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**Advanced Level (CASAS reading scores of 221-235)**

## The Short Essay: Week 2

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### **Unit Overview**

This is a 6-week unit in which learners produce a variety of genres of short essays. Advanced learners transition from paragraph writing to short essay writing. Learners explore unity and coherence in a paragraph and choosing controlled topic sentences. Learners also explore different grammatical points per essay genre. Learners work on avoiding run-on sentences and creating compound sentences with proper conjunctions.

### **Focus of Week 1**

- Identifying and planning **descriptive organization**
- **Culinary Arts and Nutrition**
- Choosing **appropriate adjectives** in descriptive writing
- **Similes** and simile structure
- Using **prepositional phrases** to give more details in descriptive writing

## Short Essay Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Literacy:</b> identify characteristics of a descriptive short essay.</p> <p><b>Literacy:</b> free-write for ten to fifteen minutes using characteristics of descriptive writing.</p> <p><b>Listening/speaking:</b> orally describe a picture of produce and personal experiences buying produce. Retell a classmate’s description of a food place using sensory words.</p> <p><b>Transitions &amp; Critical Thinking:</b> answer critical thinking questions about “How to Eat a Guava” by Esmeralda Santiago, such as: “How do you think the author felt...?” and, “What do you think the author means when...?”</p> <p><b>Grammar:</b> define “prepositional phrase” and use some prepositional phrases of location, time, direction, and manner to add more detail to sentences.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 28-31, 38-39</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Guava Visual Aid</b> (to be projected w/p. 29)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

#### Warm up: Thinking about the Topic: Listening/speaking

**Description:** Look at the picture on p. 28 of the text and discuss the questions in part A with a partner. Then answer part B. Form small groups and retell others what partners shared about a specific place using sensory words and reported speech.

**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, p.28

#### Activity 1: Literacy & Transitions/Critical Thinking

**Description:** Introduce “descriptive short essay” and practice identifying the characteristics of descriptive writing. Learners read a prologue entitled “How to Eat a Guava” with potentially new vocabulary foot-noted.

**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 29-30 Handout: **Guava Visual Aid (single copy to be projected)**, and a projector

#### Activity 2: Grammar

**Description:** Read about prepositional phrases and their functions. Complete an exercise inserting appropriate prepositional phrases into sentences in order to add more detail.

**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 38-39 (Exercise 3 only on p. 39)

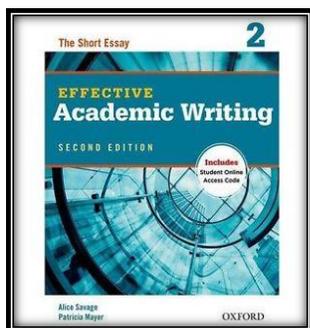
#### Checking for Understanding

**Description:** Free-write for ten to fifteen minutes choosing from the food-related topics provided. Learners express their thoughts and feelings, using sensory words and details whenever appropriate.

**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, p. 31

## Teacher Directions: Warm Up: What do you smell? What do you taste?-Materials:

Textbook: *Effective Academic Writing 2: The Short Essay*, p. 28



### Step 1: Setting the Context

“Descriptive writing uses words to build images for the reader. These images may come from sights, sounds, smells, tastes, or even feelings. Good descriptive writing makes the reader feel as if he or she is present in the scene,” p. 28

Words that describe sights, sounds, smells, tastes, and touch are **sensory words**. Sensory words are usually adjectives that provide the reader with a fuller picture, or sense, of the experience of the writer. Not every type of sensory word is appropriate in all circumstances; for example, if a writer is describing a person, animal, or place, it may not be appropriate to use taste descriptors. On the other hand, some taste descriptors can be used idiomatically, such as “bitter” and “sweet,” and these will often be used to describe people.

### Step 2: Group Work

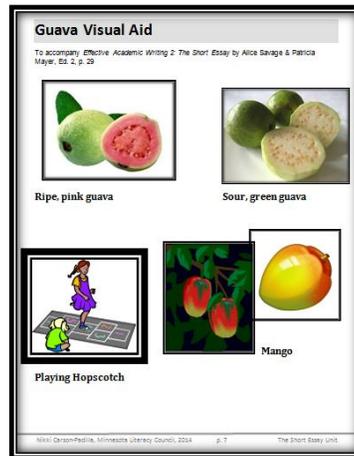
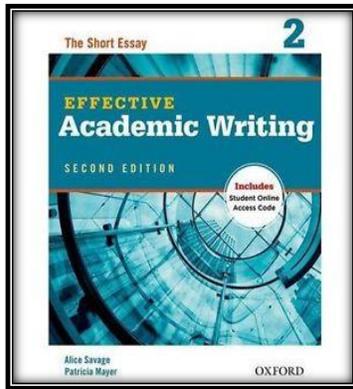
Pairs take approximately 10 minutes to discuss the questions under part A of Exercise 1 on p. 28. Then, ask partners to move on to independently thinking about part B. Depending on class size, learners may remain in pairs, or they may regroup by joining another pair, creating a small group of four. Share ideas about part B for an additional 5-10 minutes.

### Step 3: Report Out

Groups share their descriptions with the whole class. Ask a learner or two from each group to share some of the sensory words used by their group members. Learners should use reported speech and retell what a classmate shared during the earlier discussion of part B. This holds all learners accountable for the listening/speaking objective and also allows learners to think about sensory words used by others.

A **thesaurus** is an excellent resource for expanding one’s vocabulary. It is a book full of synonyms and antonyms. A thesaurus works well to introduce new vocabulary and informs readers and writers which words are similar and which are different. However, a thesaurus rarely shares all the possible connotations of new vocabulary, so it is difficult to know whether or not it is appropriate to use a synonym in a new situation, especially if one has never heard the word before. For example, “the seeds tightly embedded in the flesh” taken from *How to Eat a Guava* would most likely **not** be paraphrased to “the kernels forcefully implanted in the meat! For this reason, it is advisable to use a thesaurus with caution and to ask native speakers before using new words (those that the writer has never encountered before).

