



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

The Short Essay: Week 5

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 5

- Identifying and planning **opinion organization**
- **Technology** (academic focus)
- **Facts and Opinions**
- **Recognizing counterarguments**
- **Quantity expressions** in an opinion short essay
- **Connectors that show support and opposition**

Short Essay Unit: Week 5, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read an opinion passage about wireless communication in Bhutan.</p> <p>Literacy: free-write for ten to fifteen minutes using characteristics of opinion writing.</p> <p>Listening/speaking: discuss how technologies have changed the way people live.</p> <p>Transitions & Critical Thinking: critically analyze a technology and give an opinion about whether it is beneficial or harmful to society.</p> <p>Transitions & Critical Thinking: identify characteristics of an opinion short essay.</p> <p>Grammar: use quantity expressions in opinion essays.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp.104-107, 119 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: “Wireless Tech in the Land of the Thunder Dragon” Visual Aid <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector

Lesson Plan

Warm up: Thinking about the Topic: Listening/speaking (Think-Pair-Share)

Description: Look at the picture on p. 104 of the text and discuss the questions in part A with a partner. Then think about the prompt found in part B. Form small groups and share with others. Have the changes been mostly negative or positive?

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 104

Activity 1: Literacy & Transitions/Critical Thinking

Description: Introduce “opinion short essay” and practice identifying the characteristics of opinion writing. Learners read a passage entitled “Wireless Technology in the Land of the Thunder Dragon” with potentially new vocabulary foot-noted.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 105-106; Handout: “Wireless Tech in the Land of the Thunder Dragon” Visual Aid (single copy to be projected), and a projector

Activity 2: Grammar

Description: Read the Language and Grammar Focus “Using Quantity Expressions in Opinion Essays”. Practice choosing the appropriate quantity expression to complete sentences.

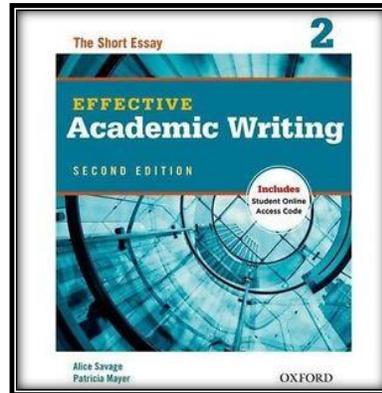
Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 119

Checking for Understanding

Description: Free-write for ten to fifteen minutes choosing from the technology topics provided. Learners share their opinion, based on reason and while providing support.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 107

Teacher Directions: Warm Up: Listening/speaking—Materials: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 104



Step 1: Setting the Context

“Some people like change, whereas others prefer traditional ways of living and doing things. In this unit, you will critically analyze a technology and give an opinion about whether it is benefit or harmful to society.” p.

104

This week learners will study and practice opinion writing, which also involves making a thesis statement. Learners first practice thinking about an interesting topic that isn’t overly controversial.

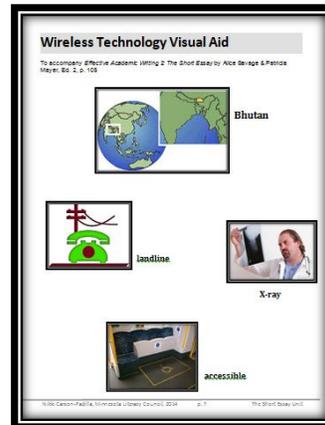
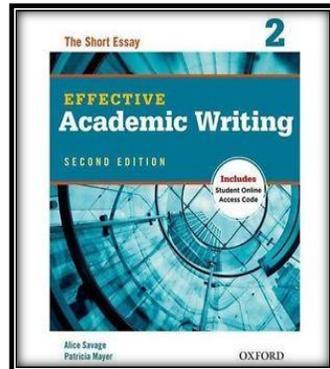
Step 2: Group Work

Pairs take approximately 5 minutes to discuss the questions under part A of Exercise 1 on p. 104. 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 10 minutes.

Step 3: Report Out

Ask a learner or two from each group to share their opinions with the whole class. 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.

Teacher Directions: Activity 1: Literacy & Critical Thinking-Materials: *Effective Academic Writing 2: The Short Essay*, pp. 105-106; Handout: *Wireless Technology Visual Aid*, and a projector



Step 1: Context

“This article discusses wireless communication in Bhutan, a country high in the mountains of Asia that has a traditional way of life.” p. 105

The goal of reading “Wireless Technology in the Land of the Thunder Dragon” is to weigh pros and cons. After reading the article, it will be crucial to discuss the terms “pro” and “con”. Learners should consider what the order, or organization, of the writing is. Before reading, discuss the potentially new vocabulary bolded throughout the text and defined below the margin (like footnotes, minus the numbering system). Project the accompanying handout “Wireless Technology Visual Aid.” Use these visuals as an extended guide for potentially new vocabulary.

