

The Asian International School  
 Backward Design Based Unit Map  
 English/Writing, TOEFL Beginner, 2018-2019  
 Writing, Aug. 2018

**Introduction to academic writing/Integrated writing (Topic: Culture)**

**Stage 1 - Desired Results**

**Established Goal(s):**

At the end of the unit, students will be able to:

- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from your notes in your writing
- Synthesize the information taken from both the reading and listening passages

**Understanding(s):**

*Students will understand that...*

- There are general format, in-text citations, footnotes and endnotes, and reference list in the guides of APA format and style.
- Some politicians in parliament and most universities support banning head scarves but Muslim women and some professors don't support banning head scarves.

**Essential Question(s):**

- What are in the APA formatting and style guide?
- Is it necessary to ban head scarves in class?

**Knowledge:**

*Students will know ...*

- Information from both reading and listening passages
- Taking notes on the reading and listening passages
- Using information from their notes in their writing
- Synthesizing the information taken from both the reading and listening passages

**Skills:**

*Students will be able to...*

- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from your notes in your writing
- Synthesize the information taken from both the reading and listening passages

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.

**Other Evidence:**

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement

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<ul style="list-style-type: none"> <li>• Class activities <ul style="list-style-type: none"> <li>○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity</li> <li>○ Writing consequences</li> <li>○ Improving paragraph writing</li> <li>○ Computer lab activity</li> </ul> </li> <li>• Project assignments <ul style="list-style-type: none"> <li>○ Group/individual projects that involve research and report writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication skills</li> <li>• Reactions</li> <li>• Respect for others and different opinions</li> </ul>
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**Stage 3 - Learning Plan**

**Learning Activities:**

In this course, students are involved in a variety of class activities to improve their writing skills of English language. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Writing Various Texts**

**1.1 Writing Arguments (adapter from [grammar.yourdictionary.com](http://grammar.yourdictionary.com))**

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.

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- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

### **1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

#### **Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.

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- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

### **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

### **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

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**English/Writing, TOEFL Beginner, 2018-2019**

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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**Writing, Sept. 2018  
Integrated Writing (Topics: History, Health)**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the original text accurately</li> <li>• Use your own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Columbus wrote in his diary about visiting a land similar to Iceland in 1477, so he might have learned about North America from the Vikings in Iceland; details about Iceland in his diary were wrong, and there was no other evidence that Columbus went to Iceland.</li> <li>• The belief that sunlight is dangerous is a change in our way of thinking.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Did Columbus learn about North America in Iceland?</li> <li>• Is sunlight actually harmful?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Understanding the original text accurately</li> <li>• Using their own words to convey essential information and ideas from the reading and listening</li> <li>• Expressing the same information using different vocabulary and sentence structure</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand the original text accurately</li> <li>• Use your own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>
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**Writing, Oct. 2018**  
**Independent Writing (Topic: Experience)**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b>            At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe a personal experience</li> <li>• Express an opinion on an issue and supporting it with concrete examples and details</li> <li>• Organize ideas in an effective way</li> <li>• State their opinion or thesis clearly</li> <li>• State clear and strong topic sentences that support the thesis</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Two qualities that make a good neighbor are friendliness and helpfulness.</li> <li>• Even though learning by doing leads to mistakes, making mistakes is useful for learning too.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What are two qualities that make a good neighbor?</li> <li>• Do we learn better by doing than by reading?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Describing a personal experience</li> <li>• Expressing an opinion on an issue and supporting it with concrete examples and details</li> <li>• Organizing ideas in an effective way</li> <li>• Stating their opinion or thesis clearly</li> <li>• Stating clear and strong topic sentences that support the thesis</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Describe a personal experience</li> <li>• Express an opinion on an issue and supporting it with concrete examples and details</li> <li>• Organize ideas in an effective way</li> <li>• State your opinion or thesis clearly</li> <li>• State clear and strong topic sentences that support the thesis</li> </ul>
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**Stage 3 - Learning Plan**

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- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-

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attacking when it comes to your argumentative essay.

- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

### **1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

#### **Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.

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- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

### **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

### **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

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- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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English/Writing, TOEFL Beginner, 2018-2019**

**Writing, Nov. 2018  
Independent Writing (Topic: Opinion)**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand information from both reading and listening passages</li> <li>• Take notes on the reading and listening passages</li> <li>• Use information from their notes in their writing</li> <li>• Synthesize the information taken from both the reading and listening passages</li> <li>• State their opinion or thesis clearly</li> <li>• State clear and strong topic sentences that support the thesis</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Some people prefer to spend their free time outdoors and other people prefer to spend their free time indoors.</li> <li>• The automobile has done a lot to improve modern life, but it has also caused many problems for modern society.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Do you prefer to spend your free time outside or inside?</li> <li>• Do you think automobiles have more benefits or disadvantages?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Information from both reading and listening passages</li> <li>• Taking notes on the reading and listening passages</li> <li>• Using information from their notes in their writing</li> <li>• Synthesizing the information taken from both the reading and listening passages</li> <li>• Stating their opinion or thesis clearly</li> <li>• Stating clear and strong topic sentences that support the thesis</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand information from both reading and listening passages</li> <li>• Take notes on the reading and listening passages</li> <li>• Use information from their notes in their writing</li> <li>• Synthesize the information taken from both the reading and listening passages</li> <li>• State their opinion or thesis clearly</li> <li>• State clear and strong topic sentences that support the thesis</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b> To assess student progress made in this course,</p>	<p><b>Other Evidence:</b></p>

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<p>student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Class activities <ul style="list-style-type: none"> <li>○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity</li> <li>○ Writing consequences</li> <li>○ Improving paragraph writing</li> <li>○ Computer lab activity</li> </ul> </li> <li>• Project assignments <ul style="list-style-type: none"> <li>○ Group/individual projects that involve research and report writing</li> </ul> </li> </ul>	<p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> <li>• Collaboration</li> <li>• Communication skills</li> <li>• Reactions</li> <li>• Respect for others and different opinions</li> </ul>
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**Stage 3 - Learning Plan**

**Learning Activities:**

In this course, students are involved in a variety of class activities to improve their writing skills of English language. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Writing Various Texts**

**1.1 Writing Arguments (adapter from [grammar.yourdictionary.com](http://grammar.yourdictionary.com))**

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.

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- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.
- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

**1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

**Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

**1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

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- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.
- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: **'It was a dark and stormy night and...'** stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

## **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

## **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

**The Asian International School**  
**Backward Design Based Unit Map**  
**English/Writing, TOEFL Beginner, 2018-2019**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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English/Writing, TOEFL Beginner, 2018-2019**

**Writing, Dec. 2018  
Review: Integrated Writing, Independent Writing**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand information from both reading and listening passages</li> <li>• Take notes on the reading and listening passages</li> <li>• Use information from their notes in their writing</li> <li>• Synthesize the information taken from both the reading and listening passages</li> <li>• Understand the original text accurately</li> <li>• Use their own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• If they could study a subject that they have never studied before, they would study a subject they love.</li> <li>• The best way to travel might be by themselves rather than with a tour guide.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What would you study if you could study a subject that you have never studied before?</li> <li>• What do you think is the best way to travel?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Information from both reading and listening passages</li> <li>• Taking notes on the reading and listening passages</li> <li>• Using information from their notes in your writing</li> <li>• Synthesizing the information taken from both the reading and listening passages</li> <li>• The original text accurately</li> <li>• Using their own words to convey essential information and ideas from the reading and listening</li> <li>• Expressing the same information using different vocabulary and sentence structure</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand information from both reading and listening passages</li> <li>• Take notes on the reading and listening passages</li> <li>• Use information from their notes in their writing</li> <li>• Synthesize the information taken from both the reading and listening passages</li> <li>• Understand the original text accurately</li> <li>• Use their own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

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<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Class activities <ul style="list-style-type: none"> <li>○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity</li> <li>○ Writing consequences</li> <li>○ Improving paragraph writing</li> <li>○ Computer lab activity</li> </ul> </li> <li>• Project assignments <ul style="list-style-type: none"> <li>○ Group/individual projects that involve research and report writing</li> </ul> </li> </ul>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> <li>• Collaboration</li> <li>• Communication skills</li> <li>• Reactions</li> <li>• Respect for others and different opinions</li> </ul>
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**Stage 3 - Learning Plan**

**Learning Activities:**

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facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.