**Teacher Directions: Activity 1: Literacy/Transitions & Critical Thinking-Materials:** *Effective Academic Writing 2: The Short Essay, pp. 29-30*; Handout: **Guava Visual Aid** (single copy to be projected), and a **projector**



### Step 1: Context

“Sometimes one particular experience can create a memory that stays with us for many years. The following reading describes Esmeralda Santiago’s memories of the guavas she ate as a child,” p.29

Learners read an excerpt from a longer text that is full of descriptive language. The goal of reading “How to Eat a Guava” is not to learn the process of eating guava, as the title might insinuate, but rather to help learners identify characteristics of good descriptive writing. Learners should consider what the order, or organization, of the writing is as well as what kind of language provides the details. Before reading, discuss the potentially new vocabulary bolded throughout the text and defined below the margin (like footnotes, minus the numbering system). There are nine terms defined for learners. Project the accompanying handout “Guava Visual Aid.” Use these visuals as an extended guide for potentially new vocabulary.

### Step 2: Reading

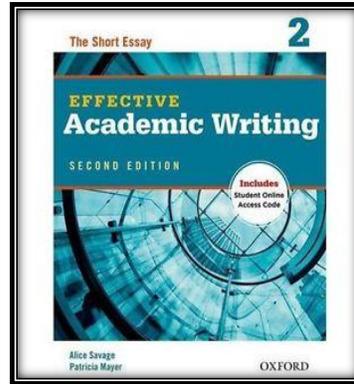
Instructor reads “How to Eat a Guava” aloud to the class, demonstrating pronunciation of new vocabulary as well as minding punctuation. Learners follow the text as the instructor reads. Learners re-read “How to Eat a Guava” aloud in pairs. Before learners begin reading in pairs, remind them they do not need to understand every word in order to understand the author’s experience.

### Step 3: Checking Comprehension

In order to check for comprehension of what was read, learners work individually on Exercise 3, p. 30 answering T or F to statements 1-4. Learners continue with Exercise 4 using short answers to address the critical thinking questions about the descriptive writing on p. 29. Have learners report out their answers to questions 1-4. If there are any discrepancies in answers, discuss them thoroughly as a class. Also, ask learners to share their responses to Exercise 4. As these questions are more open-ended, there is no answer key provided.

(Answers for Exercise 3: 1. F 2. F 3. F 4. F)

**Teacher Directions: Activity 2: Grammar-Materials: Textbook: *Effective Academic Writing*  
2: The Short Essay, pp. 38-39 (bottom of 38, top of 39)**



Step 1: Setting the Context

Read the Language and Grammar Focus on p. 38 as a class. Discuss the examples. Provide additional examples as necessary. Learners will see the different purposes of prepositional phrases: to show position and location; to show direction; to show time; and to show manner or feeling. In all cases, the prepositional phrases are adding details to the sentences. For example, “there were many kinds of cheeses,” could exist on its own as an independent clause, but adding “on the right” and “in rows” gives us more information about where and how the cheese was positioned. We can imagine how the cheese was arranged.

Step 2: Pair Practice

Learners work independently on Exercise 3 found on the top of p. 39. They must fill in the blanks with appropriate prepositional phrases (no word bank). This means that answers will vary, but only certain answers will be appropriate. Prompts for prepositional phrases are provided per sentence in parentheses. For example,

**2. We watched \_\_\_\_\_ as the seller arranged the fruit. (How did you feel?)**

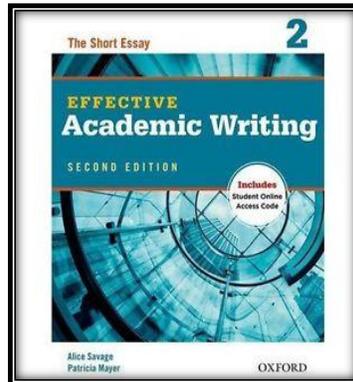
So, instead of simply writing (preposition + manner or feeling), they are asking a direct question that leads learners to write an appropriate phrase in the blank.

Step 3: Compare Responses

Once learners have completed Exercise 3, they partner up to compare their responses and determine whether their individual responses are appropriate. Circulate the room to address any learner questions. Most common questions at this point will be whether or not the appropriate preposition was used within the phrase.

*Inform learners that they will be working on prepositional phrases throughout the week. They will receive more materials on specific prepositions and when to use them.*

Checking for Understanding—Materials: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 31



Activity:

Free-write for ten to fifteen minutes choosing from the food-related topics provided. Learners express their thoughts and feelings, using sensory words and details whenever appropriate.

- The author talks about her experiences of eating guavas as a child. What was your favorite food as a child?
- What is a food that you don't like? Why don't you like it?
- Write about a favorite drink or food. In what way is this drink or food healthy or unhealthy?
- Do all fruits and vegetables taste the same no matter where you buy them? Explain.

# Guava Visual Aid

To accompany *Effective Academic Writing 2: The Short Essay* by Alice Savage & Patricia Mayer, Ed. 2, p. 29



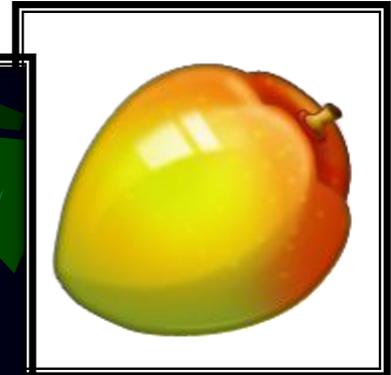
**Ripe, pink guava**



**Sour, green guava**



**Playing Hopscotch**



**Mango**

## Short Essay Unit: Week 2, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Listening/speaking:</b> name adjectives that describe specific senses (sensory words). Pronounce named sensory words with appropriate stressed syllable and reduced /t/ or fast /d/ for “t” when necessary.</p> <p><b>Literacy:</b> brainstorm using word webs.</p> <p><b>Literacy:</b> use sensory words in sentences, demonstrating understanding of vocabulary and how to add details in order to describe food.</p> <p><b>Transitions &amp; Critical Thinking:</b> determine the function of prepositional phrases, not only identify them.</p> <p><b>Grammar:</b> identify prepositional phrases as used in a descriptive essay; decide when to use “on,” “in,” or “at” to show time.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <b>Textbook:</b> <i>Effective Academic Writing 2: The Short Essay</i>, pp. 32-33</li> <li>• <b>Textbook:</b> <i>Grammar in Use Intermediate</i>, pp. 236-237</li> <li>• Handout: <b>American English Pronunciation: Sensory Words</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: “<b>Food from the Sea</b>”: Minus Prepositional Phrases</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> <li>• Class set of rubber bands (optional)</li> </ul>