Step 2: Reading

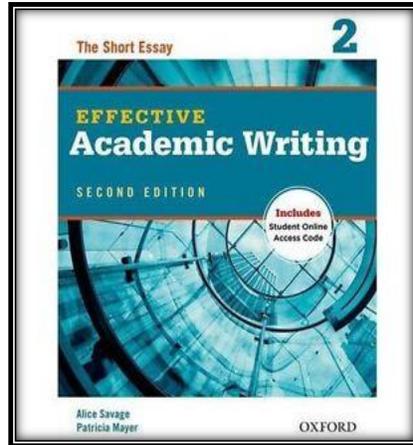
Learners read “Wireless Technology in the Land of the Thunder Dragon” aloud in pairs. Before learners begin reading in pairs, remind them they do not need to understand every word in order to understand the main idea.

Step 3: Checking Comprehension

In order to check for comprehension of what was read, learners work individually on Exercise 3, p. 106 answering T or F to statements 1-4. Learners continue with Exercise 4 using short answers to address the critical thinking questions about the article also on p. 106. Have learners report out their answers to questions 1-4. If there are any discrepancies in answers, discuss them thoroughly as a class. Learners can refer to the passage to identify what information from article helped them choose T or F. 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. T 2. F 3. T 4. T)

**Teacher Directions: Activity 2: Grammar-Materials: Textbook: *Effective Academic Writing*
2: *The Short Essay*, p. 119 (Exercise 1)**



Step 1: Setting the Context

Read the Language and Grammar Focus on p. 119 as a class. Discuss the examples. Provide additional examples as necessary. Remind learners that the quantity expression “a lot of” works with count and non-count nouns, so if ever given the choice between “many” and “a lot of” before a count noun, learners may choose either expression. For example,

(Many/ A lot of) professors get sabbaticals after they reach tenure.

“Many” and “a lot of” work equally well in this sentence because “professors” is a countable noun.

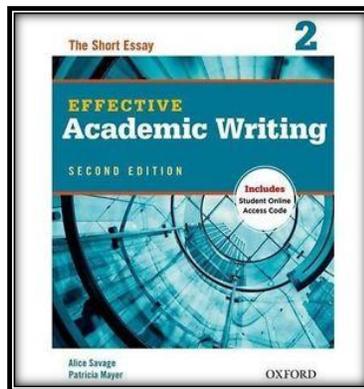
Step 2: Practice

Learners work independently on Exercises 1 *Identifying correct quantity expressions* found on p. 119. In Exercise 1, learners choose between “many” & “a lot of” and “a few” & “a little” as well as an occasional “several” to complete six sentences.

Step 3: Compare Responses

Once learners have completed Exercise 1, they partner up to compare their responses and determine whether their individual responses are appropriate. Circulate the room to address any learner questions.

Checking for Understanding: Free-writing—Materials: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 107



Activity:

Free-write for ten to fifteen minutes choosing from the technological topics provided. Learners express their thoughts and feelings, using quantity expressions whenever appropriate.

Learners choose a technology from those listed below or an idea of their own. Write about how the technology has changed the world.

Communications: smart phones, apps, messaging, social networks

Energy: oil, solar, wind, nuclear, hydroelectric (dams)

Medicine: diagnostic machines, biotechnology, vaccines

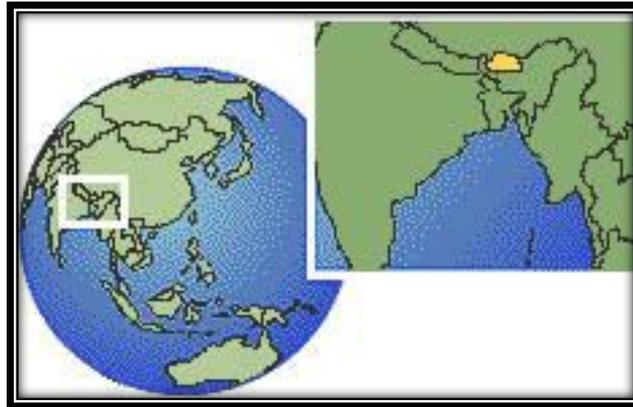
Transportation: electric cars, driverless cars, high-speed trains

Other: robotics, design software, computer games, online classes

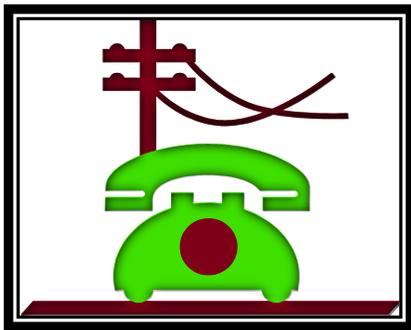
- How does it benefit people? What problem does it solve?
- What are the negative effects or drawbacks, such as cost?
- What do you want people to realize about it?