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### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and

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reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
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- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

## **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the

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students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

### **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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**Writing, Jan. 2019**  
**Integrated Writing (Topics: Health, Biology)**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b>            At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand information from both reading and listening passages</li> <li>• Take notes on the reading and listening passages</li> <li>• Use information from their notes in your writing</li> <li>• Synthesize the information taken from both the reading and listening passages</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Light exercise can lead to physical changes in the body.</li> <li>• The advantages of GM crops in agriculture, for example, can better resist various insects, diseases, and weeds without so much use of chemicals.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Can light exercise lead to physical changes in the body?</li> <li>• What are some advantages of genetically modified food?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Information from both reading and listening passages</li> <li>• Taking notes on the reading and listening passages</li> <li>• Using information from their notes in their writing</li> <li>• Synthesizing the information taken from both the reading and listening passages</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand information from both reading and listening passages</li> <li>• Take notes on the reading and listening passages</li> <li>• Use information from your notes in your writing</li> <li>• Synthesize the information taken from both the reading and listening passages</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> </ul>

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given 30% of student grades.

- Class activities
  - Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity
  - Writing consequences
  - Improving paragraph writing
  - Computer lab activity
- Project assignments
  - Group/individual projects that involve research and report writing

- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

**Stage 3 - Learning Plan**

**Learning Activities:**

In this course, students are involved in a variety of class activities to improve their writing skills of English language. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Writing Various Texts**

**1.1 Writing Arguments (adapter from [grammar.yourdictionary.com](http://grammar.yourdictionary.com))**

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-

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attacking when it comes to your argumentative essay.

- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

### **1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

#### **Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.

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- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: **'It was a dark and stormy night and...'** stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

### **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
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- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

### **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

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- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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**Writing, Feb. 2019**

**Integrated Writing (Topics: Sociology, History)/Independent Writing (Topic: Opinion)**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b> At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the original text accurately</li> <li>• Use their own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Space exploration is a necessary investment for our future because our planet will soon run out of resources.</li> <li>• The fall of Rome was due to a decline in morals and values.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is space exploration a necessary investment for our future?</li> <li>• What caused the fall of Rome?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The original text accurately</li> <li>• Using their own words to convey essential information and ideas from the reading and listening</li> <li>• Expressing the same information using different vocabulary and sentence structure</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand the original text accurately</li> <li>• Use their own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Class activities <ul style="list-style-type: none"> <li>○ Writing various texts: writing arguments, writing informative</li> </ul> </li> </ul>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> <li>• Collaboration</li> <li>• Communication skills</li> <li>• Reactions</li> </ul>

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<p>explanatory texts, and creative writing activity</p> <ul style="list-style-type: none"> <li>○ Writing consequences</li> <li>○ Improving paragraph writing</li> <li>○ Computer lab activity</li> </ul> <ul style="list-style-type: none"> <li>● Project assignments <ul style="list-style-type: none"> <li>○ Group/individual projects that involve research and report writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Respect for others and different opinions</li> </ul>
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**Stage 3 - Learning Plan**

**Learning Activities:**

In this course, students are involved in a variety of class activities to improve their writing skills of English language. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Writing Various Texts**

**1.1 Writing Arguments (adapter from [grammar.yourdictionary.com](http://grammar.yourdictionary.com))**

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
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After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

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- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.
- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then

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there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

### **1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

#### **Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

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### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

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The listening part comes first:

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- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.
- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: '**It was a dark and stormy night and...**' stop at this

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point and ask them to write in the name of the person they have drawn and followed by the word 'was.'

- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
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Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
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- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
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This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
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- Next, design a handout in which there is a copy of the paragraph with a table including two columns,

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comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...

- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

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#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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**Backward Design Based Unit Map**  
**English/Writing, TOEFL Beginner, 2018-2019**

**Writing, Mar. 2019**  
**Independent Writing (Topic: Opinion)**

**Stage 1 - Desired Results**

**Established Goal(s):**

At the end of the unit, students will be able to:

- Describe a personal experience
- Express an opinion on an issue and supporting it with concrete examples and details
- Organize ideas in an effective way
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

**Understanding(s):**

*Students will understand that...*

- High technology and the use of computers in our modern life can both be beneficial and damaging.
- There are good points and bad points whether they prefer to study alone or to study with a group of students.