## Lesson Plan

### Review/Warm-up: Literacy & Grammar

**Description:** Read a student essay and identify prepositional phrases and their functions.

**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, p. 37 “*Food from the Sea*” and a projector

### Activity 1: Literacy & Transitions/Critical Thinking

**Description:** Use word webs to brainstorm before writing a short essay. Consider audience and purpose.

**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, p. 32

### Activity 2: Grammar

**Description:** Read about the proper use of prepositions used to show time, such as “in,” “on,” and “at”. Practice using the specific phrases “on time” vs. “in time” and “at the end” vs. “in the end”.

**Materials/Prep:** Textbook: *Grammar in Use Intermediate*, pp. 236-237

### Activity 3: Listening/speaking & Vocabulary development

**Description:** Collaboratively name sensory words (adjectives) by category. Practice proper pronunciation and syllabic stress with instructor.

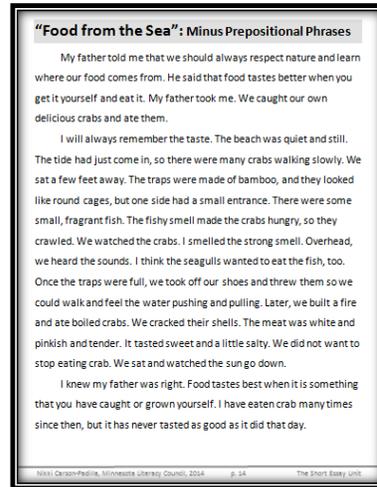
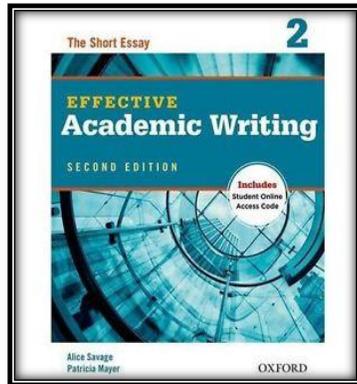
**Materials/Prep:** Textbook: *Effective Academic Writing 2: The Short Essay*, p. 33 (top); Handout: **American English Pronunciation: Sensory Words**

**Checking for Understanding:** Literacy & Listening/speaking

**Description:** Use brainstormed sensory words in sentences and share one with the class as an “exit ticket”.

**Materials/Prep:** None. See detailed plan for instructions.

**Teacher Directions: Review: Literacy & Grammar—Material: Textbook: *Effective Academic Writing: The Short Essay*, p. 37; Handout: “Food from the Sea”: Minus Prepositional Phrases (one copy to project); and a projector**



### Step 1: Introduce Activity

Learners discover how prepositional phrases add more information (details) to an essay. The reader can imagine an event more clearly with both sensory words and prepositional phrases. Learners will listen to the instructor read a student essay aloud and then independently re-read the essay, specifically looking for prepositional phrases.

### Step 2: Read the Essay

The instructor reads the student essay “Food from the Sea” on p. 37 aloud. Learners follow the text and listen for the gist. They keep in mind the question, “What main event does the writer describe?” Briefly discuss the content, or main event, before moving on to the grammar practice.

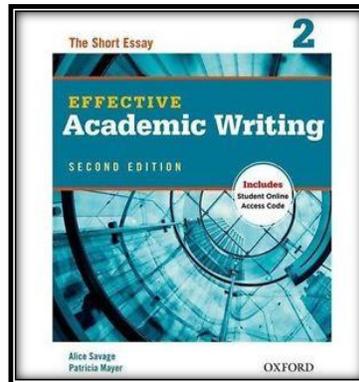
### Step 3: Identify Prepositional Phrases

Learners independently re-read the essay and underline prepositional phrases. Learners should not underline every preposition they encounter, but only those that are used in phrases, especially to show location, direction, or manner/feeling. A prepositional phrase is a preposition + a noun phrase or a pronoun.

### Step 4: Report Out

Project a copy of p. 37 and ask learners to come forward to underline prepositional phrases. As they do so, also ask that they label the phrases with their functions: location, direction, or manner/feeling. Discuss as a class. Time-permitting, compare the original essay to the handout: “Food from the Sea” Minus Prepositional Phrases. Which seems more effective? Which provides more details?

**Teacher Directions: Activity 1: Literacy & Transitions—Material: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 32 and a projector**



**Step 1: Setting the Context**

“Think of a food you really like or dislike. On a separate piece of paper, write down your ideas about this food in a word web...Think about the food’s taste, smell, appearance, preparation, any sounds you associate with it, or the context in which you eat it,” p. 32

Word webs help organize thoughts into categories. These categories can later be divided into appropriate paragraphs. Taste and smell are two categories provided in Exercise 1 Brainstorming ideas on p. 32; however, touch and sight could also apply for foods. Context should be explained to learners as the situation in which the food is eaten, grown, or prepared. Context is mostly the when and where.

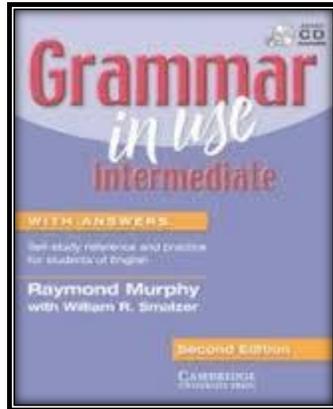
**Step 2: Practice**

Before learners create their own word webs, they complete Exercise 2 Identifying audience and purpose. This will help learners decide what to include in the web. Encourage learners to consider an audience beyond the instructor. Would they like classmates or family members to read their essays? Would they consider publishing this short essay in Journeys in the future? Learners choose a food to concentrate on, either one that they love or dislike. They create a word web like the one provided on p. 32 about pizza.