Wireless Technology Visual Aid

To accompany *Effective Academic Writing 2: The Short Essay* by Alice Savage & Patricia Mayer, Ed. 2, p. 105



Bhutan



landline



X-ray



accessible

Short Essay Unit: Week 5, Tuesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Listening/speaking: share brainstormed sentences with classmates and listen for what type of sentence is shared: a positive change, negative change, a relationship, or a result.</p> <p>Literacy: read a student opinion essay.</p> <p>Transitions & Critical Thinking: use a table to brainstorm/prewrite. Consider audience and purpose before writing.</p> <p>Grammar: distinguish between the quantifiers: much, many, little, few, a lot, and plenty. Use them properly in sentences to express quantities of count and non-count nouns.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Effective Academic Writing 2: The Short Essay</i>, pp.108-112, • <u>Textbook:</u> <i>Grammar in Use Intermediate</i>, pp. 168-169 <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector
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Lesson Plan

Review/Warm-up: Literacy & Grammar

Description: Read a student essay and identify quantity expressions.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 111-112, “What Can Space Exploration Do for Me?” and a projector

Activity 1: Grammar

Description: Read about quantity expressions. Practice by completing some exercises.

Materials/Prep: Textbook: *Grammar in Use Intermediate*, pp. 168-169

Activity 2: Literacy & Transitions/Critical Thinking

Description: Use a table to brainstorm before writing a short opinion essay. Consider audience and purpose.

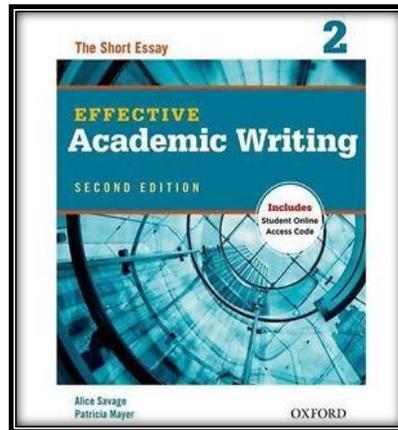
Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 108, 109 & Exercise 3 on p. 110

Checking for Understanding: Literacy & Listening/speaking

Description: Use brainstormed changes, relationships, or results in sentences and share one with the class as an “exit ticket”.

Materials/Prep: *Effective Academic Writing 2: The Short Essay*, p. 110

Teacher Directions: Review: Literacy & Grammar—Material: Textbook: *Effective Academic Writing: The Short Essay*, pp. 111-112 and a projector



Step 1: Introduce Activity

Learners identify words or phrases that show opinion by reading a short student essay. The reader can understand the author’s stance or whether the author has a stronger bias one way or the other. Learners will listen to the instructor read the student essay aloud and then independently re-read the essay, specifically looking for vocabulary that indicates persuasion or bias. Specifically discuss the terms “persuade” and “bias” before reading the student essay.

Step 2: Read the Essay

The instructor reads the student essay “What Can Space Exploration Do for Me?” beginning on p. 111 aloud. Learners follow the text and listen for the gist. They keep in mind the question, “What is the writer’s opinion of space exploration?”

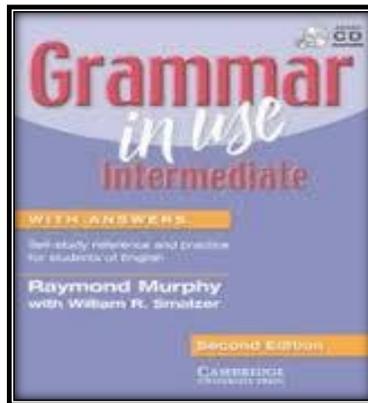
Step 3: Identify author’s position

Learners independently re-read the essay and underline or highlight the thesis statement and a counter-argument, if made. Does the author state his or her opinion in the thesis statement?

Step 4: Report Out

Project a copy of p. 112 and ask learners to come forward to fill in their responses to Exercise 5. Discuss correct answers as a class.

