

Lesson Plan Format

Grade, Book: Intermediate – Longman Academic Writing Series 4	Time: 90 minutes
Lesson and Title: Chapter 2: pages 22-45, “Unity and Coherence”	Materials: book, peer review form, writer’s self-check form, videos, teacher generated slide
Objectives: Students will be able to <ul style="list-style-type: none">• organize a unified paragraph around one central idea• construct a coherent paragraph by<ul style="list-style-type: none">- repeating key nouns- using consistent pronouns- using transition signals to link ideas- arranging ideas in logical order• write, revise, and edit a paragraph about health and medicine	
Introduction (Motivation): (12 min.) ***Modeling*** <ul style="list-style-type: none">a. Think About: Public Health Successes (8 min.)<ul style="list-style-type: none">• Teacher has students read the model and then answer the questions.<p>This can be considered as a warmup activity. The aim is to make students focus on the importance of unity and coherence in constructing a good paragraph, emphasizing that when a paragraph is unified, it is focused exclusively on the main idea; when it is coherent, information flows logically, and readers can easily follow your ideas. The whole class will read and randomly answers the questions.</p>b. Vocabulary: Teacher asks students to find some words and their synonyms in the model. (4 min.)<ul style="list-style-type: none">○ Students should read the writing model again. They need to find some words and their synonyms in the chart in order to complete the chart.<p>The students should know that good writers use a wide range of vocabulary. One way of improving their vocabulary is to study synonyms. This practice can be completed individually and as pair.</p>	
Information: <p>Teacher informs students about the definitions of <i>unity</i> and <i>coherence</i> in detail, emphasizing that key elements in a well-written paragraph are unity and coherence.</p> <p>Teacher also provides a video explaining how to organize a unified paragraph around one central idea and construct a coherent paragraph.</p>	
Modeling	
Guided Practices:	

- a. Before teaching the topic in detail, the teacher provides a short video on [unity and coherence](#). (5 min.)
- b. The teacher uses a slide including various exercises taken from the course book to teach the aforementioned topics. He first teaches unity and coherence through rich examples. (10 min.)
Then, he asks students to have a look to the practices in their course book. He also informs them about how to complete all practices related to each part. For example, regarding
Practice 1, they need to find various words (such as eradication, significant, people, disease, difficult, problems, launched, and recreate) and write their synonyms. (The time was stated in the **Introduction** part)
The other practices are as follows:
Practice 2: These paragraphs contain one or more sentences that are off topic. Underline the topic sentence. Cross out any sentences that are off topic. (7 min.)
Practice 3: This paragraph not only has sentences that are off topic but also discusses more than one topic. Decide where the paragraph should be divided into two. Underline each topic sentence. Then cross out any sentences that are off topic. (5 min.)
Practice 4: Find problems with the pronoun *it* in this paragraph. Replace *it* with the key noun *English* as necessary to make the paragraph more coherent. (6 min.)
Practice 6 Find errors with pronoun consistency. Make corrections. (4 min.)
Practice 7: Compare these paragraphs. Circle the transition signals in paragraph 2. How do they make the paragraph more coherent? (5 min.)
Practice 11: Work with a partner. Read the paragraphs and decide which kind of logical order is used in each. Discuss the reasons for your choice. Underline the transition signals. (5 min.)
There are two more activities stated below and the time for them was **6 minutes**.
- c. When there is a mistake or incomplete activity, self-correction, peer-correction, or teacher correction is used. If most of the students are incorrect regarding a topic or sentence, the teacher may refer to the slide and draw their attention to the topic.

Closure: (25 min.)

It is time to apply what you have learned.

Although there are lots of separate practices that students should complete, the teacher asks students write a unified and coherent paragraph. Therefore, he instructs as follows:

- Write a paragraph of 10 to 15 sentences on a topic related to health a medicine. Use the writing model on page 23 to help you. Follow the steps in the writing process.
- Share your paragraph for peer feedback.

With this writing assignment, the second week (two lessons) ends. Students will submit their paragraphs. The teacher will distribute the assignment anonymously for peer feedback. They will provide feedback in two ways: using 1) peer review from, 2) video-editing peer feedback (explained in the assessment part). This peer feedback process is an out-class activity.

Assessment:

- a. *Students will assess his or her learning.* Students will complete all practices during the class to display whether they have covered all stages of the course.