**Step 3: Checking for Understanding**

Volunteers share their word web brainstorms with the class by projecting their ideas. Classmates may ask questions about context, etc.

**Teacher Directions: Activity 2: Grammar**—Material: Textbook: *Grammar in Use Intermediate*, pp. 236-237 and a projector (optional)



Step 1: Setting the Context

Understanding subtle differences in contextual meaning of prepositional phrases gives learners an advantage when reading, in casual conversation, and while watching movies. Learners specifically explore prepositions of time.

Step 2: Read

As a class, read aloud sections A and B on p. 236. First, learners compare “on time” and “in time”. There is a subtle difference in meaning where “on time” means being punctual for a set hour/schedule, but “in time” means being able to reach something or do something soon enough. Second, learners compare “at the end” and “in the end”. There again is a subtle difference in meaning where “at the end” means at the time when something ends (sequential), but “in the end” means the final result (effect).

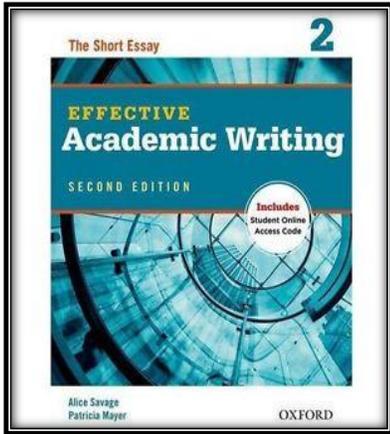
Step 3: Pair Practice

Learners complete Exercises 118.1-118.3 on p. 237 in order to practice time prepositional phrases.

Step 4: Correct

Either learners report out their answers to the exercises, or project a copy of p. 237 and learners fill in their responses. If there are any discrepancies in responses, discuss correct answers as a class.

**Teacher Directions: Activity 3: Listening/speaking & Vocabulary development —**  
**Material: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 33;** Handout: **American English Pronunciation: Sensory Words; rubber bands (optional); and a projector**



American English Pronunciation: Sensory Words			
Sensory Word	Special Pronunciation Note	Number of Syllables	Sounds Like...
sour	The "o" sounds like short /ɔ/ and the "u" actually sounds like "us" creating a new syllable.		saw <del>ort</del>
bitter	The double "t" has a fast /d/ sound in American English, not a strong /t/.		
sweet	A final "t" after a vowel sound will often be swallowed in American English. Again, it isn't a strong /t/.		
julicy	The initial sound is different from /jɔ:/ because no air should be produced when the teeth work together.		
comforting	"f" after the /eɪ/ sound in American English usually sounds like a fast /d/.		
tempting	"t" after a "p" sounds like a strong /t/. meta: fast /d/.		
smooth	The final "th" of this adjective is pronounced without air, like when saying "the". The double "o" sounds like "oo" in "boob" or "too".		

*For more advanced learners, it may be appropriate to discuss adjectives that have different meanings in different contexts; for example, "rich" means something entirely different when describing the taste of a food than it does when describing a person. This can also be noted with the adjective "sharp" provided under SMELL.*

**Step 1: Setting the Context**

Learners need a variety of adjectives in order to write descriptively. Brainstorm 2-4 additional adjectives to fit under each sensory heading on p. 33 (applicable to food). Learners may wish to write some ideas down before sharing orally.

**Step 2: Oral Brainstorming**

Learners announce their ideas under each heading while the instructor fills in a projected copy of p. 33. Additional spaces can be added after each. Remind learners that adjectives should be appropriate for food.

**Step 3: Pronunciation Practice**

Using the handout "**American English Pronunciation: Sensory Words**," learners repeat each adjective after the instructor. After repeating 2-3 times, learners should determine how many syllables each adjective is made up of and write the number of syllables in the correct column of the table on the handout. Learners may clap out syllables, tap the table, or tap their thigh. Another option is to stretch rubber bands. Learners pull a bit harder on the stressed syllable. Learner notes about pronunciation can be made in the column "Sounds Like..." Learners do not need to use phonemic symbols as used by linguists or in dictionaries. They should use a logical, personal system that they will remember and will benefit them. Using first language or other note-taking means to show pronunciation is acceptable.

## Checking for Understanding—Materials: None

### Activity:

Learners choose one adjective from each sense category and write four sentences, demonstrating writing descriptively about a food. Each learner shares one sentence as an “exit ticket”. Learners should use and pronounce sensory words correctly.

## **“Food from the Sea”: Minus Prepositional Phrases**

My father told me that we should always respect nature and learn where our food comes from. He said that food tastes better when you get it yourself and eat it. My father took me. We caught our own delicious crabs and ate them.

I will always remember the taste. The beach was quiet and still. The tide had just come in, so there were many crabs walking slowly. We sat a few feet away. The traps were made of bamboo, and they looked like round cages, but one side had a small entrance. There were some small, fragrant fish. The fishy smell made the crabs hungry, so they crawled. We watched the crabs. I smelled the strong smell. Overhead, we heard the sounds. I think the seagulls wanted to eat the fish, too. Once the traps were full, we took off our shoes and threw them so we could walk and feel the water pushing and pulling. Later, we built a fire and ate boiled crabs. We cracked their shells. The meat was white and pinkish and tender. It tasted sweet and a little salty. We did not want to stop eating crab. We sat and watched the sun go down.

I knew my father was right. Food tastes best when it is something that you have caught or grown yourself. I have eaten crab many times since then, but it has never tasted as good as it did that day.