Teacher Directions: Activity 1: Grammar—Material: Textbook: *Grammar in Use Intermediate*, pp. 168-169 and a projector (optional)



Step 1: Setting the Context

Learners review quantity expressions. The following are reviewed: much, many, little, few, and a lot; however, “most” and “some” are not covered. The quantifier “plenty” is introduced. Section D explains the significant difference between using “few” and “little” with the indefinite article “a” or without. For example,

I have **little** time for this. (negative connotation)

I have **a little** time for this. (more positive connotation)

I have **few** friends. (negative connotation)

I have **a few** friends. (more positive, approximately 3)

Step 2: Read

Read p. 168, sections A-D aloud as a class. Provide additional examples if necessary.

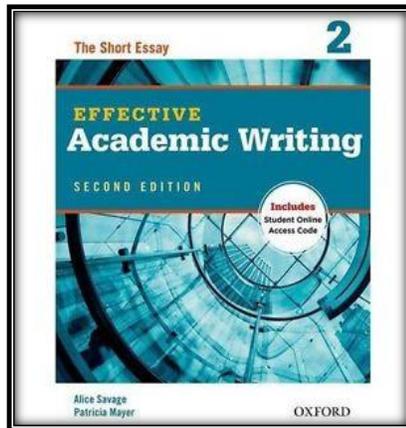
Step 3: Pair Practice

Learners complete Exercises 84.1-84.5 on p. 169 in order to practice using the appropriate quantity expression.

Step 4: Correct

Either learners report out their answers to the exercises, or project a copy of p. 169 and learners fill in their responses. If there are any discrepancies in responses, discuss correct answers as a class.

Teacher Directions: Activity 2: Literacy & Critical Thinking—Material: Textbook:
Effective Academic Writing 2: The Short Essay, pp. 108-109



Step 1: Setting the Context

Later in this unit, learners will write a short opinion essay. In order to prepare for writing this short essay, learners explore another way to brainstorm: using a table, or graphic organizer, to organize opinions around an issue.

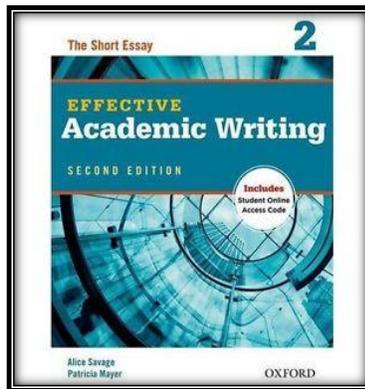
Step 2: Practice

Learners complete Exercises 1 and 2 on pp. 108-109. Learners may work together to complete Exercise 1, but must work independently to complete part B and Exercise 2, as they will be considering a personal technological interest in order to create their own tables/graphic organizers. Learners partner up again to share their ideas, specifically: **which side they chose to take on their personal technological interest; what their purpose for writing about this viewpoint is; and who their audience should be.**

Step 3: Checking for Understanding

The instructor floats the room to check for learner understanding of use of the tables for brainstorming opinions of a technological issue. Each learner will have different views and experiences leading to different biases and counter-arguments, so the brainstorming exercise should not be corrected as a class unless the class is relatively small (5 or fewer).

Checking for Understanding: Literacy & Listening/speaking—Materials: *Effective Academic Writing 2: The Short Essay, p. 110*



Activity:

Learners complete Exercise 3 on p. 110 of *Effective Academic Writing* by listing additional verbs that show each of the categories listed (i.e. positive change, negative change, relationships, and results). These types of verbs may indicate that an author is presenting his or her view, a counter-argument, or possibly evidence to support his/her view.

Next, learners choose 2-3 of their brainstormed words from Exercise 3 and create sentences.

Finally, learners orally share one or two of their sentences with the class. Listeners try to determine whether the writers' sentences show a positive change, a negative change, a relationship between two things, or the result of something.

Explain to learners that vocabulary specific to “results” show an outcome, but may not express a positive or negative bias. In other words, sometimes when a fact is stated in order to support a claim, the result of an action, event, etc. may be conveyed in a neutral way.

Note:

Last year’s economic downturn resulted in the factory laying off 200 workers. (a result)

Vs.

Last year the factory prevented some 200 workers from feeding their families. (a negative change)

Short Essay Unit: Week 5, Wednesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Literacy: identify elements of opinion essay organization. Literacy: write one to three paragraphs of opinion writing. Listening/speaking: read opinion writing aloud. Listen for the controversial issue. Transitions & Critical Thinking: distinguish facts and opinions. Grammar: use connectors to show support and opposition.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Effective Academic Writing 2: The Short Essay</i>, pp. 110, 113-115 • Handout: Editor’s Checklist <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector
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Lesson Plan

Warm-up : Critical Thinking

Description: Practice interpreting facts to support an opinion.

