences for each box/slide.*

|    |     |
|----|-----|
| 1. | 2.  |
| 3. | 4.  |
| 5. | 6.  |
| 7. | 8.  |
| 9. | 10. |

3. *Analyze what was different about each different presentation.*

4. Find and fix the 6 fragments (broken sentences) in the paragraphs below.

### WHY CLEOPATRA WAS FAMOUS

*adapted from an essay by Bahar Ece Batuk*

“Give a girl the right shoes, and she can conquer the world,” said Marilyn Monroe, and she was right.

Often believed that men were the only rulers of the empires, but Cleopatra rewrote the rules. She the daughter of King Ptolemy XII and was born around 69 BC. She is known for her beauty; but behind her beauty, she was an intelligent, powerful, and ambitious woman. Cleopatra was also quite well educated. According to ancient documents, she was able to speak six languages besides her native language of Greek. She was generally living in the city of Alexandria, could easily access its great library and teachers. With this outstanding education, Cleopatra communicated effortlessly with other people.



'Cleopatra' in

After her father's death, she acceded to the throne when she was 18 years old, but was not the only heir. Her little brother Ptolemy XIV was a major obstacle. For Cleopatra to achieve her aims. For this reason, she planned to meet Julius Caesar and to unite Rome and Egypt to rule the whole world with Caesar's power. After Julius Caesar's death. Cleopatra did not give up.

#### **Linkers to Show Time Order**

*initially, at first, next, then, (shortly/long/just) before that, after that, afterwards, until, meanwhile, much later, eventually, finally, in the end, ultimately, as soon/long as*

John was a carpenter who deeply loved wood. Initially, when he started his career, he always worked long into the night. Eventually, however, he began a new habit and was quitting work earlier. As long as he was working, he was happy. After work, he would close his shop, and then go home. While he was walking home, he would stop and get food for supper. Then, he would make and eat supper. Afterwards, while the candle was flickering, he would read before falling asleep. Until he was 27, this was his daily routine.

5. First, research and put the sentences in order to continue Cleopatra's story. Then, connect them with appropriate linkers. (More than one answer might be possible.)
- j.   1   Eventually, she married Mark Antony, the Roman general.
- k. \_\_\_\_\_, in AD 270, Queen Zenobia of the Palmyrene was the last ruler to claim to be descended from Cleopatra and the Ptolemaic dynasty.
- l. \_\_\_\_\_, their children were made rulers in some regions.
- m. \_\_\_\_\_, her grandson, Ptolemy of Mauretania, was the last king from her family. He died in AD 40.
- n. \_\_\_\_\_, Mark Antony killed himself, Cleopatra poisoned herself.
- o. \_\_\_\_\_, Cleopatra's armies supported Antony's war against Parthia.
- p. \_\_\_\_\_, Octavian succeeded in defeating their armies.
- q. \_\_\_\_\_, Octavian, Caesar's nephew attacked Cleopatra and Antony.
- r. \_\_\_\_\_, her attempt to unite Egypt and Rome did not succeed.

6. *Research and begin to write in your own words a biography of a famous person. Think about the following areas.*

- Birth / Family:
- Childhood/ Youth:
- Accomplishments:
- Death / Memory:
- Other Areas

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7. *Read your biography to your partner. Then ask them these questions.*

- What was the main idea of the biography? \_\_\_\_\_
- What were some key events in the person’s life? \_\_\_\_\_
- What was hard to understand in the biography? \_\_\_\_\_
- What was most interesting about this person? \_\_\_\_\_



*Time in Nature - Lesson Sixteen*



1. Think about a time that you spent in nature. Spend 1-2 minutes writing in each box.

|                                     |  |
|-------------------------------------|--|
| 1. <i>What did you see?</i>         | 2. <i>What did you hear?</i>               |
| 3. <i>What did you smell?</i>       | 4. <i>What did you touch?</i>              |
| 5. <i>What did you taste?</i>       | 6. <i>What did you feel in your heart?</i> |
| 7. <i>What did you think about?</i> | 8. <i>What did you do?</i>                 |

2. Keep thinking and looking at your notes. Write down the countable and uncountable nouns from your time outside; mark them with C or U. Remember: countable nouns use 's' when they are plural; uncountable nouns do not use 's' when they are plural.

- \_\_\_ trees\_(C)\_\_\_
- \_\_\_ water (U)\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

• **Quantifiers**

Use with countable & uncountable nouns: *some, any, none, all, most, enough, a great deal of*  
 Use with countable nouns: *many, a few, both of, a couple of, a majority of*  
 Use with uncountable nouns: *much, a little, large amounts of*

*A majority of weekends in the summer, my family visits a couple of parks to have a picnic. There are many sights, smells, and sounds that we do not hear when we are at home. Both of the parks have a stream with much fresh, clean water. The smell of a lot of grass and a great deal of flowers fills the air. Naturally, we take large amounts of food with us and enough water to keep us from getting dehydrated. Usually some of our friends join us, but sometimes none of them can come. Those times are also nice since we also enjoy spending all afternoon together by ourselves.*

NOTE: “A lot,” “lots,” “plenty of,” and “a bit of” are more informal quantifiers.

3. Use the quantifiers and some of the nouns from Exercise 2 to make sentences about your time in nature.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

4. Turn your ideas into a paragraph! Make sure that you use a topic sentence and linkers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Record your paragraph on your phone; then listen and answer these questions.

- a. Did you use the right verb tenses? \_\_\_\_\_ Which ones? \_\_\_\_\_
- b. Did you use good linkers? \_\_\_\_\_ Which ones? \_\_\_\_\_
- c. Did you use interesting vocabulary? \_\_\_\_\_ Which one? \_\_\_\_\_

*Joy in Learning - Lesson Seventeen***Introduction Paragraphs**

An **introduction paragraph** prepares the readers for the rest of the essay. It introduces the topic, shows why it is interesting or important, provides background information about it, and ends with the thesis statement for the essay.

There are different ways to start introductions including using interesting facts, stories, or quotations. This is sometimes called a *hook*. Usually in an introduction, the writer gives general information first and then giving more specific information. This is called *the bridge*.

**The thesis statement** is one sentence that gives the main idea of the whole essay; it should include the main points of the essay. A thesis should be an opinion which someone could disagree with. It should never be a question or a quotation; it should not include details or phrases like “In this essay” or “in my opinion.”

Joy is an important part of education, both learning and teaching. Some writers have called this idea “excitement” or “celebration;” but whatever one calls it, this is what allows really deep learning and connections between a teacher, students, and the material they are studying together. Joy does not *just* mean playing games during class, although games can make lessons more enjoyable. Joy also brings to mind an energetic interest in life, learning, and each other. It connects the participants who are learning, and it helps them develop new skills which will increase their abilities. Every class needs a teacher and students who pursue joy in their own learning and in their community.

1. Read the introduction paragraph and the information in the box. Answer the questions.

a. What are two purposes of an introduction paragraph?

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b. What are some different methods to write an introduction?

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c. What is the purpose of a thesis statement?

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d. Could someone disagree with the thesis statement in the paragraph above? Is it an opinion or a fact?

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e. What are the two main points of the thesis statement?

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2. Tick the strong thesis statements. Tell your partner why each one is strong or weak.

a. Education cannot happen unless students want to learn and teachers want to teach.

b. Education is the process of being taught something in a school and listening to what people say.

c. The purpose of education is to grow mentally and be changed to have better ideas.

d. I enjoy going to school.

e. Governments should pay for education because everyone needs access to it and this will allow everyone to learn the same things.

f. If everyone enjoys learning, will students learn faster or slower?



3. Write down some examples of thesis statements:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

4. Why is using formal or informal language, called register, important? What are its features? What happens if it is not used? Write your ideas in the box.



5. Turn your ideas into an introduction paragraph! Make sure it is at least 4-5 sentences and has a thesis statement.

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6. Read your friend's paragraph carefully. Check these things:

- a. Is there a clear thesis statement with 2 main points? \_\_\_\_\_
- b. Is the language formal or informal? \_\_\_\_\_
- c. What is one way this introduction could be better? \_\_\_\_\_



**Formal & Informal Language**

“Register” means the level of formality or informality in a person’s writing or speaking.



Academic writing is formal in some ways that

other writing or speaking is not. Below is a chart of informal language and how to make it more formal.