**Essential Question(s):**

- High technology and the use of computers have entered into almost every phase of modern life. Is this beneficial or damaging to people?
- Which do you prefer, studying alone or studying with a group of students?

**Knowledge:**

*Students will know...*

- Describing a personal experience
- Expressing an opinion on an issue and supporting it with concrete examples and details
- Organizing ideas in an effective way
- Stating their opinion or thesis clearly
- Stating clear and strong topic sentences that support the thesis

**Skills:**

*Students will be able to...*

- Describe a personal experience
- Express an opinion on an issue and supporting it with concrete examples and details
- Organize ideas in an effective way
- State their opinion or thesis clearly
- State clear and strong topic sentences that support the thesis

**Stage 2 - Assessment Evidence**

**Performance Task(s):**

To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be

**Other Evidence:**

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

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**Backward Design Based Unit Map**  
**English/Writing, TOEFL Beginner, 2018-2019**

given 30% of student grades.

- Class activities
  - Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity
  - Writing consequences
  - Improving paragraph writing
  - Computer lab activity
- Project assignments
  - Group/individual projects that involve research and report writing

- Motivation
- Engagement
- Collaboration
- Communication skills
- Reactions
- Respect for others and different opinions

**Stage 3 - Learning Plan**

**Learning Activities:**

In this course, students are involved in a variety of class activities to improve their writing skills of English language. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

**1. Writing Various Texts**

**1.1 Writing Arguments (adapter from [grammar.yourdictionary.com](http://grammar.yourdictionary.com))**

Two of the most important tips when writing an argumentative essay are:

- Find a concrete, and controversial argument to use as your base.
- Format your essay correctly. Formatting can be a great help when formulating your thoughts and putting them on paper.
- Research as much as possible. Researching your own topic as well as any topics that may be in direct opposition of the topic that you chose.

Building an effective argumentative essay

After deciding upon a good and highly controversial topic then you are ready to put your thoughts down on paper to start building an outline, which will eventually translate into an argumentative essay. Here are a few tips that you should consider when putting together an argumentative essay.

- Find your topic: The sky is the limit when it comes to finding a heated topic to present as an argument.
- Think about your stance: Are you going to be for or against the topic you chose? You will need to be confident and comfortable in whatever stance you take. You will need to be able to substantiate the facts and cleverly fuse them with your stance in order to arrive at a solid argumentative essay.
- Do your homework: There have undoubtedly been others who have argued for or against the topic that you chose who may have done it years prior to you even thinking about it. Take time out to research how your predecessors argued their stance.
- Know your opposition: Every argumentative topic has a pro side and an opposing side. The best possible strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-

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**English/Writing, TOEFL Beginner, 2018-2019**

attacking when it comes to your argumentative essay.

- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

### **1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

#### **Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.

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- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: **'It was a dark and stormy night and...'** stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

### **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
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- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

### **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

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**English/Writing, TOEFL Beginner, 2018-2019**

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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**English/Writing, TOEFL Beginner, 2018-2019**

**Writing, Apr. 2019**  
**Integrated Writing (Topics: Ecology, Biology)**

**Stage 1 - Desired Results**

**Established Goal(s):**  
 At the end of the unit, students will be able to:

- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from their notes in their writing
- Synthesize the information taken from both the reading and listening passages

**Understanding(s):**  
*Students will understand that...*

- Fossil fuels are popular energy to use because they are in plentiful supply and relatively cheap and safe to extract thanks to the numerous advances in mining technology.
- Scientists are believed to come to the conclusion that dinosaurs were cold blooded because of the impressions they had: for example, dinosaur skeletons looked very much like giant lizards, and also the word “dinosaur” means “terrible lizard” in Latin.

**Essential Question(s):**

- Why are fossil fuels popular energy to use in our lives?
- How did scientists come to the conclusion that dinosaurs were cold blooded?