## American English Pronunciation: Sensory Words

Sensory Word	Special Pronunciation Note	Number of Syllables	Sounds Like...
sour	The “o” sounds like short /a/ and the “u” actually sounds like “wa,” creating a new syllable.		sawʊər
bitter	The double “t” has a fast /d/ sound in American English, not a strong /t/.		
sweet	A final “t” after a vowel sound will often be swallowed in American English. Again, it isn’t a strong /t/.		
juicy	The initial sound is different from /ch/ because no air should be produced when the teeth work together.		
comforting	“t” after the /er/ sound in American English usually sounds like a fast /d/.		
tempting	“t” after a “p” sounds like a strong /t/, <b>not</b> a fast /d/.		
smooth	The final “th” of this adjective is pronounced without air, like when saying “the”. The double “o” sounds like “oo” in “boo” or “too”.		

## Short Essay Unit: Week 2, Wednesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> identify elements of descriptive essay organization (e.g. the hook and details).</p> <p><b>Literacy:</b> write one to three paragraphs of descriptive writing incorporating elements of descriptive organization and development.</p> <p><b>Listening/speaking:</b> read descriptive writing aloud.</p> <p><b>Transitions &amp; Critical Thinking:</b> choose synonyms for adjectives that show word variety and accuracy.</p> <p><b>Transitions &amp; Critical Thinking:</b> consider audience and purpose and write a hook to draw the reader in.</p> <p><b>Grammar:</b> decide when to use “in,” “at,” or “on” to show place.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Effective Academic Writing 2: The Short Essay, pp. 33-35</i></li> <li>• <u>Textbook:</u> <i>Grammar in Use Intermediate, pp.238-239</i></li> <li>• Handout: <b>Editor’s Checklist</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Effective Academic Writing 2: The Short Essay, p. 46 (to project for warm-up)</i></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

#### Review/Warm-up : Literacy & Critical Thinking

Description: Choose synonyms for adjectives that are more specific.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay, p. 46* (Exercise 5 “Building vocabulary with adjectives”)

#### Activity 1: Literacy & Transitions/Critical Thinking

Description: Read about descriptive essay organization, such as the hook and multiple ways to create details within the body. Read a student sample essay and answer comprehension questions about its descriptive organizational elements.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay, pp. 33-35*

#### Activity 1: Grammar

Description: Read about prepositional phrases that show place or location. Practice choosing between “in,” “at” and “on”.

Materials/Prep: Textbook: *Grammar in Use Intermediate, pp. 238-239* and a projector (optional)

#### Activity 3: Literacy & Grammar

Description: Write a short descriptive essay (3 paragraphs). Include a hook and details, such as sensory words and prepositional phrases.

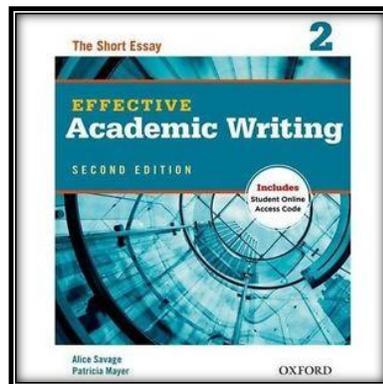
Materials/Prep: Handout: **Editor’s Checklist**

#### Wrap-up/Exit Ticket: Listening/speaking

Learners volunteer to orally share their descriptive essays. Classmates listen for hooks and descriptive details.

**Teacher Directions: Review/Warm-up: Literacy & Critical Thinking—Materials:**

**Textbook: *Effective Academic Writing 2: The Short Essay*, p. 46 (single copy to be projected) and a projector**



Set Up/Providing Context:

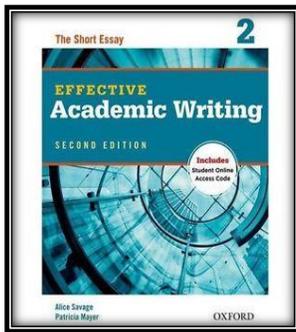
Project Exercise 5 from p. 46. Read the instructions and observe the example as a class. Review what “synonym” means. If a word is a synonym, it is of the same part of speech (i.e. an adjective’s synonym should be an adjective; a noun’s synonym should be a noun, etc.). In each of Exercise 5’s sentences, the synonyms provided for the underlined words are more specific or give a more vivid picture to the reader. The underlined adjectives are too general and are overly used. Therefore, they should be kept to a minimum in essay writing.

The Activity:

Learners make their choices on any scrap paper or in their notebooks. Preferably, learners should choose without referencing dictionaries or online resources. Have volunteers report out. Discuss best answers.

**(Answers: 2. fundamental 3. spoiled 4. risky 5. fascinating)**

**Teacher Directions: Activity 1: Literacy & Critical Thinking-Materials: Textbook:**  
***Effective Academic Writing 2: The Short Essay, pp. 33-35***



Step 1: Setting the Context

Learners read about the organization of a descriptive essay. “The hook” is defined and the thesis statement is revisited. The following are listed as means to provide description, or detail, in a descriptive essay: adjectives and adverbs, prepositional phrases, and comparisons, such as similes. Finally, the conclusion is revisited. So, learners should be aware that the basic elements of an essay are still required regardless of the genre of the writing (e.g. thesis statement, body with support, and a conclusion).

Step 2: Read

Learners read the Rhetorical Focus on the bottom of p. 33 aloud as a class. Then, the instructor reads the student essay on p. 34 aloud to the class as learners follow along with the text. As learners listen, they can think about the gist of the essay and the question at the top of the page: “According to the writer, where can you get the best pizza?” After the instructor reads the essay once, learners re-read to themselves. Learners should pay attention to elements of a descriptive essay as they read.

Step 3: Pair work

Learners partner up to complete Exercise 5 “Examining the student essay” on p. 35.

Step 4: Report Out

Pairs share their responses to questions 1-4 in part A and questions 1-2 in part B. Discuss as a class.