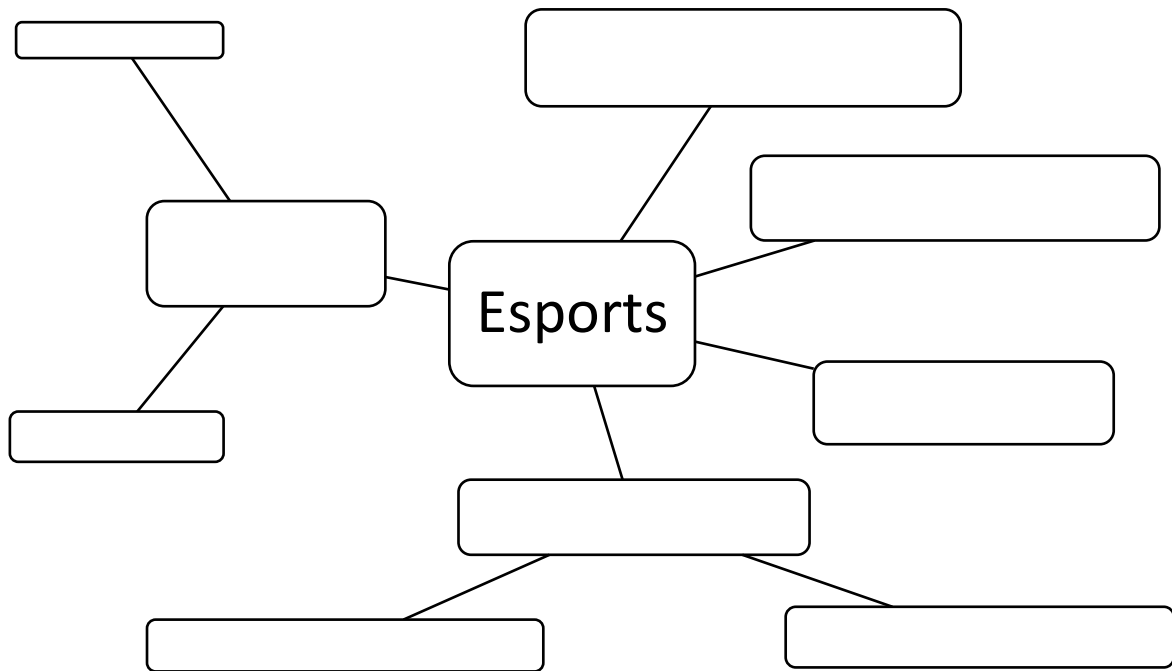
|   |  |
|---|--|
| 1. First and second person (I, you, our...)<br><i>I believe education is important.</i>                 | Use a general group of people<br><i>Most scholars believe education is important.</i>    |
| 2. Sweeping generalizations<br><i>Everyone who lives there is cruel to animals.</i>                     | Be specific; avoid bias.<br><i>Many criminals who lived there were cruel to animals.</i> |
| 3. Contractions (can’t, he’s, haven’t...)<br><i>Without education, people can’t improve themselves.</i> | Write the long form<br><i>Without education, people cannot improve themselves.</i>       |
| 4. Questions (usually)<br><i>Is that a reason to attend university?</i>                                 | Statements<br><i>That is not a good reason to attend university.</i>                     |
| 5. Verbs like <i>think, feel, guess, love, see, etc.</i><br><i>I think that this concept is true.</i>   | Less personal expressions<br>The concept seems to be true.                               |
| 6. Phrasal verbs (basic ones)<br><i>The pilot went out of the airport.</i>                              | One-word verbs (when possible)<br><i>The pilot exited the airport.</i>                   |
| 7. Informal words<br><i>Lots of stuff is unnecessary in life.</i>                                       | Formal words<br><i>Many possessions are unnecessary in life.</i>                         |

1. *Change the informal language in the examples. There are 1-2 formal sentences.*
  - a. What do you think? Are there areas that we shouldn’t research?
  - b. Scientists never discover new birds in Germany nowadays.
  - c. He loves studying why people choose the careers they do.
  - d. The experiment succeeded in affecting scientists’ ideas on gravity.
  - e. I can’t calm down when people are shouting.
  - f. Research was carried out regarding the nature of human communication.
  - g. The kids decided to help the unemployed guy with some of their savings.
  
2. *Write two informal sentences for your friend to fix.*
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_



**Esports - Lesson Eighteen**

1. Think about esports. Write down the ideas that you think are important for esports.



*What do you remember about the key points of introductions and thesis statements?*

**Introduction paragraph**

- The interesting fact or idea at the beginning of the introduction is called a “hook.”
- 
- 

**Thesis statement**

- 
- 
- 

2. Decide which of your ideas in Exercise 1 are the strongest or best for a thesis statement. Then write a thesis statement with at least two main points below.

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3. Share your thesis statement with a partner and have them evaluate it. What is good? What could be better?

4. Read short essay below and complete the outline.

### **Cosplaying**

*By Berat Bozkurt, a slightly-adjusted student essay*

As a word, “cosplaying” is a combination of the words costume and play. As an art form, it is making costumes of characters featured on TV shows, cartoons, anime, movies, video games, and so on, from scratch or buying them and wearing them, preferably at conventions or gatherings. Though store-bought costumes are available, they do not match the quality of handmade costumes made by dedicated cosplayers themselves. Two important aspects of cosplaying are handmade costumes and its importance in esports.

Making one’s own costume is a form of art that requires both fine details and time. Most of the time, the costume to be made is from an imaginary universe. Because of this, cosplayers need to create their costumes from raw materials, such as unstyled wigs, hair dye, cloth and sewing notions, liquid latex, body paint, costume jewelry, fake weapons and most importantly modeling clay. Creating extraordinary costumes out of raw materials with no physical reference should definitely be considered a form of fine arts.

Cosplaying also has an important role in esports. Anyone would like to see characters from video games, let alone their favorite, come to life. As a result of that, this form of fine art called “cosplaying” attracts people the most at esports gatherings, sometimes even official championship tournaments, and it has everything that traditional forms of fine arts require.

- Introduction
  - Hook: *a definition of cosplaying*
  - Thesis statement: \_\_\_\_\_
- 1. \_\_\_\_\_
  - a. Imaginary universe
  - b. Costume materials
- 2. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

5. *Use your brainstorming and thesis statement to create an outline; give examples and supporting details under each main point. Remember that the points in the thesis statement should match the main points in the essay.*

- Introduction
  - Hook:
  - Thesis statement:
    1.
      - a.
      - b.
    2.
      - a.
      - b.

6. *Turn your ideas into an introduction! Make sure that you use a thesis statement!*

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7. *Record your paragraph on your phone; then listen and answer these questions.*

- d. Do you have an interesting hook? \_\_\_\_\_ How could it be better?
- e. Did you give clear background information? \_\_\_\_\_
- f. Does your thesis statement include two main ideas for your essay? \_\_\_\_\_

WRITE AT HOME:

**Academic Phrasal Verbs**

*Phrasal verbs are an important part of the English language. However, many of them are informal. Plus, they often have different formal and informal meanings.*

Back up – to support  
 Break out – to begin suddenly  
 Come through – to break a figurative barrier  
 Get down – to begin to pay serious attention or complete something  
 Go over – to examine, discuss or think seriously about  
 Hand over – to give responsibility for something to someone else  
 Lay out – to describe or represent something clearly  
 Pick out – to detect or identify among a group of things  
 Sort out – to do what is needed to solve a problem or difficult situation  
 Throw out – to reject; refuse to accept or consider  
 Turn over – to pass along or give something to somebody  
 Work out – to solve a problem or plan

*You can see the full list of the top 150 Academic Phrasal Verbs using the QR code.*



*Use the academic phrasal verbs to write 10 sentences. OR Use 6 of them to write a story in the space below.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Name: \_\_\_\_\_

**Raising a Family - Lesson Nineteen**

1. *GAME: Write one word for each category. The first letter of each word should be the letter your teacher says to you. You get 2 points for a word that no one else writes and 1 point for a word that someone else does write.*

|                             |       |       |       |
|-----------------------------|-------|-------|-------|
| <b>LETTER</b>               | _____ | _____ | _____ |
| <i>A healthy food</i>       |       |       |       |
| <i>An animal</i>            |       |       |       |
| <i>A drink</i>              |       |       |       |
| <i>A color</i>              |       |       |       |
| <i>An illness / disease</i> |       |       |       |
| <i>A toy</i>                |       |       |       |

TOTAL POINTS: \_\_\_\_\_

2. *Consider the topic of training children. If you had to raise a child, how would you do it? What do you already know? What would you want to know? What would you need to learn? Fill in the KWL chart with your ideas.*

| KNOW | WANT to know | need to LEARN |
|------|--------------|---------------|
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |
| -    | -            | -             |

3. *Sometimes it is difficult to think of ideas for a thesis statement and essay. Thinking about different categories can help. Look at the examples that are given in each category; then add 2 more.*

**The Effects of Children**

|                               |                              |
|-------------------------------|------------------------------|
| <b>People</b>                 | <b>Place</b>                 |
| 1. Parents<br>2. Teachers     | 1. Home<br>2. Park           |
| 1.<br>2.                      | 1.<br>2.                     |
| <b>Time</b>                   | <b>Subject or Society</b>    |
| 1. Childhood<br>2. Teen Years | 1. Finances<br>2. Work place |
| 1.<br>2.                      | 1.<br>2.                     |



### Pronoun Reference

*Pronouns can be difficult to use well; if writers do not use them enough, they have to repeat the main nouns a lot. On the other hand, if too many pronouns are used, or if they are not used clearly, they can make sentences very confusing. In the sentences below, check what each pronoun refers to. (Some are not exactly pronouns, but they act similarly.)*

Some children's lives today are quite different than they were in the past; however, other children have very similar lifestyles to the past. These may still live on farms or in rural areas. Those places have obviously changed over the years, but not as much as urban areas have. Meanwhile, urban communities may still have basketball courts or football fields, but they are just as likely to have gaming cafes. Alternately, young people there may not even leave their homes; they may prefer to stay home and network online. That is an option in both areas!