**Knowledge:**  
*Students will know...*

- Information from both reading and listening passages
- Taking notes on the reading and listening passages
- Using information from their notes in their writing
- Synthesizing the information taken from both the reading and listening passages

**Skills:**  
*Students will be able to...*

- Understand information from both reading and listening passages
- Take notes on the reading and listening passages
- Use information from your notes in your writing
- Synthesize the information taken from both the reading and listening passages

**Stage 2 - Assessment Evidence**

**Performance Task(s):**  
 To assess student progress made in this course, student work in the following activities will be for sure

**Other Evidence:**  
 The following will also be observed, recorded, and

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<p>recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p> <ul style="list-style-type: none"> <li>• Class activities <ul style="list-style-type: none"> <li>○ Writing various texts: writing arguments, writing informative explanatory texts, and creative writing activity</li> <li>○ Writing consequences</li> <li>○ Improving paragraph writing</li> <li>○ Computer lab activity</li> </ul> </li> <li>• Project assignments <ul style="list-style-type: none"> <li>○ Group/individual projects that involve research and report writing</li> </ul> </li> </ul>	<p>considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Engagement</li> <li>• Collaboration</li> <li>• Communication skills</li> <li>• Reactions</li> <li>• Respect for others and different opinions</li> </ul>
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**Stage 3 - Learning Plan**

**Learning Activities:**

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strategy that you can employ when writing the article is to know your opponent's stance on the issue. When you know how your opponent will think or what rebuttal he or she will try to use, then you will have an upper hand on how to out debate them. Knowing your opponent is essential in counter-attacking when it comes to your argumentative essay.

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- Once they've done this ask them to give the person a name.
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This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

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## **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-

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**Backward Design Based Unit Map**  
**English/Writing, TOEFL Beginner, 2018-2019**

centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
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This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

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**English/Writing, TOEFL Beginner, 2018-2019**

**Writing, May 2019**  
**Integrated Writing (Topics: Health, Social Science)**

<b>Stage 1 - Desired Results</b>	
<p><b>Established Goal(s):</b>            At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the original text accurately</li> <li>• Use their own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>	
<p><b>Understanding(s):</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The problem of childhood obesity is the biggest disadvantage of having vending machines in school because students can easily consume sugary foods and drinks.</li> <li>• One of the reasons that many parents and television producers insist that the pros outweigh the cons is that TV provides kids with educational programs and teaches them about other cultures.</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Although some people believe that having these drink and snack machines in schools is a good idea, others contend that there are many disadvantages, too. What is the biggest disadvantage?</li> <li>• Researchers have studies both the pros and cons of TV watching. However, why do many parents and television producers insist that the pros outweigh the cons?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The original text accurately</li> <li>• Using their own words to convey essential information and ideas from the reading and listening</li> <li>• Expressing the same information using different vocabulary and sentence structure</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand the original text accurately</li> <li>• Use their own words to convey essential information and ideas from the reading and listening</li> <li>• Be able to express the same information using different vocabulary and sentence structure</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <p>To assess student progress made in this course, student work in the following activities will be for sure recorded and evaluated according to criteria, rubrics, and the teacher's discretion. In each semester, project assignments will be given 10% and the rest will be given 30% of student grades.</p>	<p><b>Other Evidence:</b></p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> <li>• Motivation</li> </ul>

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**Backward Design Based Unit Map**  
**English/Writing, TOEFL Beginner, 2018-2019**

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**Stage 3 - Learning Plan**

**Learning Activities:**

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**The Asian International School**  
**Backward Design Based Unit Map**  
**English/Writing, TOEFL Beginner, 2018-2019**

- Get the facts: You need facts in order to support your argument on your controversial topic. No one wants to look like an amateur, and in order to avoid doing such you will need to have cognitive and verifiable facts that will back up your argument completely.
- Pick a topic that you are passionate about: When there is no passion in an argumentative essay then there is nothing to capture the attention of the reader. In order to convey your argument it is imperative for you to be passionate about any topic that you pick. If you do not believe in it then no one else will either.

### **1.2 Writing Informative Explanatory Texts (adapted from [Sadlier School](#))**

(Source: <https://www.sadlier.com/school/core-grammar/informative/explanatory-writing-in-the-classroom>)

There are a number of ways for students to practice writing informative/explanatory texts. Some example assignments are:

- Basic Paragraph
- Essay
- Brochure/Pamphlet
- Article
- Interview

Below is a very simple writing assignment you could assign students to work on their informative writing skills. In addition to looking at the ways your students write informative or explanatory texts, you will also have the chance to check that proper nouns are capitalized properly.