**Answers to Exercise 5:**

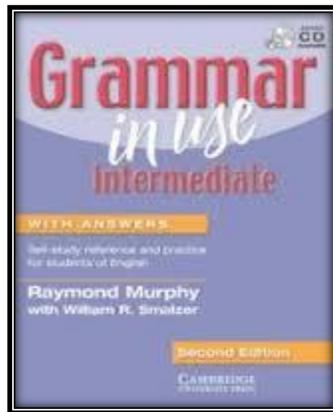
**Part A**

1. Answers may vary. Be sure learners have accurately identified the hook as the first sentence: “I have suffered a great deal because of a terrible addiction to pizza.”
2. **B.** where to get the best pizza (Actually, the author uses the introduction to build up his credibility or provide some qualifications for naming the best place to get pizza.)
3. Again, answers may vary. Learners should provide some examples of descriptive details and then explain how they help to understand what is special about Papa’s pizza.
4. **B.** restatement of the main idea in the introduction (“...I am convinced that the best pizza in the world is still at Papa’s restaurant...”)

**Part B**

1. **C.** show the superiority of Papa’s pizza (when reporting out, learners should explain why this is the best choice)
2. **B.** a tourist visiting Cabimas (when reporting out, learners should explain why this is the best choice)

**Teacher Directions: Activity 2: Grammar-Materials: Textbook: *Grammar in Use Intermediate*, pp. 238-239 and a projector (optional)**



### Step 1: Setting the Context

Understanding subtle differences in contextual meaning of prepositional phrases gives learners an advantage when reading, in casual conversation, and while watching movies. Learners specifically explore prepositions of place/location.

### Step 2: Read

As a class, read aloud sections A-D on p. 238. Even though the text provides several excellent examples, learners will surely have additional questions about prepositions of place. Address these as they arise. For example, not addressed in the text is the common question, “What is the difference between ‘**in** the road’ and ‘**on** the road’?”

### Step 3: Pair Practice

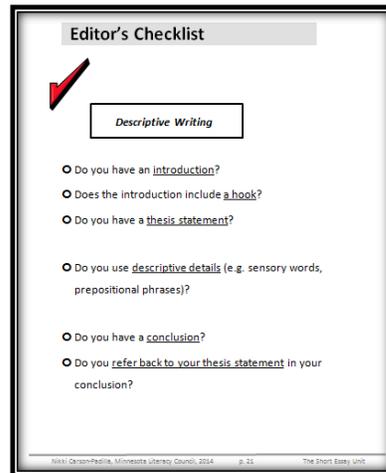
Learners complete Exercises 119.1-119.3 on p. 239 in order to practice place prepositional phrases.

### Step 4: Correct

Either learners report out their answers to the exercises, or project a copy of p. 239 and learners fill in their responses. If there are any discrepancies in responses, discuss correct answers as a class.

*Note that sometimes misuse of prepositions of place does not interfere with the message being conveyed. For example, if someone answers his cell phone and says, “I’m in the library,” instead of “I’m at the library,” this would not cause any confusion. However, there are some specific situations in which misuse of prepositions of place can cause confusion, possibly panic. For example, if someone were to say, “I’m in jail” or “I’m in the hospital,” it would convey a different message than “I’m at jail,” or “I’m at the hospital.”*

## Teacher Directions: Activity 3: Literacy-Materials: Handout: Editor's Checklist



The image shows a handout titled "Editor's Checklist" for "Descriptive Writing". It features a red pencil icon and a list of six questions to check for in a student's writing. The questions are: 1. Do you have an introduction? 2. Does the introduction include a hook? 3. Do you have a thesis statement? 4. Do you use descriptive details (e.g. sensory words, prepositional phrases)? 5. Do you have a conclusion? 6. Do you refer back to your thesis statement in your conclusion? At the bottom, it says "Nikki Carson-Padilla, Minnesota Literacy Council, 2014" and "p. 21 The Short Essay Unit".

*Note: If learners do not have time or the ability (yet) to create a 3-paragraph short essay, ask that they write a paragraph using the elements of descriptive writing. The short essay will come with time! Learners need opportunities to write in order to be able to produce more.*

### Step 1: Setting the Context

Learners have read sample student descriptive essays and have free-written using some elements of descriptive writing. Today, they practice writing a short descriptive essay (3 paragraphs: intro, body, and conclusion). Their goal should be to include the following elements:

- A hook in the introduction
- A thesis statement (to stay focused and on-topic)
- Descriptive details in the body
- A conclusion that rephrases the thesis statement

List the aforementioned on the board before learners begin writing. Remind learners to do some brainstorming before writing. Word Webs were practiced in class; however, learners may use any form of pre-writing that is comfortable to them, such as listing, drawing, etc.

The prompt is:

**Describe your favorite place to eat outside of your own home. This may be a restaurant, a food truck, a friend or family member's home, etc. Explain what the food is like. Explain what the place is like. Why is it your favorite place to eat?**

### Step 2: Writing

This is not a timed exercise; however, learners do need to finish one to three paragraphs before the end of class. Paragraphs do not need to be lengthy, but need to include descriptive detail and support the thesis statement. Ideally, learners will have time to re-read their writing and complete step 3: self-editing.

### Step 3: Self-Editing

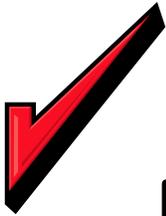
Learners use the handout “Editor’s Checklist,” which differs a bit from the checklist provided in the main text, because it is less thorough. Because today’s writing exercise may be the first descriptive short essay writing experience for many learners, it is best to concentrate on a few key elements of descriptive writing versus several aspects all at once. Learners re-read their own writing and check off the elements they find they have done well.

Ideally, learners will underline or highlight each element of their descriptive writing as they identify it, instead of simply checking each off without proving they exist in their writing. For example, learners should underline their thesis statement, then check it off; underline their hook, then check it off; circle descriptive details, then check it off; etc.

### **Wrap-up/Exit Ticket: Listening/Speaking**

Time-permitting, learners volunteer to orally share their descriptive essays. Classmates listen for hooks and descriptive details.

# Editor's Checklist



## *Descriptive Writing*

- Do you have an introduction?
- Does the introduction include a hook?
- Do you have a thesis statement?
  
- Do you use descriptive details (e.g. sensory words, prepositional phrases)?
  
- Do you have a conclusion?
- Do you refer back to your thesis statement in your conclusion?