4. *Change the sentences so that it is clear what the underlined pronouns are referring to.*
  - e. Advertisers use advertisements especially to affect children's desires because that is easier, and the children can affect their families. They use colorful cars, etc.
  - f. The advertisers change people's behavior; to illustrate, some people like a lot of chocolate. Therefore, they show them new chocolate.
  - g. For instance, if a child loves chocolate, advertisers may show a chocolate-eating child. It is a stimulus, so the child wants it after watching the advertisement.
  - h. If advertisers use inappropriate TV commercials, families might be affected by them. Thus, they corrupt people's minds.
5. *Create an outline and thesis statement. Think of supporting details and examples for each main point.*

#### ***Should Parents be Required to Take Classes before Having Children?***

- Introduction
    - Hook:
    - Thesis statement:
3.
    - a.
    - b.
  4.
    - a.
    - b.
6. *Read your friend's outline slowly and carefully.*
    - Is the thesis statement clear? \_\_\_\_\_ Why or why not? \_\_\_\_\_
    - Are there 2 main points and supporting details for them? \_\_\_\_\_
    - What is one thing that you agree with? \_\_\_\_\_
    - What extra support would you give for your friend's argument? \_\_\_\_\_

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## ***Bitcoin and Cryptocurrency - Lesson Twenty***

### **Bitcoin and Cryptocurrencies – What Digital Money Really Means for Our Future**

By Alex Hern, 29 Jan 2018 – in *The Guardian*

#### **What is a cryptocurrency? Is it like bitcoin?**

In a word, yes. Bitcoin was the first cryptocurrency, and is still the biggest, but in the eight years since it was created pretenders to the throne have come along.

All of them have the same basic underpinnings: they use a “blockchain”, a shared public record of transactions, to create and track a new type of digital token – one that can only be made and shared according to the agreed-upon rules of the network, whatever they may be. But the flourishing ecosystem has provided a huge amount of variation on top of that.

#### **What exactly is a bitcoin? Can I hold one?**

A bitcoin doesn't really exist as a concrete physical – or even digital – object. If I have 0.5 bitcoins sitting in my digital wallet, that doesn't mean there is a corresponding other half sitting somewhere else.

What you really have when you own a bitcoin is the collective agreement of every other computer on the bitcoin network that your bitcoin was legitimately created by a bitcoin “miner”, and then passed on to you through a series of legitimate transactions. If you want to actually own some bitcoin, there are exactly two options: either become a miner (which involves investing a lot of money in computers and electricity bills – probably more than the value of the bitcoin you'll actually make, unless you're very smart), or simply buy some bitcoin from someone else using conventional money.

A lot of the quirks of the currency come down to the collective agreement about what constitutes “legitimacy”. For instance, since the first bitcoin was created in 2009, the total number in existence has been growing slowly, at a declining rate, ensuring that at some point around 2140, the 21 millionth bitcoin will be mined, and no more will ever be created.

#### **Why does it matter that it's decentralised?**

At their heart, cryptocurrencies are basically just fancy databases. Bitcoin, for instance, is a big database of who owns what bitcoin, and what transactions were made between those owners.

But the distinction with bitcoin is that no central authority runs that big fancy database. Your bank can unilaterally edit its database to change the amount of money it thinks you have, and it does so often. Sometimes that's to your advantage (if your debit card gets stolen and used, for instance, your bank will just return the money) and sometimes it's not (if your bank thinks you're money laundering, it will freeze your account, potentially crippling your business).

With bitcoin, no one can do either of those things.

#### **Is this all about crime?**

It is ... a lot about crime. The flip side of cryptocurrencies being decentralised databases is that for most people, most of the time, there's no downside to a centralised database. If you trust the financial system to store your funds or YouTube to host your videos, then you don't need to use less efficient decentralised versions of those services.

But if you are planning to commit financial crime, store illegal downloads, or host pirated videos a decentralised version of those services becomes much more appealing. That's why bitcoin, for instance, has become the currency of choice for online drug dealers and cybercriminals demanding ransoms to restore hacked data.

### **How are people making so much money?**

That's the \$190bn question – the value of all the bitcoin in the world at the time this article was published. The short answer is “buying low, and selling high”: the value of one bitcoin has increased from essentially nothing eight years ago, to \$1,200 eight months ago, to a high of almost \$20,000 in December and settling at \$11,000 now. Anyone who got hold of enough bitcoin early enough is now really quite wealthy – on paper, at least.

The real question is why one bitcoin is worth \$11,000 (and why Ethereum is worth \$1,040, and why one particular Cryptokitty is worth \$100,000). There, you can find two answers. The sympathetic one is that all these cryptocurrencies are, by their nature, scarce assets – only a certain amount exist in the world. If they are to be widely adopted for real-world use, then people will need to buy those scarce assets, and so their value will necessarily be higher than they are today. The current price, in that story, simply reflects the probability that any particular cryptocurrency will actually be widely used.

### **Is there trouble ahead?**

There is if you take the more hostile, second answer to be correct: that collective greed has fuelled a speculative bubble that will eventually come crashing down. As people hear stories of others making money from cryptocurrencies, they buy their own – which inflates the price, creating more stories of wealth and more investment. The cycle continues until eventually the price of the underlying asset is out of kilter with reality. Eventually, the bubble bursts, and a lot of people look around to find they've lost everything.

### **What next?**

Cryptocurrencies could achieve their ambitions, and become a widely used facet of daily life. A few people will become very rich as a result, but not really more so than early investors in other foundational technologies such as computing or the internet.

Or this speculative bubble could end with a crash so severe that it destroys faith in the entire sector, driving the investors out, bankrupting the miners who've spent thousands or millions on single-purpose hardware that requires a high bitcoin price to turn a profit, and leaving cryptocurrencies as a technological dead-end alongside cold fusion and jetpacks.

But maybe things will continue as they have done for the past five years. Cryptocurrencies' actual use stays stable, mostly illegal, largely underground, and completely disconnected from a market price that fluctuates wildly based on the whims of a class of financial speculators with little link to the ground truth. Instability, it turns out, is an oddly stable and predictable state of affairs.

Condensed from:

Hern, Alex. (2018, January 28). “Bitcoin and cryptocurrencies – what digital money really means for our future.” *The Guardian*. Retrieved from <https://www.theguardian.com/technology/2018/jan/29/cryptocurrencies-bitcoin-blockchain-what-they-really-mean-for-our-future>

1. After skimming the reading about Bitcoin, create an outline of the text with the main points and some important details or examples.

- Introduction: What is cryptocurrency?
  - Like Bitcoin
  - Blockchain, digital token
- - 
  -
- - 
  -
- - 
  -
- - 
  -
- -
- Conclusion: What happens next?
  - Success! Everyone uses cryptocurrency
  - Or, failure! No one uses cryptocurrency
  - Or, everything stays like it is now.



André François McKenzie, on Unsplash

**The First Conditional** (If + present simple ... future simple)  
*if, whether, whether or not, unless*

The first conditional is used to describe something that could really happen in the future and a result that would probably follow it. Notice that the *if* clause can come at the beginning or the end. Also, notice that sometimes a modal (*may, might, could*) is used instead of *will*.

- ~ If she invests her inheritance well, she will be rich someday.
- ~ She will donate \$10,000 to that charity if she can sell her company.
- ~ If investors buy cryptocurrency right now, they might lose money, in Mr. Smith's opinion.
- ~ Whether or not businesses accept cryptocurrency now, they will want to accept it soon.
- ~ Unless she begins to act wisely, she will not benefit from her amazing salary.

2. Write 2 sentences saying what you would do if you were rich. Would you buy cryptocurrency or not?

- a) \_\_\_\_\_  
 \_\_\_\_\_
- b) \_\_\_\_\_  
 \_\_\_\_\_







### ***Language Learning and Change - Lesson Twenty One***

1. *Below is a student's actual essay, with slight adjustments. Read the essay, and circle the key linkers between paragraphs and inside the paragraphs.*

#### **Does Language Shape How we Think?**

*by Furkan Albayrak*

For years, the idea that language affects how people think was not considered acceptable. Today, this argument has gained more attention, and the number of people who defend it has increased. This is because there have been studies and research which indicate that it is true. This essay, however, argues that language does not have such effects.

To begin with, we must look into what the argument suggests. According to the argument, speakers of different languages should have different ways of thinking and comprehending. That is, an English speaker should think and conceive things differently than a Turkish speaker is expected to. For example, evidentiality in Turkish differentiates it from English; verbs in Turkish have to clarify how the speaker got the information. Does this mean English speakers do not think of this, or is it only a matter of focusing?

In the second place, it is appropriate to check if the argument above has evidence. As can be seen in Lera Boroditsky's article, "How Does our Language Shape the Way We Think," Russian perceives the color blue a bit different than English: it has light blue (*goluboy*) and dark blue (*sinii*). This immediately brings a new question: Do Russian speakers see the said color unlike what English speakers do? No, they do not. Nonetheless, she also mentions that Russian speakers were able to distinguish two accents of blue quicker than English speakers. Similarly, this also explains how an English speaker is still able to recognize many types of snow even though his/her language does not have the same amount of words of snow as an Eskimo language does.

Furthermore, even when we say language shapes how people think, the effect is restricted. The existence of thinking without language is undeniable. In other words, human mind is able to think with or without language; that is to say that language does not play a crucial role in thinking or cognition, it only determines way of expressing it.

To conclude, while we still have no accurate information on the topic, it is safe to believe language does not change how people think; it only reflects how the thought is expressed. In either case, oncoming progress should enlighten us all.