#### **Writing Assignment Idea**

To assess how well your students write informative/explanatory texts, use calendar holidays as a writing topic. For instance, you might ask students to choose their favorite holiday and explain in writing why they like it the best. To help students choose a holiday for an explanatory essay, you could provide them with a list. Some common holidays follow:

- Halloween
- Thanksgiving
- Hanukkah
- Christmas
- Kwanzaa
- New Year's Eve
- Valentine's Day
- Easter

### **1.3 Creative Writing Activity (adapted from [BBC Teaching English](#))**

The main focus of the activity is on developing writing skills, but it's also good for developing listening and reading skills and also for practicing past tenses and descriptive vocabulary. All you need to get things started is a sheet of plain paper for each pair of students.

The listening part comes first:

- Ask the students to draw the face of a person in the top right-hand corner of the page.
- Once they've done this ask them to give the person a name.
- The on the top left of the page ask them to write five adjectives to describe the person's appearance.
- Next ask them to write five more adjectives to describe the person's character.

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- After they've done this ask the students to write three things that the person likes doing.
- Then ask them to write who the person lives with.

In this way they build up a character profile for the person they are going to write about. The writing part:

- Now dictate the following sentence to your students: **'It was a dark and stormy night and...'** stop at this point and ask them to write in the name of the person they have drawn and followed by the word 'was.'
- Then ask the students to complete the sentence from their imagination and add one more sentence.
- Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of student now has a new character).
- The students then read through the information and the beginning of the story and then add one more sentence to it.
- Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
- Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

Follow up:

- Once all the stories are complete there are a number of follow-up options you can try.
- Put the stories up around the class and get the students to read them all and decide which is best.
- Give each pair of students a story and get them to try to find and correct errors.
- Get the students to write the stories up on a computer and then ask them to add more description and detail to the stories.

### **2. Writing Consequences (adapted from [BBC Teaching English](#))**

This is a fun activity to create a group story. Each student needs a blank sheet of paper and a pen. If possible, sit in a circle shape to play. Each student adds one stage to the story then folds the paper to cover the information and passes the paper to the student on the right. At each stage, before folding and passing to the student on the right, give these instructions.

- Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of classmates.)
- Write the name of a place where the two people meet.
- When they meet, he says something to her. What does he say? Students write what he says to her.
- She replies to the man. What does she say?
- What's the consequence of this encounter? What happens?
- What's the opinion of the whole story? What does the world say as a comment?

The end result is a mixed-up story that can often be amusing. Read yours as an example of how you want the students to tell the story. Then invite students one by one to unfold their stories and read them to the group. Encourage students to use connectors, reported speech, etc.

### **3. Improving Paragraph Writing (adapted from [BBC Teaching English](#))**

This activity is a way to make your opinion or discursive essay writing lessons more interesting and learner-centered. The activity focuses on mistakes made at paragraph level in a text.

Procedure:

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- First, ask your students to provide sample paragraphs (introduction, body paragraphs, or conclusion), or choose paragraphs from their last essay that they wrote for the class.
- Second, study these samples carefully and try to give comments on two or three problems within one paragraph.
- Next, design a handout in which there is a copy of the paragraph with a table including two columns, comments, and examples. Leave the “examples” column blank. Put your comments for the chosen paragraphs in the comments column. For example, ‘Wrong word – register’ or ‘use a conjunction here’ or ‘spelling’ or ‘poor topic sentence’...
- In class give out the handouts and ask students to work in pairs to find examples to support the comments made by the teacher.

This activity aims to help students recognize their own problems with paragraph construction and identify errors, which improves their own re-drafting skills. It also helps them practice the (teacher’s) skill of giving comments and examples.

#### **4. Computer Lab Activity**

This activity was designed based on the Blended Learning framework. Students individually, in pairs, or in small groups will participate in projects and assignments mostly due by the end of the class meeting. Types of activity will vary with the topics given for the day’s lesson and the purpose of the lab activity. The activity should involve both online activity and face-to-face interactions among students.

#### **5. Research Paper**

Students will work on projects that require them for research and paper writing during the coursework. Students need to follow one of the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.) based on the teacher’s guides. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end. More details will be announced in the class meeting. Below is the overall description on the research paper project.

- Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.