Materials/Prep: Text: *Effective Academic Writing 2: The Short Essay*, pp. 115

Activity 1: Literacy & Critical Thinking

Description: Read about opinion essay organization, such as providing a thesis statement that presents the writer’s main argument and including a counter-argument. Read a student sample essay and answer comprehension questions about organizational elements.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 110, 113-114

Activity 2: Literacy & Grammar

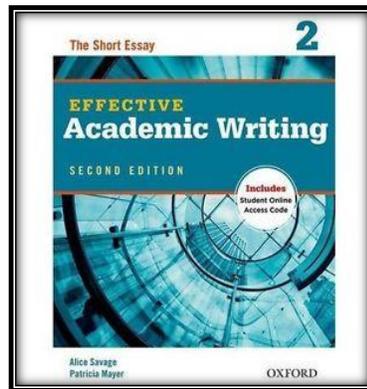
Description: Write a short opinion essay (1-3 paragraphs). Include a point of view on a controversial technology issue. Use connectors to show support and opposition.

Materials/Prep: Handout: **Editor’s Checklist** and Textbook: *Effective Academic Writing 2: The Short Essay*, p. 120

Wrap-up/Exit Ticket: Listening/speaking

Learners volunteer to orally share their opinion essays. Classmates listen for the thesis statement (viewpoint of the writer) and whether or not a counter-argument was made and refuted.

Teacher Directions: Warm-up: Critical Thinking—Materials: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 115-116



Providing Context:

“Writers use both **facts** and **opinions** to support their positions or arguments. They state their opinions and then back them up with facts. The difference between facts and opinions is shown below,” p. 115

The text goes on to define the two terms and provide examples of each using cell phones as the technological issue. Learners should read the Rhetorical Focus aloud as a class and discuss any aspects that are unclear before beginning Exercise 3, Distinguishing facts and opinions. For example, the phrasal verb “back up with” may not clearly explain the purpose of facts in opinion essays for all learners, so a more direct explanation of how facts work within this genre may be necessary.

Some learners may have difficulty with the concept of Fact vs. Opinion as they may be accustomed to True vs. False exercises. Seeing a capital F in the blank of Exercise 3 may cause some learners to hesitate and consider T vs. F instead of the F vs. O as instructed. Make sure learners understand that this is a different concept from True vs. False. When learners are asked to consider True vs. False, they are given sets of facts and have to consider whether or not the facts are valid or not. When information is false, it is either a lie or incorrect, but this differs from an opinion. An opinion is someone’s feeling or belief based on what he or she has experienced, read, and heard.

Compare the following:

- It is **85 degrees** outside. (fact, can be proven; it is measurable)
- It is currently 85 degrees outside. (true)
- It is currently 100 degrees outside. (false, it’s a lie)
- It is **hot** outside. (opinion)

Someone who just arrived in Minnesota in June from Djibouti or Sudan may disagree with the aforementioned opinion, but someone from Alaska or Russia may agree!

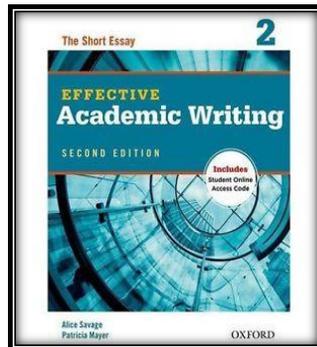
The Exercises:

Complete Exercise 3 individually and compare answers with a neighbor who has also finished the exercise. If there are any discrepancies in answers, ask learners to first discuss them together and then address them as a class.

Correct answers:

1. **F** (Are small airplanes used in advertising? Yes, it is a fact that they are sometimes used in advertising.)
2. **F** (Do solar panels allow users to get energy from the sun? Yes, they do. This is a fact.)
3. **F** (Are more than a couple or a few nations working together? Yes, it is a fact that many are.)
4. **O** (Are solar panels ugly? To some they are and to some they aren't. "Ugly" is an opinion adjective.)
5. **O** (Are online courses easier than classroom courses? To some they are and to others they aren't. "Easier" is an opinion comparative adjective.)

Teacher Directions: Activity 1: Literacy & Critical Thinking-Materials: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 110, 113-114; a projector



Step 1: Setting the Context

Learners read about the organization of an opinion essay. The hook and topic sentences are revisited. The body paragraphs of an opinion essay need reasons, facts, and explanations that support the writer’s point of view. 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). The conclusion of an opinion essay needs to be very strong, leaving the reader with a reminder of the writer’s viewpoint. Often the writer restates his or her thesis statement in the conclusion, but uses more persuasive language.

Step 2: Read

Learners read the Rhetorical Focus on the bottom of p. 110 aloud as a class. The instructor reads the student essay on pp. 113-114 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: “What does the writer want to change about testing?” After the instructor reads the essay once, learners re-read to themselves. Learners should pay attention to elements of an opinion essay as they read.