*Sources:*

[Lera Boroditsky – How does our language shape the way we think?](#)

[Martine Nida-Rümelin - Thinking Without Language](#)

[https://www.researchgate.net/post/Thought\\_comes\\_before\\_language\\_or\\_thought\\_and\\_language\\_are\\_interdependent\\_processes](https://www.researchgate.net/post/Thought_comes_before_language_or_thought_and_language_are_interdependent_processes)

<https://www.psychologytoday.com/intl/blog/the-biolinguistic-turn/201702/how-the-language-we-speak-affects-the-way-we-think>

<https://www.languagesoftheworld.info/language-and-mind/does-language-reflectaffect-thought.html>

### Linkers for Essay Structures

- ~ Many linkers can be used to show connections between body paragraphs.
- First(ly), Second(ly), Third(ly), First of all
  - To start with, To begin with,
  - Moreover, Furthermore, In addition to, Likewise, Similarly
  - Finally, Lastly
- ~ Linkers are often used to show which paragraph is the conclusion
- To conclude, To summarize, To sum up
  - In summary, In conclusion
- *In general, you should try to use the same types of linkers together; for example, do not use “first” and “secondly” together.*
- *Notice that all of the linkers have punctuation around them; usually they have commas and full stops; but semicolons are possible in the middle of sentences.*

2. Underline the relative clauses in the essay above. Try to find at least 10!
  
3. Use the space below to write an improved thesis statement and to make an outline for the model essay. Give the main points and main examples.

Thesis Statement \_\_\_\_\_

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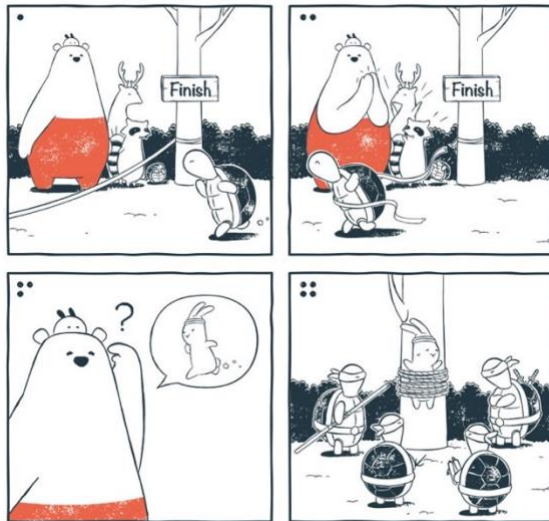
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**Hoverboards - Lesson Twenty Two**

1. Look at the cartoon of Tu & Ted; write what you think is happening and why. What do you think is happening with the turtle, bear, deer, other turtles, rabbit, or the race?




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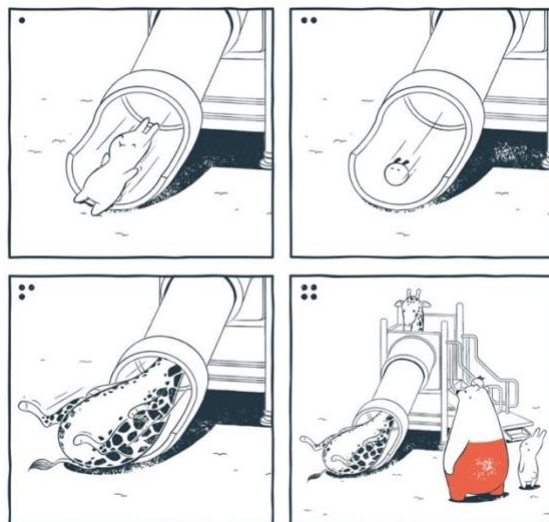
Cartoon source: [https://www.webtoons.com/en/challenge/tu-and-ted/list?title\\_no=168616](https://www.webtoons.com/en/challenge/tu-and-ted/list?title_no=168616)

**Impersonal It Sentences**

- *In academic writing, sentences often start with the word “It” which is not referring to anything directly.*
  - ~ It seems like an imaginary story since the animals seem to be acting like humans.
  - ~ It appears that the story is about a race between a rabbit and a turtle.
  - ~ It could be suggested that the turtle knew that his friends were helping him to cheat.
  - ~ It is important to note that the rabbit has no supporters and she seems to be the victim.

Here are some more common academic “It” expressions: *It is clear, It can be seen, It is essential to, It has been found that, It can be argued, It has been suggested*

2. Using the examples above, create It sentences describing the cartoon about the rabbit, the gerbil, the giraffe, or any other part of the story. Try to give reasons as well.



It is clear that \_\_\_\_\_

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It could be suggested that \_\_\_\_\_

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It seems \_\_\_\_\_

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It is essential to \_\_\_\_\_

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It \_\_\_\_\_

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3. *Read the text on hoverboards. First, find the impersonal It sentences that do not refer to a noun directly. Then, circle the linkers that show reasons or present evidence.*

### **Hoverboards: Past, Present, and Future**

The idea of hoverboards has been around for a couple of generations. Who would not want to have a board they could stand on and use for “hovering,” that is, flying in one place. Different designers have even built various kinds of hoverboards just for fun, but an actual, flying board is not quite practical yet. The hoverboard that people started to fall in love with around 2015 actually has two wheels and is more like a scooter that can balance itself. Thus, it is not a flying machine. Its inventor, Shane Chen, does not even think it is particularly significant, calling it “a toy.”

Still, it is clear that a true hoverboard that can fly should be possible. On the one hand, with modern drone technology and other inventions, it seems like a true hoverboard could be produced any day. On the other hand, there are serious obstacles for their daily use due to safety concerns. For the average person, it would seem that exploding batteries might be the largest concern in current hoverboards, although there are some other design features that need to be improved as well. Beyond these problems, it has been suggested that hoverboards may currently be illegal to use on public property (like sidewalks and roads). Thus, any buyer would need to be familiar with local laws before purchasing the current “toy” hoverboards or any future ones. As a result of consumer desire and need, however, it can be anticipated that inventors will create a flying hoverboard and that new laws will make them safe and legal.

*Sources:* Dickerson, Kathy. “We’re getting closer and closer to Marty McFly’s hoverboard in ‘Back to the Future.’” *Business Insider*. 20 Oct 2015. & McGreal, Chris. “The inventor of the hoverboard says he’s made no money from it.” *The Guardian*. 8 Jan 2016. & “What is the Future of Hoverboards?” [www.inmotionworld.com](http://www.inmotionworld.com). 24 Feb 2018.

4. *Notice how modals are used. Modals (could, should, would, may, might...) are often used in academic writing to show uncertainty or possibility.*

#### **Linkers for Reasons (2)**

*Therefore, Thus, For this/that reason, As a result of (this/that)*

- ~ The inventor needed money; therefore, he sold his rights to his invention.
- ~ One major problem is the use of energy; thus, scientists are seeking renewable solutions.
- ~ Private space ships were illegal; as a result, the billionaire moved to a new country.

#### **Linkers for Discussing Evidence from Different Perspectives**

*Although (it may be true), Even though, On the one/other hand - followed by clauses*

*In spite of, Despite – followed by nouns*

- ~ Although it hadn’t been tested properly, many people still wanted to try the new product.
- ~ New inventions often aren’t profitable for the inventor. On the one hand, they are expensive to develop; on the other hand, someone else may copy the technology for free.
- ~ Despite his promises, the man never actually offered me a job.

NOTE: Punctuation is needed before and after these linkers except when they include the word *that*.

5. *Fill in the blanks with appropriate linkers. More than one answer could be possible.*

- a. \_\_\_\_\_ her hard work, she did not achieve success that year.  
\_\_\_\_\_ that, she felt like her ambitions might never be fulfilled.
- b. Our company’s focus is on developing cutting edge products; \_\_\_\_\_, we spend a lot of time imagining what new gadget people might like to buy.
- c. \_\_\_\_\_ it did not seem important, he decided to answer his phone.
- d. \_\_\_\_\_, they had failed; \_\_\_\_\_, they had at least tried!

6. *What are the possible advantages and disadvantages if hoverboards could really fly? Brainstorm this idea.*

*Make an outline and write a thesis statement.*

- Introduction
  - Hook:
  - Thesis statement: \_\_\_\_\_
- 1.
  - a.
  - b.
- 2.
  - a.
  - b.

*Write an introduction for your essay about hoverboards, including a thesis statement!*

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### *A History of Drains - Lesson Twenty Three*

1. *Take notes on the main ideas in the video about drains and sewer systems.*

*Vocabulary:* Gravity, waste water, pump, sewer/sewage, pipes, drains

- a. Introduction
  - i.
  - ii.
- b. Main Points
  - i.
    - 1.
    - 2.
  - ii.
    - 1.
    - 2.
- c. Conclusion
  - i.
  - ii.

#### **Conclusions & Linkers for Concluding**

*Conclusions can be made in a variety of ways, but they usually have some of the points below. Usually, it should be 5-7 sentences.*

1. Restate the thesis.
2. Restate the main points from your essay.
3. Summarize your arguments. You can use a proverb or quote, but not too often.
4. Suggest an action or solution related to the essay's main idea.

*The following linkers are often used with conclusions.*

in summary, in conclusion, to summarize, in brief, in short, to sum up

- ~ In summary, strong arguments can be made for and against new taxes to fix the drains.
- ~ To sum up, the sewer was last replaced 60 years ago, and it now needs repairs.
- ~ In brief, the drainage system was designed by a Bulgarian architect.

