



Lesson plan

English for Academic Purposes with upper-intermediate pre-university students

Çiğdem’s lesson at Middle East Technical University, Ankara focuses on paragraph construction. Many thanks to Çiğdem Özen) for sharing her original lesson plan and resources with us. The lesson can be seen on the *Teachers at Work* DVD which accompanies *The Practice of English Language Teaching* book, and the Observation Sheet worksheet for this lesson is available on this website.

Level: upper-intermediate	Lesson type Lexis/speaking
Lesson length: 70 mins	
Class description	
Class consists of 20 (predominantly Turkish) students; 7 female (one from Kazakhstan), 13 male (one from Egypt, one from Yemen) students in their late teens.	
Main Aim/s:	
Producing a paragraph in which students explain why they find a late world leader successful or not.	
Sub Aim/s:	
Revisiting the previously learned <u>modal perfect</u> structure and choosing the appropriate ones for this particular paragraph, revisiting and recycling <u>vocabulary</u> (especially adjectives) describing successful people with a leadership role, analyzing the <u>components of a good paragraph</u> (identifying the topic sentence, major and minor supports as well as identifying listing signals and enumerators that will enhance coherence and cohesion in the paragraph).	

Stage/Aim	Procedure	Time
Warmer	In order to eliminate any possible difficulties with vocabulary, students will find the other half of some collocating phrases that will occur in the sample paragraph to be later analyzed. List of phrases : soaring profits communication skills positive feedback body language constant loyalty mutual exchange (of ideas) (to) maintain objectivity (a) great impact (to) favor a person (to) face difficulties	5-10 minutes
Lead in to the analyzing of the paragraph: A paragraph jigsaw	In their new pairs, students put the slips of acetate of the cut up version of the sample paragraph into its correct order. Once they finish, they compare their result with a neighbor pair. The	5-10 minutes

	<p>first 2 pairs with the correct version of the paragraph get to choose the name of the leader they will write about in the production stage of the lesson. In other words, those 4 students will be the team leaders of their (later to be formed) groups and they will choose the “belated world leader” their group will write about.</p>	
<p>Analyzing the sample paragraph and organizing a list of possible supporting points for the topic: “why a late world leader was successful or not”</p>	<p>On the overhead projector, the correctly assembled sample paragraph (put up there by the four winning students of the previous activity) will be analyzed by the class. Students will be asked to identify the topic sentence, major and minor supports, the listing signals and enumerators as well as the concluding sentence. Any volunteering student can come up to underline the aforementioned components of the paragraph. Once the major supports are underlined, the teacher writes them on the board under the title <u>Main Reasons Why X Was(n’t) Successful</u>. Students are encouraged to list other possible reasons, not mentioned in the sample paragraph. Before starting the next activity (in which students will write their own paragraph in their groups), the teacher asks if they can spot any of the recently learned modal perfect structures and adjectives in the sample text (or in the supports on the board). They are all encouraged to use as many of those in their own paragraphs.</p>	10 minutes
<p>Writing a paragraph (on acetates) to the following task in the writing handout: <i>“In about 180-220 words, give your opinion on why a late world leader was successful or not. While writing, you can revisit the sections in your book Language Leader Advanced for the appropriate language structures and vocabulary.”</i></p>	<p>The four students who won in the jigsaw activity will name possible world leaders they want to write about (each student should come up with at least 2 names) and recruit other students to join their group and write about the world leader they (as a group) decide on. There should be no more than 5 students in a group. The team leader allocates the secretary (who will write down what his or her team mates dictate. Of course, all students are encouraged to voice their opinions and participate. At the end of the activity, if time allows, all paragraphs will be put on the overhead projector and evaluated by the class. In the event that the 45 minutes are over, this stage of the lesson can continue next lesson. The teacher will “correct” the paragraphs as directed by the class and together they will decide how many points they would score for the “content”, “organization” and “language” of the paragraphs. The total score is out of 15, as it will be on the Mid-Term exams and the English Proficiency Exam.)</p>	25 minutes

Materials

OHP slide /text for paragraph jigsaw

Sabancı came from a poor family, yet he later became a successful international company manager owing to his good characteristics. One of his good characteristics was good communication skills. These communication skills involved good listening and positive feedback to the employees and counterparts. In fact, when he asked questions, he always listened carefully to the reply in order to better understand motivations, body language and issues of the others and responded accordingly. With these good listening skills, Sabancı was able to maintain positive communication, which must have resulted in constant loyalty and mutual exchange of ideas. This had to have been the most important reason for his company's soaring productivity and profits. Another of his good characteristics was fairness; he couldn't favor a person over another or act biased towards a different ethnic group. As a matter of fact, he believed that anyone from any nation or culture was equal, and while he was doing business, he always maintained his objectivity. He also constantly acted in this way, so all the decisions and the evaluations of the employees were given justly, which may have contributed to his great success. In conclusion, Sakıp Sabancı must have faced difficulties during his work-life, but he must have had a great impact on the people around him, which would explain his businesses' continuous success, even up to today.