- b. *Self-feedback*. At the end of the class, students are assigned a writing. After completing it, they will assess their writing by using *writer's self-check* which mainly focus on **format, mechanics, content and organization, unity and coherence, and grammar and sentence structures**. It also includes a part examining how many mistakes were found and corrected.
- c. *Peer feedback*. First, students will assess their peers' writings by using a *peer review* form. Second, they will use a screen capture tool to explain how they applied the feedback on the peer review form to the assignment (paragraph/essay). They will do this part as a homework activity. Then, they will upload them on Google Classroom.
- d. *Group feedback*. The first aim is to make students work collaboratively. The second aim is to observe how group work enhances the quality of their writing as well as feedback. Final aim is to examine the difference between video-editing group feedback and video-editing peer feedback as well as their effectiveness on the writing skills. The teacher selects few assignments and ask students to reflect on them. The teacher also interferes the session if necessary.

Homework:

In addition to video-editing peer feedback, they will be asked to write on a topic given by the teacher.

Read the prompt and write on the topic.

Prompt: Write a unified and coherent paragraph about one of these topics:

- Discuss a medical development that is important to your life
- Write about an experience that you have had with a medical professional
- Explain what is necessary to have a healthy lifestyle.

“Unity and Coherence”

Introduction (12 min.)

Think-About: Read the model. Then answer the questions.
(Writing Model, page 23)

Vocabulary: Read the writing model again.
(Practice 1: Noticing synonyms, page 24)

Information (15 min.)

Teacher informs students about the definitions of *unity* and *coherence* in detail (stating that key elements in a well-written paragraph are unity and coherence. A unified paragraph focuses on one main. For example, if you are writing an essay about the advantages of different kinds of pain medications, you might have a paragraph about the advantages of aspirin. Do not discuss disadvantages). The teacher also provides a video explaining [how to organize a unified paragraph around one central idea and construct a coherent paragraph](#)

DIRECTIONS: Cross out any sentences that are off topic. (7 min.)
(Practice 2: Staying on Topic, page 25)

DIRECTIONS: This paragraph not only has sentences that are off topic but also discusses more than one topic. Decide where the paragraph should be divided into two. Underline each topic sentence. Then cross out any sentences that are off topic. (5 min.)
(Practice 3: Staying on Topic, page 26)

DIRECTIONS: The easiest way to achieve coherence is to repeat key nouns. In this paragraph, the repetition of the noun *fear* smooths the flow of the sentences and creates coherence. (3 min.)
(Repetition of Key Nouns, page 27)

In this version, the repetition of the noun *fear* has been replaced by the pronoun *it* after the first use. This overuse of the pronoun makes the paragraph confusing and less coherent. The readers will forget what “it stands for. (3 min.)
(Repetition of Key Nouns, page 27)

There is no fixed rule about how often to repeat key nouns or when to use pronouns as a substitute, you should repeat a key noun instead of using a pronoun when the meaning is unclear.

DIRECTIONS: Find problems with pronoun *it* in this paragraph. Replace *it* with the key noun *English* as necessary to make the paragraph more coherent.
(Practice 4: Using Key Nouns and Pronouns, page 28) (6 min.)

DIRECTIONS: When you use pronouns, make sure that you use the same person and number throughout your paragraph. For example, don’t change from *you* to *he* (change of person) or from *he* to *they* (change of number). (4 min.)

(Practice 6: Consistent Pronouns, page 30)

DIRECTIONS: Transition signals give a paragraph coherence because they guide readers from one idea to the next. There are different kinds of transition signals such as subordinators (*when, although*), coordinators (*and, but*), adjectives (*another, additional*), and prepositions (*because of, in spite of*).

Compare these paragraphs. Circle transition signals in paragraph 2. How do they make the paragraph more coherent? (5 min.)

(Practice 7: Using Transition Signals, page 31)

DIRECTIONS: Some common kinds of logical order in English are *chronological order, the logical division of ideas*, and *comparison / contrast*.

Work with a partner. Read the paragraphs and decide which kind of logical order is used in each.

Discuss the reasons for your choice. Underline the transition signals. (5 min.)

(Practice 11: Recognizing Kinds of Logical Order, page 40)

Closure: (25 min.)

It is time to apply what you have learned.


- Write a paragraph of 10 to 15 sentences on a topic related to health a medicine. Use the writing model on page 23 to help you. Follow the steps in the writing process.
- Share your paragraph for peer feedback.


Assessment:

1- For topics

SELF-ASSESSMENT

- organize a unified paragraph around one central idea
- construct a coherent paragraph by
 - repeating key nouns
 - using consistent pronouns
 - using transition signals to link ideas
 - arranging ideas in logical order
- write, revise, and edit a paragraph about health and medicine

Which ones can you do well? mark them 

Which ones do you need to practice more? Mark them 

2- For assignments

Chapter 2 Peer Review (Page 323)

Chapter 2 Writer's Self-Check (Page 324)