2. *Read the conclusion of the article "Historical Perspectives of Urban Drainage" by Burian and Edwards (pg. 14). Then answer the questions.*

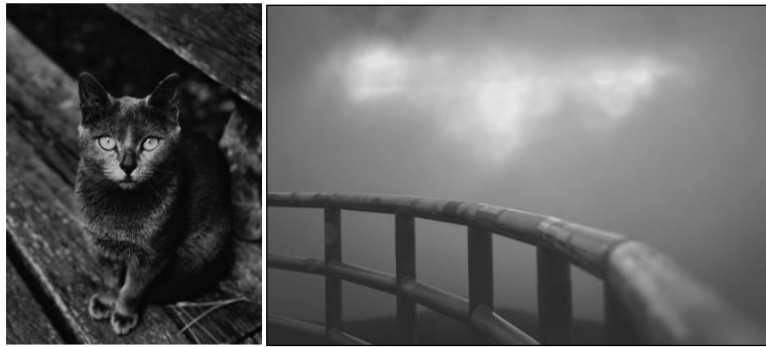
"Before the nineteenth century, urban drainage was usually viewed as a vital natural resource, a convenient cleansing mechanism, an efficient waste transport medium, a flooding concern, a nuisance wastewater, or a transmitter of disease. During the nineteenth century urban drainage developments in Europe and United States modified the public perspective of urban drainage significantly. By the end of the nineteenth century urban drainage was viewed as a highly important public works system worthy of massive expenditures to prevent disease transmission. Currently, well-planned urban drainage is viewed as a vital component of a sustainable urban system."

- What do you think were the main points of the article?
- Which of the techniques above did they use?





*Storytelling - Lesson Twenty-Four*



*by Yousef Espanioly & Rachel Clark on Unsplash*

1. Look at the images and imagine a scenario for one or both of the pictures. What could be happening that isn't very clear in the pictures? Write sentences.

- a. Where? \_\_\_\_\_
- b. How? \_\_\_\_\_
- c. Why? \_\_\_\_\_
- d. What? \_\_\_\_\_
- e. Who? \_\_\_\_\_
- f. Feelings? \_\_\_\_\_
- g. Coming next? \_\_\_\_\_

2. Take notes about the English verb system.

***Two Important Notes on the English Verb System***

*Research has shown that only one verb tense is used as the main tense in a piece of writing. To use a different tense, a reason needs to be given. For example, a different time could be mentioned (or implied/suggested), or a general, "universal" fact or belief might be mentioned. Notice how the changes in tense are shown or implied in the story below.*

Past: Yesterday, on Instagram, I saw a strange picture.

Past: It seemed like there was an elephant in the picture, but I wasn't sure.

Past: There was a lot of smoke in the picture.

Present: I think the smoke was hiding the creature on purpose.

Past: Anyways, I looked at the picture for a long time trying to understand it.

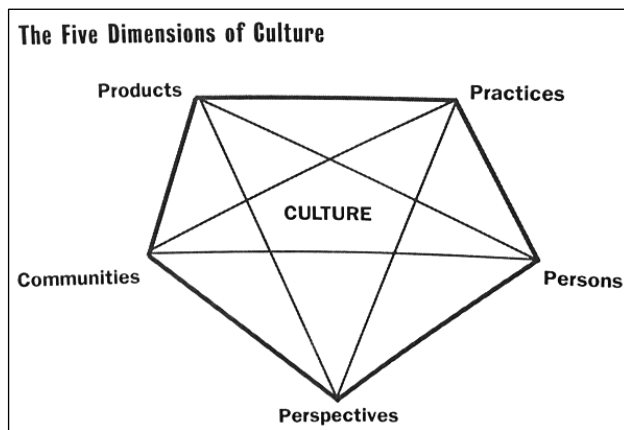
Future: I am going to wonder about this picture for a long time.

Past: It had a really strange effect on me.

*Research also suggests that the future tense is rarely used in academic writing because it is very definite and conversational/informal. Normally, the modals may, can, or could are used to show possibility instead of using the future.*



### 5 Dimensions of Culture - Lesson Twenty Five



from *Teaching Culture* by Patrick Moran



1. In his book, *Teaching Culture*, Patrick Moran suggests that there are five dimensions of culture. Look at the picture on the left, and write down ideas about the cultural dimensions of football on the lines below.

- a. **Products:** things that are produced or used by the members of a culture, such as tools, clothing, buildings, music, or institutions  
ball,
- b. **Practices:** actions that members of a culture do individually or with others, including language and other communication  
kick,
- c. **Perspectives:** the beliefs, values, attitudes, and ideas that guide the people and communities in their practices. Often, they are not consciously known.  
winning is good,
- d. **Communities:** social contexts or groups that perform cultural practices; they can be about nation, language, religion, class, sports, charity, or family  
players,
- e. **Persons:** individual members who are each a unique mix of communities and experiences, connected to and separated from other individuals in the culture  
referee,

2. Read the paragraph about “persons in football culture.” What would be a good topic sentence? What is the purpose of the words in bold?

“Persons” means that each individual is the focus, not the group. Due to this, the identity of each referee, player, fan, coach, and all of the people selling items or providing security are important. Certain fans might not care about the game; **indeed**, they come **only** to spend time with their friends. Other fans **do** care about the game quite deeply! **Clearly**, the experience of a coach is **extremely** different from that of a referee. The players **themselves** have a complex role as they provide entertainment, compete, and also have their **own** personal feelings.

**Emphasis**

*Emphasis can be created in several ways. As can be seen in Exercise 2, the verb “do,” reflexive pronouns (e.g. myself), the word “own,” and emphatic adjectives or adverbs (e.g. pure guess, complete ignorance, absolutely shocking). There are also emphasizing phrases (e.g. It is beyond doubt.) These forms should be used carefully; if they are used too much, they lose their value or seem fake.*

3. Write 3 sentences about the products or communities of the football culture.

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

**Gerunds**

*Gerunds are nouns that look like verbs; they end in -ing. Because they are like verbs, they often have an object. Gerunds can be the subject or object of the sentence or the object of a preposition.*

- ~ **Believing in** their team is very important for true sports fans.
- ~ The most important objective in some athletes’ lives is **winning championships**.
- ~ The legendary coach had the opportunity of **talking** about **winning** without **cheating**.
- ~ The difficulties of **refereeing** a game fairly have led to **using** technology in sports.

NOTE: When gerunds are the subject of a sentence, they are singular and need a singular verb, unless there is more than one gerund and they are joined by the word “and.”

4. Fill in the blanks with the appropriate gerunds.

**competing    spending    participating    cheering    shouting    teaching**

A football stadium is full of different communities. Of course, two teams are excited about \_\_\_\_\_ against each other. Meanwhile, the \_\_\_\_\_ of the fans makes it obvious that they are united in support of the players. Along with the other noises, the \_\_\_\_\_ of the drink and snack sellers can be heard. Along with all those, there are also smaller, less obvious communities as well. Families have come together; \_\_\_\_\_ their children about their favorite sport is important for many families. As well, \_\_\_\_\_ in the local sports scene is important for some tourists. Beyond that, many groups of friends think football is a relaxing way of \_\_\_\_\_ time together. Clearly, football can be an excellent community builder.

5. *Brainstorm and make an outline about a cultural practice; then, write a thesis statement and create an outline.*

- Introduction

- Hook:

- Thesis statement: \_\_\_\_\_

1.

- a.

- b.

2.

- a.

- b.

6. *Write an introduction for an essay about a cultural practice with the 5 dimensions.*

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7. *Ask a friend to read your introduction, and write 3 questions about the cultural practice that you wrote about.*

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_





### *A Moral Dilemma - Lesson Twenty Six*

1. *Take notes on the main ideas in the video about a moral dilemma. Then discuss it.*
  - a. What is the situation?
  - b. What are some possible solutions?
  - c. What would a “bad” person do if they were in this situation?
  - d. What would a “good” person do if they were in this situation?

#### **The Second Conditional**

*If + past tense , would + infinitive OR would + infinitive ... if + past tense*

*Conditional clauses are the most common adverbial clauses in academic writing, usually using if, but sometimes unless or whether. The second conditional emphasizes situations that include conditions that are hypothetical or unreal. This grammar can be useful for giving hypothetical examples. Could and should can sometimes be used in the main clause instead of would.*

#### **Examples**<sup>6</sup>:

- ~ “Even so, they would be disturbed if their own theories allowed for such predicaments.”
- ~ “These conflicts would raise no difficulties if morality required trying rather than acting.”
- ~ “Not only is it appropriate that I experience regret in these cases, but I would probably be regarded as morally lacking if I did not.”

2. *Choose the paragraph about moral dilemmas in philosophy; underline the second conditional clauses. Then, answer the questions.*

Some philosophers believe that moral dilemmas are insignificant because they are not real. Others maintain that important lessons can be learned by considering these dilemmas. Knowing what people say they would do in a challenging situation is beneficial. A striking example of this would be if 90% of people said that they would choose to save 5 people instead of 1 person in the trolley dilemma. Philosophers would believe they know more about human thought. However, do people actually do what they think they would do? In particular, if a situation like the trolley dilemma actually occurred, people would probably act differently than they expected because they would act on instinct, not logic. Thus, all of these dilemmas might be worthless.

- a. Did 90% of people say they would choose to save 5 people, not 1?
- b. Has a situation like the trolley problem happened, according to the text?

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<sup>6</sup> Examples taken from the “Moral Dilemmas” article on Stanford Encyclopedia of Philosophy’s website, <https://plato.stanford.edu/entries/moral-dilemmas/>.

| <b>Logical Problems in Academic Writing</b>                    |   |
|--|---|
| <i>Arguing against a person instead of against their ideas</i> | That professor’s theories are terrible; she is a rude and arrogant person.  |
| <i>Generalizing without enough evidence</i>                    | Since it is known that this occurred in both 2006 and 2016, it can be assumed that it will happen again in 2026.          |
| <i>Arguing that being popular makes something true/right</i>   | All of the children’s friends have had their own tablets for two years, so the children should probably get tablets, too. |
| <i>Using emotion instead of logic</i>                          | This man was a hero for his country, so he would never have committed a crime.  |
| <i>Either/or arguments</i>                                     | One must support either the ruling political party or the main opposition party. (What about the other parties?)          |
| <i>Irrelevant expert or authority figure</i>                   | Dr. Ali Karatay, the well-known surgeon, said that self-driving cars are much safer on the road.                          |

3. Choose which of the logical errors above is seen in each sentence. Then, write two illogical sentences of your own for a partner to check.