Step 3: Pair work

Learners partner up to complete Exercise 2 “Examining the student essay” on p. 114.

Step 4: Report Out

Pairs share their responses to questions 1-7 via a projection of the short essay. A projection will help learners circle the thesis statement, underline the topic sentence of the first body paragraph, etc. Discuss as a class.

Teacher Directions: Activity 2: Literacy-Materials: Handout: Editor's Checklist and Textbook: *Effective Academic Writing 2: The Short Essay*, p. 120

Editor's Checklist

 **Opinion Writing**

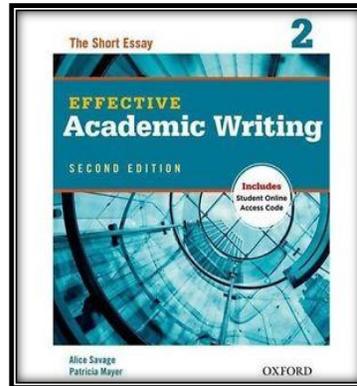
Does your thesis statement give a clear position on an issue?

Do you include some facts in your body paragraphs to support your opinions?

Do you use connectors to show support and opposition (e.g. for example, in particular, however, in contrast)?

Do you use quantity expressions to avoid making generalizations?

Does your conclusion include a suggestion or persuasive language?



***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 opinion 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 opinion essays and have free-written using some elements of opinion writing. Today, they practice writing a short opinion essay (an intro, body, and conclusion). Their goal should be to include the following elements:

- A hook
 - A thesis statement that shows point of view (opinion)
 - Facts and examples that support the opinion in the body
 - **Connectors that show support and opposition**
 - A conclusion that restates the thesis statement and persuades readers to agree with it
- List the aforementioned on the board before learners begin writing.

Refer learners to p. 120 of the text so they can read the Language and Grammar Focus: using connectors to clarify the relationship between ideas in order to explain an opinion. An introduction and two paragraphs are provided on how connectors are used to show support and opposition. When learners write in class today, encourage them to try to use at least one connector when presenting ideas.

Remind learners to do some brainstorming before writing. Tables and charts were practiced in class; however, learners may use any form of pre-writing that is comfortable to them, such as lists, drawing, etc.

Learners should choose a type of technology that they either feel has helped or hurt society and write in favor or against it. If learners do not feel ready to include a counter-argument and refute it, they do not need to tackle this common aspect of an opinion essay (often found in the final body paragraph, just before the conclusion).

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 some support or opposition language and a thesis statement. Ideally, learners will have time to re-read their writing and complete step 3: self-editing.

Step 3: Self-Editing

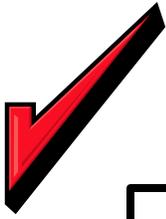
Learners use the handout “Editor’s Checklist”. Because today’s writing exercise may be the first opinion short essay writing experience for many learners, it is best to concentrate on a few key elements of this style of writing versus several aspects all at once. Learners re-read their own writing and check off the elements they find they have done well.

Ideally, learners will underline or highlight each element of their opinion 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 that shows their stance; then check it off, etc.

Wrap-up/Exit Ticket: Listening/Speaking

Time-permitting, learners volunteer to orally share their essays. Classmates listen for **what technological issue** is addressed and **whether the author supports** the technology **or is against its use**.

Editor's Checklist



Opinion Writing

- Does your thesis statement give a clear position on an issue?
- Do you include some facts in your body paragraphs to support your opinions?
- Do you use connectors to show support and opposition (e.g. for example, in particular, however, in contrast)?
- Do you use quantity expressions to avoid making generalizations?
- Does your conclusion include a suggestion or persuasive language?

Short Essay Unit: Week 5, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: write a short opinion essay including elements of this genre, such as a refuted counter-argument and connectors of support or opposition.</p> <p>Listening/speaking: share constructive feedback with a classmate about timed essay.</p> <p>Transitions & Critical Thinking: manage essay writing in a timed setting. Peer edit and provide constructive feedback.</p> <p>Grammar: identify the purpose, or meaning, of connector-- whether to show support or opposition.</p> <p>Grammar: identify mistakes in quantity expressions that may lead to over-generalizations in opinion writing.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Effective Academic Writing 2: The Short Essay</i>, pp. 120-121 • Handout: Peer Editor’s Worksheet <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Timed Writing: Opinion Short Essay • Handout: Fact/Opinion Game <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • Four rulers or new pencils (something long and straight to be used as Fact/Opinion flag sticks)

Lesson Plan

Review/Warm-up: Literacy & Grammar

Description: Read a paragraph taken from an opinion essay and correct six mistakes in quantity forms.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, p. 121, “*Exercise 3: Editing a Paragraph*” and a projector

Activity 1: Grammar

Description: Identify whether connectors in six different complex sentences show opposition or support.