## Short Essay Unit: Week 2, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Literacy:</b> read a descriptive essay and find details about the main character.</p> <p><b>Literacy:</b> write a short descriptive essay including elements of descriptive writing, such as a hook and details.</p> <p><b>Listening/speaking:</b> share constructive feedback with a classmate about timed essay.</p> <p><b>Transitions &amp; Critical Thinking:</b> manage essay writing in a timed setting. Peer edit and provide constructive feedback.</p> <p><b>Grammar:</b> use the correct participial adjective depending on the context.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 44-45, 48-49</li> <li>• Handout: <b>Character Description</b></li> <li>• Handout: <b>Peer Editor’s Worksheet</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Timed Writing: Descriptive Short Essay</b></li> <li>• Handout: <b>Putting It All Together Answers</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A projector</li> </ul>

### Lesson Plan

**Review/Warm-up: Literacy & Critical Thinking**

Description: Learners read a descriptive essay about a specific character and identify her picture (from several) based on the details provided.

Materials/Prep: Handout: **Character Description**

**Activity 1: Grammar**

Description: Learners read about participial adjectives and practice choosing between the present participle and the past participle.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 44-45, “*Describing Feelings*”

**Activity 2: Test Prep**

Description: Complete three exercises as an assessment of grammar and vocabulary building learned in this unit. Also, complete a timed writing on a descriptive writing prompt.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 48-49 (top of 49 only), “*Putting It All Together*” and Handout: **Timed Writing: Descriptive Short Essay**

**Wrap up: Peer Editing**

Description: Learners share their short essays with a partner and collaboratively complete the peer editor’s worksheet for each other.

Materials/Prep: Handout: **Peer Editor’s Worksheet**

## Teacher Directions: Review/Warm-up: Literacy & Critical Thinking—Materials: Handout: Character Description

### Character Description

**Directions:** Read the following descriptive essay. Underline details about the main character. After reading, look at the six pictures below. Circle the picture that best represents the main character as described in the essay. Use the details to make your decision. Compare your choice to a classmate's.

**Cadence**

My only sister has three children and they are each very unique. There is absolutely no way I can say that I prefer one over the others, but the youngest is my only niece. Cadence is special to me, because she has always come to me ever since she was a baby. She asks to speak to her aunt on the phone. Cadence is sweet and outgoing, but honestly, she has several qualities that make her special.

For example, she sings like a bird, with confidence and a smile, no matter where she might be. Plus, she never gets bored, because she is very creative. Even though she is only four years old, she has the patience to sit down and complete an entire 50-piece puzzle by herself! Impressively, she asked to get her ears pierced and didn't even flinch, while many other children wait until they are older. In addition, she puts her entire blond little head under the water when she goes swimming. She is tough and daring, so her parents have to pay close attention to her! She is small for her age, but with two older brothers, she has to be persistent and daring sometimes. I respect her for that.

In summary, my niece, Cadence, is a very special girl, because she is confident, creative, and daring. She has a special place in my heart, because even though I love all of my sister's children the same, she asks for me and that makes me feel special.



Nikki Carson-Padilla, Minnesota Literacy Council, 2014      p. 28      The Short Essay Unit

### Step 1: Setting the Context

In order for learners to understand a specific character in descriptive writing, they must pay attention to the details provided about that character. So far this week learners have read about food and places serving food, but today's warm-up will allow learners to experience descriptive writing using sensory words and prepositional phrases giving details about a person. The goal of the warm-up is to read a short descriptive essay about an important person and use the details to identify the person's picture from a set of pictures.

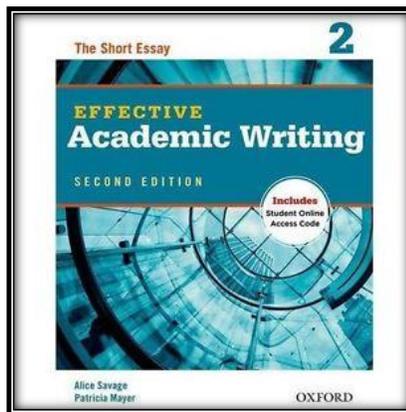
### Step 2: Reading

Learners read independently and underline details that are about the main character. After reading, they circle the picture that best represents the character described in the descriptive essay.

### Step 3: Correcting

Learners compare choices. Discuss the correct answer as a class.

**Teacher Directions: Activity 1: Grammar—Materials: Textbook: *Effective Academic Writing: The Short Essay*, pp. 44-45**



Step 1: Setting the Context

As a class, read the Language and Grammar Focus located on the bottom of p. 44. This provides a context for the grammar point today, which is a very specific study of adjectives: participial adjectives. Participial adjectives use either the present participle or the past participle (often ending with –ed) form. They may look like verbs, but function as adjectives. Their main purpose is to describe feelings. However, past participle adjectives describe how people feel and present participle adjectives describe how a noun (person, place, or thing) causes people to feel. Texts often explain that people should be described with past participles and places and things with present participles, but this is limiting. People can also be described using present participles as long as the connotation is understood. Compare:

- The amusement park was exciting!
- He was exciting!
- He was excited.

We can't say that "He was exciting!" is incorrect, but it must be made very clear that this means the individual being described made other people feel excited. Maybe the subject was a performer, stuntman, or gave a very good speech.

Learners need to know the difference between "He was exciting" and "He was excited" or "I am confusing" and "I am confused," because all are grammatically correct, but each has its correct time and place of use.

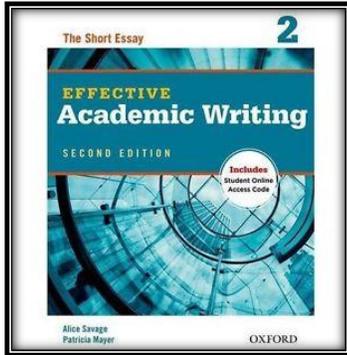
Step 2: Practice

Learners complete Exercise 3 Describing Feelings individually, then compare their answers with a neighbor.