- Actor Tom Ferris has often discussed the dangers of global warming.
- Patients with the flu should drink these herbs to get better. Sue Fremen did yesterday, and she feels great today.
- With its tremendous commercial success, this product can change your life, too!
- Everyone knows Mr. Smith has lied before, so it seems possible that this is a lie.
- Communism and capitalism are the only real economic models that can be chosen.
- \_\_\_\_\_
- \_\_\_\_\_

**Linkers for Examples (2)**

*a striking/clear/typical example is, this can be illustrated by, this is shown by the fact that, in particular*

~ A striking example of a moral dilemma is a situation which has a child and an adult in it.  
 ~ This difficulty can be illustrated by considering people’s need for both justice and mercy.  
 ~ This principle is shown by the fact that one family member will often put their life in danger to rescue another.

4. Using the linkers above, write two sentences about difficult situations. Try to think of an example from a movie or tv show.

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***Ottoman Cuisine - Lesson Twenty Seven***

1. Write some of the **exact** words that you here in the video.

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**Reported Speech & Paraphrasing**

*Reported speech (or writing) is a way of telling whatever someone else has said without using a direct quotation. If you are not using a direct quote, then we use the reported speech grammar and the skill of paraphrasing. Paraphrasing is similar to summarizing because the writer does not have to use not include all the details in the paraphrase. A writer might combine several sentences into one sentence that gives the general idea of what the original author or speaker said.*

Original: “Yesterday, on Twitter, I posted a selfie of me eating kebab.”

Paraphrase: She said that she had uploaded a picture of herself eating kebab the day before.

*When paraphrasing, it is usually best to change both the original grammatical structure and the vocabulary. However, we must NOT change the original meaning. When we use another writer’s or speaker’s words or ideas, it is important that we say whose they are.*

Original: “Ottoman Cuisine is the most consistently awarded restaurant in Canberra.”

Paraphrase: According to their website, Ottoman Cuisine in Canberra, Australia, has won more awards than any other restaurant during their 25 plus years of service.

Original: “To visit Kariye Museum, also known as Chora Church, without eating at this fabulous restaurant would be disappointing.”

Paraphrase: One reviewer insisted he would be sad to see Kariye without eating at Asitane.

*NOTE: One way to paraphrase as a language learner is to translate the words into a different language and then translate it back into English.*

2. Now paraphrase your quotations from exercise 1.

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**Introducing Sentences, Quotations or Paraphrases**

*Besides nouns and linkers, sentences can be started in many different ways such as prepositions, subordinate clauses, and infinitives. Using different introductions makes one’s writing more interesting.*

- ~ In his classic work on writing, *The Elements of Style*, William Strunk said, “Omit needless words.”
- ~ To continue Strunk’s advice, he urged writers to use just one verb tense in summaries.
- ~ When Strunk wrote this book, his purpose was to help authors improve their skills.

*Other possible introductions: “According to the author/article/researcher,” “The author/article explained that,” “Researchers have found that,” “In her article, Gomez claimed,” “As Jones stated,” “Smith’s assertion,” “Furthermore, the study found,” etc.*

3. *Read the boring paragraph below. Then, decide how you can use sentence introducers to make it more interesting and rewrite it below.*

Cultural historians say that Ottoman cuisine is one of the world’s three greatest cuisines. They say it became great because of the dynasty of Ottoman sultans, like the French and Chinese dynasties, which also created great cuisine. The Turkish Ministry of Culture and Tourism’s website mentions five main types of dishes. These five kinds are meat, vegetable, rice, dough, and sweet dishes. A blog article on [thingsasian.com](http://thingsasian.com) mentions that Ottoman cuisine incorporated aspects of the Persian, Arab, and Greek cuisines as well as Turkish cuisine.

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4. *Check your friend’s paragraph for these things:*

- a. Did you use the reported speech grammar? \_\_\_\_\_
- b. Did you use a variety of sentence opens? \_\_\_\_\_
  - Which ones? \_\_\_\_\_
- c. Did you use appropriate punctuation? \_\_\_\_\_
- d. Underline the sentence that you like the best.





### *Circadian Rhythms - Lesson Twenty Eight*

1. Watch the video about circadian rhythms, and write the important words and ideas.

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#### Hedging<sup>8</sup>

Hedging is the way that a writer can limit what they are saying and make it more polite or careful. Instead of writing “Everyone in Turkey enjoys drinking tea all day,” we can write a more careful and limited sentence, “**Most** citizens in Turkey enjoy drinking tea **often**.” This is much better academic writing! Below are some different ways to hedge:

Modals: *can, could, may, might, should, will* (NOT *must, have to*)

Frequency Adverbs: *generally, frequently, most of the time, rarely, almost never/always...*

Quantifiers: *many/much, some, a few/a little, a number of...*

Possibility Adverbs: *possibly, probably, perhaps, (un)likely, potentially, maybe...*

Linkers for Partial Agreement: *To a certain extent, To some degree, This is partially true, but... While this can be true, In some cases, Up to a certain point...*

Other Adjectives/Adverbs: *relative(ly), apparent(ly), approximate(ly), essentially, nearly, partially, slightly, somewhat, sufficiently, theoretically, about, broad(ly)...*

Verbs: *appear to, seem to, believe, think...*

2. Now watch the video again and identify “hedges” in. Where does the speaker try to limit or be careful or show possibility with their claims? Write the hedges below.

<sup>8</sup> adapted from Hinkel, Eli. (2015). *Effective Curriculum for Teaching L2 Writing* (p. 257). Taylor and Francis.

3. *Read the paragraph below; then, rewrite it and add hedges to improve it.*

All over the internet, there are fantastic ideas about circadian rhythms. Circadian rhythms are the patterns in people’s bodies that cause them to always wake up at the same time. As well, they make people hungry at 12 o’clock and sleepy after lunch. Actually, these rhythms affect all of life, plants, animals, and humans. Because people ignore their circadian rhythms, different health problems have become common. Heart, lung, and weight problems are included in this. Even one’s body temperature and metabolism change due to them. Everyone who reads this needs to pay much more attention to their circadian rhythms.

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4. *Choose one of the topics below and write a paragraph about it. Use hedges.*

- Drinking warm milk before bed will (not) help people sleep better. *OR*
- Drinking water with ice will (not) make someone ill.

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5. Read the paragraph in Exercise 4 slowly and carefully.
- a. Does the paragraph contain hedges? \_\_\_\_\_ Which ones? \_\_\_\_\_
  - b. Does it use a variety of linkers? \_\_\_\_\_ Which ones? \_\_\_\_\_
  - c. Does the paragraph use good punctuation? \_\_\_\_\_
  - d. Mark the best sentence in the paragraph with a star.



### *History: The City of Canberra - Lesson Twenty Nine*

Canberra, one of the youngest capitals in the world, has a rather interesting history as Australia's capital. **The city**, which has been being built over the course of more than 100 years, owes its initial planning to an American, part of its name to the Aboriginal people, and the honor of being the capital to its geography. The history of **this** capital city can be laid out by pointing to the capital elections, the still ongoing building of the city, and its current state.

In the early 20th century, there were hot debates over which should be Australia's capital, Sydney or Melbourne? However, the fact that both major cities had hot climates made the Australian Parliament consider other **approaches**. In 1908, they settled on building a city between Melbourne and Sydney as a compromise; **the area** was not to be over 100 miles away from Sydney, and Melbourne was declared the temporary capital of the state. After the area was chosen, the next step was to find a name for it. The government invited the public to suggest names for the area, and by March 1913, there were 764 **options** (Phillips 2013). After long debates, the winning name was "Canberra". It is the blend of the European *cranberry* and the Aboriginal *nganbra*, meaning "meeting place", and it puts a smile on one's face when thinking about the fact that the capital is literally the "meeting place" of both the Aboriginal and Australian nationals.

With the capital's area decided, it was time to decide on a city plan and realize it. In 1910, an international competition for the design of the city was held, with the winner being an American architect Walter Burley Griffin. Later, Griffin was appointed Federal Capital Director of Design and Construction, and the start of the construction of the city was marked by Lady Denman. However, the building process would prove to be challenging, with the Great Depression and two world wars slowing economic development. Nonetheless, construction gained speed in the 1950s, and important steps were taken in the '60s and '70s to realize the building of a city destined to be a capital (National Capital Authority). The city is still continuing its expansion today.

Canberra has made big progress to earn its title of "capital". At **the time** it was chosen to be the capital, the area had more sheep than people, and there was a joke that the decision to build a capital here ruined a profitable sheep farm. The capital was originally planned as a city for 25,000 people. However, it is now becoming **one** with over 400,000 residents, 18 percent of **which** speak a different language than English (National Museum Australia), signaling the cultural diversity of the city.

In conclusion, the city of Canberra is an idea come true. With an ever-expanding landscape and increasing population, it is asserting its presence. Hopefully, this young capital lives up to the **values** that gave it its name and becomes a true "meeting place" for people from many different cultures and backgrounds in Australia.