Materials/Prep: Textbook: *Effective Academic Writing 2: The Short Essay*, pp. 120-121

Activity 2: Literacy & Test Prep

Description: Complete a timed writing on an opinion writing prompt. Peer edit.

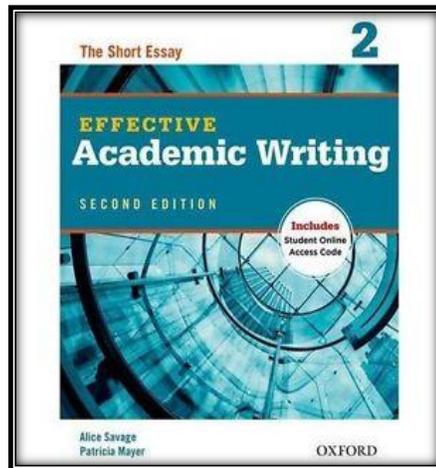
Materials/Prep: Handout: **Timed Writing: Opinion Short Essay** and Handout: **Peer Editor’s Worksheet**

Wrap up: Putting It All Together

Description: Complete an exercise to determine learners’ overall understanding of facts vs. opinions.

Materials/Prep: Handout: **Fact/Opinion Game**; four rulers or new pencils

Teacher Directions: Review/Warm-up: Literacy & Grammar—Materials: *Effective Academic Writing: The Short Essay*, p. 121 and a projector

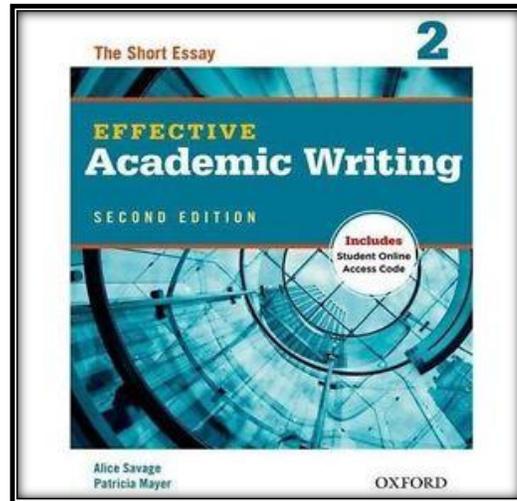


Activity: Learners read the paragraph on the bottom of p. 121 and pay special attention to problems with quantity expressions. There are three additional mistakes that need to be corrected. Learners should first work independently, then partner up to compare their corrections. Project a copy of p. 121 and discuss corrections as a class. This warm—up activity should take no more than 15 minutes to complete and discuss, as there is only one grammatical focus (quantity expressions) and there are only 3 mistakes to correct.

Corrections:

- 1) , there is often so much traffic that people’s productivity is reduced.
- 2) Many workers must begin work at 9:00 every day, so it is easy for them to carpool.
- 3) Many people like to use public transportation because it is cheap and convenient;
- 4) however, building an effective public transportation system costs much (a lot of) money.

Teacher Directions: Activity 1: Grammar—Materials: Textbook: *Effective Academic Writing: The Short Essay*, pp. 120-121



Step 1: Setting the Context

Learners need opportunities to work independently in order for the instructor to check for individual understanding. This also gives learners a chance to prepare for test-taking situations. Today, learners review the grammatical structure introduced yesterday (connectors preceded by semicolons used to show support or opposition). Learners practice identifying whether sentences containing connectors show support or opposition by using the context of the sentence and keeping in mind the function, or connotation, of the connectors themselves.

Step 2: Practice

After re-reading the Language and Grammar Focus as a class (found on p. 120), learners complete Exercise 3 on p. 121 independently. Once finished with all six connector questions, learners may compare their answers. Ask learners not to immediately change their answers when there is a discrepancy, but rather to discuss why the answers differ and which might be the best answer.

Step 3: Reviewing Answers

As answers for this exercise are quite straight forward, a project is not necessary for corrections, but be certain to call on learners to report out their O or S choices instead of simply providing the correct answers for the class. Learners should *explain why* they chose O or S for each.