Step 3: Correcting

Correct together as a class. **Answers: 1. boring 2. confused 3. interesting 4. excited 5. tired**

**Teacher Directions: Activity 2: Test Prep-Materials: Textbook: *Effective Academic Writing: The Short Essay*, pp. 48-49; Handout: Putting It All Together Answers; Handout: Timed Writing: Descriptive Short Essay (to be projected); and a projector**



**Timed Writing: Descriptive Short Essay**

**Directions:**  
Practice your test-taking skills by writing an essay following a time limit. Read the prompt and follow the steps below.

**Describe a place that has special significance for you. Describe where it is, what the place looks like, the people who live there, and the feelings you have about the place.**

**Step 1: Brainstorm (5-10 minutes)**  
Write down ideas and vocabulary for your essay on a separate piece of paper. Use a word web like you practiced in class. Include details about the sounds, sights, and people that relate to the place you have chosen to write about.

**Step 2: Write (20-25 minutes)**  
Use your brainstorming notes and write your 1-3 paragraph essay on a piece of paper that can be turned into the teacher. Skip lines (double space). Indent each paragraph. Be sure to have:

- A clear thesis statement
- Descriptive details
- A conclusion that refers back to your thesis

**Putting It All Together Answers**  
Answers to Exercises 1-3 on pp. 48-49 of *Effective Academic Writing 2: The Short Essay*

**Exercise 1 Identifying prepositional phrases**

1. On Saturday we walked to the pizza restaurant in Calimes. (3)
2. The pizzas that came out of the oven looked delicious. (1)
3. We watched with excitement as the waiter brought the pizza to our table. (2)
4. My favorite pizza comes with sausage and mushrooms on top. (2)
5. The cheese on top of it is hot, and the crust crunches in your mouth when you bite it. (2)
6. There are four chairs around each table. (1)

**Exercise 2 Identifying adjectives**

1. The table was long and narrow.
2. It had tall, straight chairs on each side.
3. It gave the dining room an elegant feeling.
4. Small candles decorated each table.
5. In front of each chair was a delicate lace napkin.
6. Each napkin sat on top of a shiny dinner plate.
7. The guests arrived in beautiful clothing and full of lively conversation.

**Exercise 3 Building paragraphs with adjectives**

1. The vast jungle was filled with life.
2. The ancient temples could be seen for miles.
3. The narrow steps led to a tower.
4. A panoramic view could be seen from the top of the mountain.
5. People marveled at the tropical landscape.
6. The company produced an unusual new music application.

**Step 1: Setting the Context**

Learners show their individual ability to identify prepositional phrases; identify adjectives and the nouns they describe; and select a more specific adjective (synonym) for a general adjective within a given context. Because learners did not practice adjective order this week, they should not complete Exercise 4 of the unit review. In addition to completing grammatical quizzes, learners complete a timed writing response. The purpose of this activity is to assess whether or not learners are able to produce an acceptable amount of writing using the elements of descriptive organization and development under test-like conditions.

*Note: Instructor may determine whether learners submit their "Putting It All Together" review tests or not. If floating the room to check for individual understanding is sufficient, submission of the tests may not be necessary.*

**Step 2: Take the Unit Review TEST**

Learners complete Exercises 1-3 on pp. 48-49 independently. Remind learners to read the directions for each exercise carefully before beginning.

**Step 3: Reviewing Answers**

Use a projector to review the questions. Invite learners to come up and share their answers. If collecting tests, learners will need to use recall to review answers with the whole class.

**Step 4: Timed Writing**

After reviewing answers to Exercises 1-3, learners complete a timed writing in order to practice their test-taking skills. Following the instructions on "Timed Writing: Descriptive Short Essay," learners brainstorm, pre-write, and write 1-3 paragraphs in 30 minutes. Since this is a timed writing and must be completed in class, the instructions can be projected, saving paper and copying time.

## Wrap-up: Peer Editing—Material: Handout: Peer Editor’s Worksheet

**Peer Editor’s Worksheet**

Editor’s Name: \_\_\_\_\_

Writer’s Name: \_\_\_\_\_

1) What is the writer’s hook?

2) What is the writer’s thesis statement?

3) Name some details used in this short essay.

Details of sounds...

Details of sights...

Details of people...

Details about feelings...

4) Did the writer have a conclusion? Did it refer back to the thesis statement?

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 30 The Short Essay Unit

Learners share their short essays with a partner and collaboratively complete the peer editor’s worksheet for each other.

# Character Description

Directions: Read the following descriptive essay. Underline details about the main character. After reading, look at the six pictures below. Circle the picture that best represents the main character as described in the essay. Use the details to make your decision. Compare your choice to a classmate's.

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In summary, my niece, Cadence, is a very special girl, because she is confident, creative, and daring. She has a special place in my heart, because even though I love all of my sister's children the same, she asks for me and that makes *me* feel special.



# Putting It All Together Answers

Answers to Exercises 1-3 on pp. 48-49 of **Effective Academic Writing 2: The Short Essay**

## *Exercise 1 Identifying prepositional phrases*

1. On Saturday we walked to the pizza restaurant in Cabimas. (3)
2. The pizzas that came out of the oven looked delicious. (1)
3. We watched with excitement as the waiter brought the pizza to our table. (2)
4. My favorite pizza comes with sausage and mushrooms on top. (2)
5. The cheese on top of it is hot, and the crust crunches in your mouth when you bite it. (2)
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## *Exercise 3 Building vocabulary with adjectives*

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3. The narrow steps led to a tower.
4. A panoramic view could be seen from the top of the mountain.
5. People marveled at the tropical landscape.
6. The company produced an unusual new music application.

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## **Step 1: Brainstorm (5-10 minutes)**

Write down ideas and vocabulary for your essay on a separate piece of paper. Use a word web like you practiced in class. Include details about the sounds, sights, and people that relate to the place you have chosen to write about.

## **Step 2: Write (20-25 minutes)**

Use your brainstorming notes and write your 1-3 paragraph essay on a piece of paper that can be turned in to the teacher. Skip lines (double space). Indent each paragraph. Be sure to have:

-  A clear thesis statement
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-  A conclusion that refers back to your thesis

# Peer Editor's Worksheet

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Writer's Name: \_\_\_\_\_

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Details of sights...

Details of people...

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