1. *Answer the questions about the authentic student essay which has been slightly adjusted.*

a. *What is the main idea?* \_\_\_\_\_

b. *What is an interesting fact?* \_\_\_\_\_

c. *What do you think the **bold** words refer to?* \_\_\_\_\_

| <b>Text-referring Words<sup>9</sup></b>  |   |
|--|---|
| <i>Text-referring words point to other words that in the text. They are used to avoid repeating the same content words. Their function is similar to pronouns, but they are nouns. The underlined words are from the Academic Word List.</i>   |   |
| <b>Situation</b>   | circumstance, state of affairs  |
| <b>Characteristic</b>  | <u>category</u> , <u>aspect</u> , <u>function</u> , class                                 |
| <b>Problem</b>   | difficulty, crisis, <u>issue</u> , matter, contradiction                                  |
| <b>Solution</b>  | answer (to), key (to), <u>resolution</u> (to), <u>approach</u> (to), idea                 |
| <b>Response</b>  | reaction (to), <u>attitude</u> (towards), rejection (of)                                  |
| <b>Evaluation</b>  | assessment (of/on), judgment (of)   |
| <b>Opinion</b>   | <u>perspective</u> , view, position, idea, belief (in)                                    |
| <b>Statement</b>   | claim, argument   |
| <b>Other</b>   | <u>option</u> , <u>method</u> , values, (dis)advantage, the former/ latter, the one/other |
| <p>Examples:</p> <p>~ The judge rejected the prosecutor’s <b>arguments</b>, so the case was dismissed.</p> <p>~ The <b>circumstances</b> on Mars are so difficult for human life that nations are struggling to find practical <b>approaches</b> that will allow humans to survive there.</p> <p>~ The students listened to the philosopher, but they could not accept his <b>perspectives</b>.</p> <p>~ Children love both ice cream and television. Yet, the former contains too much sugar, while the latter damages their eyes and attention span.</p> |   |

2. Check the essay about Canberra again; which of the bold words are text-referring words. What do you they refer to?

3. Now write 3 sentences about the essay about Canberra using text-referring words.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.

4. Feedback: check with your partner or group.

- a. Are the text-referring words in Exercise 3 used well? \_\_\_\_\_
- b. What is the best sentence in Exercise 3? \_\_\_\_\_
- c. Are articles (a, an, the) used properly in each of the sentences? \_\_\_\_\_

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<sup>9</sup> McCarthy & O'Dell, 2007; Hinkel, *Effective Curriculum for Teaching L2 Writing*, 2015.





***Emotions and Self-Expression - Lesson Thirty***

1. Listen to the song and write down the emotions that are mentioned or implied in the song.



2. Summarize the emotions that you think the singer was trying to express in the song.

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3. Think of other songs and the positive and negative emotions that they express.

- |      |       |       |       |
|------|-------|-------|-------|
| i.   | _____ | vi.   | _____ |
| ii.  | _____ | vii.  | _____ |
| iii. | _____ | viii. | _____ |
| iv.  | _____ | ix.   | _____ |
| v.   | _____ | x.    | _____ |

*What is the connection between singing and emotions?*

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4. Write for 5 minutes! What is the connection between academic writing and emotions? Should academic writing include emotions? Why or why not?

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5. *Think about bias and prejudice, connections and disconnections, friendships and enmity. What sort of solutions could be beneficial to reduce bias against others?*



Thesis statement: \_\_\_\_\_

\_\_\_\_\_

6. *Write an introduction for an essay on the above topic.*

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7. *What have you learned today?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Guidelines for Bias-Free Language in Academic Writing<sup>10</sup>

### 1. Gender-Neutral Pronouns in Academic Writing

Some citation guidelines refer to these problems as follows:

- **1<sup>st</sup> Option:** Make the sentence plural: “Lawyers should bring their suitcases.”
- **2<sup>nd</sup> Option:** Rewrite the sentence to replace the pronoun with an article: “Every lawyer should bring a suitcase.”
- **3<sup>rd</sup> Option:** Combine both singular pronouns: “Every lawyer should bring his or her suitcase.” or “Every lawyer should bring her or his suitcase.”

Alternatives that are not accepted: Do not use combinations like ‘he/she’, ‘s/he’, ‘(s)he.’ Do not use ‘he’ or ‘she’ alone (unless it refers to a specific person). Do not change between ‘he’ or ‘she’ in every other sentence.

### 2. Non-handicapping Language

- The language we use when we refer to individuals with disabilities can sometimes be biased. For example, *nondisabled people* or *people without disabilities* is preferred to the term *normal*. Using *normal* makes an unconscious comparison of *abnormal*, thus stigmatizing those individuals with differences. Also, do not call people with disabilities *sick*, *patient*, etc.

Here are examples of negative, stereotypical, and sometimes offensive words and expressions, along with preferred language, which describes without implying a negative judgment.

- **Put people first, not their disability**

| <i>Problematic</i>  | <i>Preferred</i>                                      |
|---------------------|---|
| Disabled person     | Individual with / who has a disability                |
| Mentally ill person | Person with a mental illness / psychiatric disability |
| Retarded adult      | Adult with mental disability / retardation            |

- **Do not label people by their disabilities**

| <i>Problematic</i>    | <i>Preferred</i>                                 |
|-----------------------|--|
| Schizophrenics        | People who have schizophrenia                    |
| Epileptics            | Individuals with epilepsy                        |
| The learning disabled | People with learning disabilities / difficulties |

- **Use emotionally neutral expressions**

| <i>Problematic</i>       | <i>Preferred</i>            |
|--------------------------|-----------------------------|
| Stroke victim            | Individual who had a stroke |
| Confined to a wheelchair | Uses a wheelchair           |

- **Avoid offensive language**

| <i>Problematic</i> | <i>Preferred</i>                          |
|--------------------|---|
| Cripple            | Person who has a limp / is unable to walk |
| Retarded           | Child with Down Syndrome                  |
| Crazy              | Person with symptoms of mental illness    |

<sup>10</sup> Adapted from the APA Manual & Chicago Manual of Style; supplemented from “Bias in Academic Writing,” <https://www.youtube.com/watch?v=L84MVxIx1ho> and Purdue OWL’s “APA Stylistics: Avoiding Bias” [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_stylistics\\_avoiding\\_bias.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_stylistics_avoiding_bias.html)

### 3. Reducing Bias

Certain words can express gender, racial or ethnic bias intentionally or unintentionally.

| <i>Problematic</i>   | <i>Preferred</i>  |
|--|---|
| <b>Be specific, do not use stereotypic bias.</b>   |   |
| The client’s behavior was typically female.  | The client’s behavior was ... (specify)   |
| <b>Use parallel terms.</b>   |   |
| Girls and men<br>Men and females   | Women and men<br>Girls and boys   |
| <b>Use gender- and bias- neutral language</b>  |   |
| Man, mankind<br>Businessman<br>Man’s search for knowledge<br>Scientists often neglect their wives.<br>Mothering<br>Chairman<br>Mailman | People, humanity, individuals, human beings<br>Businessperson<br>The search for knowledge<br>Scientists often neglect their spouses.<br>Parenting<br>Chairperson<br>Postal worker |
| <b>Specify sex only if it is necessary. Use male/female as adjectives.</b>   |   |
| Woman doctor, man scientist<br>Housewife   | Doctor, scientist, male/female doctor<br>Homemaker  |
| <b>Don’t define people with irrelevant information.</b>  |   |
| A black man witnessed everything.  | A man witnessed everything.   |
| <b>Avoid using judgmental language that holds a whole community responsible for a small group’s offensive actions.</b>                 |   |
| Christian Crusades<br>Muslim terrorism   | Crusades carried out by people who identified themselves as Christians<br>Terrorism by a group of people who claim to be Muslim.  |

#### A. Steps to use to reduce bias in your writing:

1. Use sufficient evidence to support important points
  - a. Don’t ignore evidence that disagrees with your point.
2. Acknowledge and interact with opposing viewpoints
  - a. If people might have a serious disagreement with your statement, don’t be afraid to mention it.
  - b. However, after you mention it, show additional proof for why this argument is inaccurate or insufficient.
  - c. Finally, if you realize that the ‘opposing’ view has stronger evidence, you can change your view and show your original view as the ‘opposing’ argument.
3. Write respectfully and positively, even when disagreeing with others.
  - a. If you are attacking the person, it will seem that your arguments are too weak to interact with their arguments
4. Check sources for bias. (Evaluate why they might want to say this!)
  - a. This doesn’t mean they are wrong; it just means you should check to be sure their bias isn’t manipulating their results.
5. Avoid ‘labeling’ when possible, and try to call people what they prefer to be called.

### Comparison of Turkish and English Punctuation

|   | Turkish Usage  | Incorrect English Usage   | Correct English Usage   |
|---|--|---|---|
| <b>Comma (,)</b>                        | <i>Used after the subject in a long sentence:</i><br><i>Sadrazam, o akşam kahyasını Muhsin Çelebinin Üsküdar'daki evine gönderdi. (Ömer Seyfettin-Pembe İncili Kaftan)</i> | The grand vizier, sent his butler to Muhsin Çelebi's house in Üsküdar that evening. | <i>It is never used after a subject.</i><br>The grand vizier sent his butler to Muhsin Çelebi's house in Üsküdar that evening.  |
| <b>Comma (,)</b>                        | <i>Used with coordinate clauses:</i><br><i>Umduk, bekledik, düşündük. (Yakup Kadri Karaosmanoğlu)</i>  | We expected, waited, pondered.  | We expected, waited, and pondered.  |
| <b>Comma (,)</b>                        | <i>Use a comma between the parts of large numbers</i><br><i>5.000 lira krediye ihtiyacım vardır.</i>   | I need a 5.000-lira loan.   | I need a 5,000-lira loan.   |
| <b>Colon (:)</b>                        | <i>Used after a sentence that will be explained in the following one:</i><br><i>Kendimi takdim edeyim: Meclis kâtiplerindenim. (Falih Rıfkı Atay)</i>                      | Let me introduce myself: I am one of the Parliament's clerks.                       | Let me introduce myself. I am one of the Parliament's clerks.   |
| <b>Colon (:)</b> / <b>Full stop (.)</b> | <i>Used to separate the numbers when time is given.</i><br><i>Kardeşimin evine akşam saat 9.30'ta ulaştım.</i>   | I arrived at my brother's house at 9.30 in the evening.                             | I arrived at my brother's house at 9:30 in the evening.   |
| <b>Quotation Mark (" ")</b>             | <i>Not used with direct quotations:</i><br><i>Adana'ya yarın gideceğim, dedi.</i>  | She said I will go to Adana tomorrow.   | She said, "I will go to Adana tomorrow".  |
| <b>Full-stop/Period (.)</b>             | <i>Used with ordinal numbers:</i><br><i>Alper Kulaksız 2014'te uzun atlamada 1. oldu.</i>  | Alper Kulaksız won 1. place in the broad jump in 2014.                              | Alper Kulaksız won 1st place in the broad jump in 2014.   |
| <b>Semi colon (;)</b>                   | <i>Used with sentences that have commas already</i><br><i>Yeni usul şiirimiz; zevksiz, köksüz, acemice görünüyordu. (Yahya Kemal Beyatlı)</i>                              | Our new poetry style; seemed tasteless, baseless, and amateur.                      | Our new poetry style seemed tasteless, baseless, and amateur.<br><i>Used with some linkers:</i><br>The engineers claimed the bridge was safe; however, they were unprepared to cross. |



**Entrepreneurs - Lesson Thirty One**

1. *A Crazy Paragraph: Begin a story using the first linker; then pass your paper to the person on your left, and they will continue the story.*

Initially, \_\_\_\_\_

Beyond that, \_\_\_\_\_

Meanwhile, \_\_\_\_\_

In spite of that, \_\_\_\_\_

As a result, \_\_\_\_\_

To a certain extent, \_\_\_\_\_

That is, \_\_\_\_\_

Because of \_\_\_\_\_

To illustrate, \_\_\_\_\_

Ultimately, \_\_\_\_\_

2. *Circle the ones that you do not use regularly in your writing.*

| Function                                    | Linkers  | Example   |
|---|--|---|
| <b>Addition</b>                             | In addition (to), similarly, furthermore, besides, beyond that, along with that, moreover, as well                                   | <u>In addition to</u> learning linkers, students were asked to use them in papers. <u>Furthermore</u> , teachers expected to see them on the exams.                                       |
| <b>Reason / Cause</b>                       | Because, because of, since, for that reason, due to, owing to that   | <u>Since</u> she loathed the movie industry, she was often uninformed about pop culture.  |
| <b>Result</b>                               | Consequently, therefore, as a result, thus, as a consequence, hence  | He loathed the film industry; <u>consequently</u> , he was often uninformed about pop stars.  |
| <b>Contrast</b>                             | However, in contrast, on the one/other hand, although, even though, alternatively, in spite of, rather (than), instead of, otherwise | Copying without giving a citation is not accepted in academic writing; <u>otherwise</u> , students would not need to learn to think for themselves and express their own thoughts.        |
| <b>Examples</b>                             | For example, for instance, to illustrate, in particular  | The CEO supported her employees' needs, <u>for example</u> , she ensured they took vacation.  |
| <b>Listing – Importance, time, or logic</b> | To begin with, Initially, afterwards, primarily, first(ly), finally, meanwhile, last(ly), eventually, ultimately, in the end         | <u>Initially</u> , when he began his research, he hoped for a groundbreaking discovery about how to cure the disease. <u>Afterwards</u> , he was thankful to have contributed in any way. |
| <b>Summarizing / Concluding</b>             | To sum up, to summarize/conclude, in conclusion/ summary, all in all   | <u>In summary</u> , for entrepreneurs, the key attitude is to keep trying even after failure.   |
| <b>Partial Agreement</b>                    | To a certain extent/point, to some degree, this is partially true, but..., while this can be true, in some cases/instances           | Ms. Johnstone's research is certainly eye-opening, and <u>to a certain extent</u> everyone should agree with her. However, some of her conclusions still need more evidence.              |
| <b>Explaining</b>                           | That is, in other words, to clarify, to put it another way   | Mr. Coe's wealth was from dubious sources; <u>that is</u> , no one knew if it was legal.  |

3. Choose four of the above linkers that you do NOT usually use. Write a sentence about a famous business person with each of the 4 linkers.

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

**Synthesis of Multiple Sources**

*A critical academic skill is synthesizing multiple sources. This means that instead of simply summarizing one source, a writer takes information from several sources and puts them together in a way that makes sense to the reader. In this way, the author can show understanding of the material and the relationships between the parts of the material.*

4. Read the three paragraphs and then synthesize the information into a paragraph. Take notes about the key points from each paragraph.

- A.** In his book, *David and Goliath*, Malcolm Gladwell discusses the fact that many successful entrepreneurs have some sort of difficulty in their lives like dyslexia, the disease that makes it more challenging for a person to read. Gladwell says that many of these businesspeople whom he has interviewed believe that their difficulty is what taught them the strength to succeed when someone else might have quit.
- B.** Katrina Lake, the founder of Stitch Fix, started her extremely successful clothing company while she was still in her 20s. By 2018, it was valued at \$3 billion, and she was one of the youngest female CEOs in the USA. On the other hand, she had trouble raising money for Stitch Fix. This seemed to be because her company was mostly marketed to women and most of the investors were men. On the day that her company became “public” (available on the stock market), she was carrying her 14-month old baby with her and inspiring people all over the world.
- C.** Melih Ödemiş is a co-founder of Yemeksepeti, the phenomenally successful website serving people across Turkey. Since 2000, it has become available to nearly the entire urban population of the country. In a lecture at Stanford University, Ödemiş describes the different stages that the online company went through in order to become successful. Yemeksepeti survived the huge 2001 economic crisis which created both a big opportunity and a big risk because they had no competition. The company has grown through a variety of challenges in the years since then.

- A.** \_\_\_\_\_.
- B.** \_\_\_\_\_.
- C.** \_\_\_\_\_.

5. *Fill in the blanks or lines with ideas from the paragraphs in exercise 4. Synthesize the information; in other words, bring it together so that it is a single story.*

Starting a business or being an \_\_\_\_\_ is a dream that many young people have. In contrast to that dream, starting a business is often more about the difficulties that a person has had or will have than about getting to make money. For example, Malcolm Gladwell writes about \_\_\_\_\_ which allow many entrepreneurs to succeed. Along with that, Katrina Lake experienced different difficulties due to \_\_\_\_\_. As a result, it is clear that some difficulties are personal, and others are about the business itself. Beyond that, Yemeksepeti provides an example of how the general economy \_\_\_\_\_. All in all, entrepreneurship can be quite rewarding, but it will definitely involve significant challenges.

6. *Answer the questions about the synthesis above.*

- Does the synthesis *only* give the ideas from the paragraphs in Exercise 4? \_\_\_\_\_
- Does it include information from each of three paragraphs? \_\_\_\_\_
- Does it show ways in which the paragraphs are similar or connected? \_\_\_\_\_
- How is this different from just summarizing? \_\_\_\_\_

7. *Brainstorm and make an outline with your group.*

- Introduction
  - Hook:
  - Thesis statement: \_\_\_\_\_
- 1.
  - a.
  - b.
- 2.
  - a.
  - b.

8. *Write an introduction for an essay.*

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**Daily Conversation and Academic Discourse - Lesson Thirty Two**

1. Look at the picture for 1 minute. Then, try to write 5-8 sentences (40-60 words).



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**Combining & Expanding Sentences**

*Many methods or grammars can be used to both combine and expand sentences. This can be done with adjectives, subordinate clauses, (reduced) relative clauses, and conjunctions. Read the examples below taken from Nessel and Dixon (2008, p. 136).*

Original: The man was walking down the street. The man was very old. A dog walked with him. The dog was very old, too. The man carried a cane. He moved slowly. He stopped often to rest. He wore a brown coat. He also wore a brown hat.

Improved: The very old man was walking down the street. His dog, also very old, walked with him. The man carried a cane and walked slowly, stopping often to rest. He wore a brown coat and a brown hat.

*You can also make basic sentences like the ones in the first example more interesting by adding extra details.*

2. Which of the suggested methods for improving sentences were used in the example?

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3. *Using your paragraph from exercise 1, work with a friend and expand each of your paragraphs. Try to make every sentence better by combining or expanding it.*

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4. *Feedback: check with another partner or group.*

- a. Where are adjectives and adverbs used well? \_\_\_\_\_ Where could more be added?
- b. Are there relative clauses and subordinate clauses? \_\_\_\_\_ Where could more be added?
- c. What additional details could be mentioned? \_\_\_\_\_

5. *Using your paragraph from exercise 3, rewrite the paragraph in an academic way.*

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6. *Now check the academic version of your paragraph. Does it follow each of these features of academic writing? Tick the ones that are true; give examples.*

- \_\_\_ Hedges
- \_\_\_ Linkers
- \_\_\_ High-level grammar
- \_\_\_ Formal, high-register vocab
- \_\_\_ Giving evidence for claims
- \_\_\_ Topic sentence