(Answers for Exercise 3: 1. O 2. O 3. O 4. S 5. O 6. S)

Teacher Directions: Activity 2: Literacy & Test Prep-Materials: Handout: Timed Writing: Opinion Short Essay (to be projected); Peer Editor's Worksheet, and a projector

<p>Timed Writing: Opinion Short Essay</p> <p><u>Directions:</u> Practice your test-taking skills by writing an essay following a time limit. Read the prompt and follow the steps below.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"><p>Many schools offer participation in sports as part of the curriculum. However, other schools do not. They claim that their job is to teach skills such as reading and math. Write an essay in which you agree or disagree with the following topic: Learning to play sports teaches valuable life skills.</p></div> <p><u>Step 1: Brainstorm (10 minutes)</u> Write down ideas and vocabulary for your essay on a separate piece of paper. Use a table or graphic organizer like you practiced in class. Include a counter argument and an idea that refutes it.</p> <p><u>Step 2: Write (20-25 minutes)</u> 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:</p> <ul style="list-style-type: none">➤ A clear and focused thesis statement that shows your viewpoint➤ Support or Opposition Connectors➤ A conclusion that restates your viewpoint in a persuasive way	<p>Peer Editor's Worksheet</p> <p>Editor's Name: _____ Writer's Name: _____</p> <ol style="list-style-type: none">1) What is the <u>writer's viewpoint</u>?2) What were some of the <u>connectors</u> used?3) Did the writer use <u>any facts</u> to support his or her viewpoint? What <u>facts or examples</u> were used?4) Was a <u>counter-argument</u> given? If yes, was it refuted?5) What <u>conclusion was made</u> by the writer? Was it persuasive? If you didn't agree with the writer, did the writer do a good job of trying to convince you of his or her view?
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Step 1: Setting the Context

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 opinion organization and development under test-like conditions.

Step 2: Timed Writing

Following the instructions on “**Timed Writing: Opinion 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.

Step 3: Peer Edit

Learners partner up to share their short essays. They may share their essays orally or both orally and by exchanging papers. Then, they collaboratively complete the peer editor's worksheet for each other. This step should take no more than 15 minutes. The instructor should float the room to encourage meaningful feedback and equal share time between peers.

Wrap-up: Putting It All Together-Materials: Handout: **Fact/Opinion Game**; four rulers or new pencils

Fact/Opinion Game

Teacher Prompts:

(Taken from *Effective Academic Writing 2: The Short Essay*, p. 123)

- The Galapagos tortoise is the largest living tortoise.
- People spend too much money on fashion.
- Scientists have evidence that birds are capable of complex thought.
- It is more fun to be a soccer fan than a soccer player.
- The saguaro cactus is the most beautiful of all desert plants.
- Bats feed on the fruit of the saguaro cactus, which only blooms at night.

Add more from the top of your head, if more time remains!

O	F
O	F

Activity: Divide the class into two teams. Each team chooses a captain. The captain will hold two “flags” made with rulers or new pencils: one for opinion (with the capital O card taped to the end) and one for fact (with the capital F card taped to the end). Captains alone are not responsible for choosing and holding up the O or F flag; instead, the entire team must collaborate to decide which card should be held up for the instructor to view just after reading a prompt from the Fact/Opinion Game sheet. Captains confer with their team members and have just 30 seconds to decide O or F. Once they’ve raised a flag, they cannot change their mind!

Timed Writing: Opinion Short Essay

Directions:

Practice your test-taking skills by writing an essay following a time limit.

Read the prompt and follow the steps below.

Many schools offer participation in sports as part of the curriculum. However, other schools do not. They claim that their job is to teach skills such as reading and math. Write an essay in which you agree or disagree with the following topic:
Learning to play sports teaches valuable life skills.

Step 1: Brainstorm (10 minutes)

Write down ideas and vocabulary for your essay on a separate piece of paper. Use a table or graphic organizer like you practiced in class. Include a counter argument and an idea that refutes it.

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 and focused thesis statement that shows your viewpoint
-  Support or Opposition Connectors
-  A conclusion that restates your viewpoint in a persuasive way

Peer Editor's Worksheet

Editor's Name: _____

Writer's Name: _____

- 1) What is the writer's viewpoint?

- 2) What were some of the connectors used?

- 3) Did the writer use any facts to support his or her viewpoint? What facts or examples were used?

- 4) Was a counter-argument given? If yes, was it refuted?

- 5) What conclusion was made by the writer? Was it persuasive? If you didn't agree with the writer, did the writer do a good job of trying to convince you of his or her view?

Fact/Opinion Game (for teacher only)

Teacher Prompts:

(Taken from *Effective Academic Writing 2: The Short Essay*, p. 123)

- The Galapagos tortoise is the largest living tortoise.
- People spend too much money on fashion.
- Scientists have evidence that birds are capable of complex thought.
- It is more fun to be a soccer fan than a soccer player.
- The saguaro cactus is the most beautiful of all desert plants.
- Bats feed on the fruit of the saguaro cactus, which only blooms at night.

Add more from the top of your head, if more time remains!

Cut out for creating Opinion/Fact Flags for each team:

