

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University, Tiaret
Faculty of Letters and Languages
Department of English



Writing Techniques

A Course for Scnd Year Undergraduate EFL Students



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OUT LINE

Unit 1: Foundations of Sentence Structure

- Lesson 1: Phrases
- Lesson 2: Clauses
- Lesson 3: Simple Sentences
- Lesson 4: Compound Sentences
- Lesson 5: Complex Sentences
- Lesson 6: Compound-Complex Sentences

Unit 2: Common Sentence Problems

- Lesson 7: Fragments
- Lesson 8: Run-on Sentences
- Lesson 9: Wordiness

Unit 3: Mechanics of Writing

- Lesson 10: Capitalization
- Lessons 11: Punctuation

Unit 4: Paragraph Writing

- Lessons 12
- Answer Key

References :

LESSON 1: PHRASES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing and Sentence Structure

LESSON OVERVIEW

Unit

Foundations of Sentence Structure

Lesson Title

Understanding Phrases

Level

University Freshmen (EFL Learners)

Lesson Duration

90 Minutes

Language Focus

Grammar for Academic Writing

Writing Focus

Building sentence components for academic paragraph writing

LEARNING OUTCOMES

By the end of the lesson, students will be able to:

Knowledge

- Define a phrase.
- Identify different types of phrases.

Skills

- Distinguish phrases from clauses.
- Use phrases appropriately in academic sentences.
- Expand simple sentences using phrases.

Attitudes

- Appreciate the role of phrases in creating detailed academic writing.

MATERIALS

Teacher Materials

- Whiteboard
- Markers
- PowerPoint Slides
- Handouts
- Worksheets

Student Materials

- Notebook
- Worksheet
- Pens

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment & Feedback	10 min
Homework Assignment	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Complete Thought or Not?

Procedure

Write the following on the board:

1. under the table
2. because she studied
3. the intelligent student
4. after the conference
5. Students attended the lecture.

Teacher Instructions

Ask students:

Which examples express a complete thought?

Allow pair discussion for 2 minutes.

Expected Responses

Complete Thought:

- Students attended the lecture.

Incomplete Thoughts:

- under the table
- because she studied
- the intelligent student
- after the conference

Transition

Teacher says:

Today we will learn why these groups of words are incomplete and how they function as phrases.

PART II: PRESENTATION (25 MINUTES)

What Is a Phrase?

Definition

A phrase is a group of related words that functions as a single unit but does not contain both a subject and a verb.

Important Characteristics

A phrase:

- ✓ has meaning
- ✓ contains related words
- ✓ does not express a complete thought
- ✓ cannot stand alone as a sentence

Understanding the Difference

Phrase

in the classroom

No subject + verb combination

Not a sentence

Sentence

The students are in the classroom.

Contains:

- Subject: students
- Verb: are

Complete thought

Types of Phrases

1. Noun Phrase

Definition

A phrase that functions as a noun.

Examples

- the diligent student
- a modern university
- the final examination

Academic Examples

The diligent student completed the research paper.

A modern university offers various educational opportunities.

2. Verb Phrase

Definition

A main verb together with one or more helping verbs.

Examples

- has completed
- will be studying
- had been working

Academic Examples

Students have completed the assignment.

Researchers will be presenting their findings.

3. Prepositional Phrase

Definition

A phrase beginning with a preposition.

Common Prepositions

in

on

at

under

over

during

after

before

Examples

- in the classroom
- after the lecture
- during the examination

Academic Examples

Students gathered in the classroom.

Many questions arose after the lecture.

4. Adjective Phrase

Definition

A phrase that describes a noun.

Example

The student eager to learn participated actively.

Phrase:

eager to learn

Describes:

student

5. Adverb Phrase

Definition

A phrase that modifies a verb, adjective, or adverb.

Example

She answered the question with confidence.

Phrase:

with confidence

Modifies:

answered

COMMON ERRORS

Error 1: Confusing a Phrase with a Sentence

Incorrect:

After the lecture.

Problem:

Not a complete thought.

Correct:

After the lecture, students discussed the topic.

Error 2: Confusing a Phrase with a Clause

Phrase:

after the lecture

Clause:

after the lecture ended

Why?

Clause contains:

Subject = lecture

Verb = ended

TEACHER CHECKING QUESTIONS

Ask:

1. Does a phrase contain both a subject and a verb?
2. Can a phrase stand alone?
3. What is the difference between a phrase and a sentence?

Expected Answers:

1. No
2. No
3. A sentence expresses a complete thought.

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Type

Instructions

Identify the type of phrase.

1. the university library
2. has been studying
3. during the examination
4. highly motivated
5. with great enthusiasm

Answers

1. Noun Phrase
2. Verb Phrase
3. Prepositional Phrase
4. Adjective Phrase
5. Adverb Phrase

Activity 2: Underline the Phrase

Instructions

Underline the phrase.

1. The students in the laboratory conducted experiments.
2. Researchers have completed the study.
3. The lecturer spoke with confidence.

Answers

1. in the laboratory
2. have completed
3. with confidence

Activity 3: Phrase or Clause?

Expression	Phrase or Clause?
because she studied	Clause
after the exam	Phrase
the red car	Phrase
when the bell rang	Clause
during the lesson	Phrase

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Write:

Two noun phrases

Example Answers:

- the university professor
- the research project

Two verb phrases

Example Answers:

- has completed
- will be attending

Two prepositional phrases

Example Answers:

- in the laboratory
- after the examination

Exercise 2

Use each phrase in an academic sentence.

1. the motivated learner
2. during the semester
3. has improved significantly

Sample Answers

The motivated learner participates actively in class.

Students develop new skills during the semester.

Academic writing has improved significantly.

Exercise 3 (Higher-Level)

Expand the following sentences by adding phrases.

Original Sentence

Students study.

Expanded Example

Students in higher education study diligently during examinations.

Original Sentence

Researchers presented findings.

Expanded Example

Researchers at the conference presented important findings with confidence.

PART V: APPLICATION TO ACADEMIC WRITING

Mini Academic Writing Task

Instructions

Write 5 academic sentences about university life.

Requirements:

- ✓ Use one noun phrase
- ✓ Use one verb phrase
- ✓ Use one prepositional phrase

Example

The dedicated student has completed the assignment in the university library.

ASSESSMENT (10 MINUTES)

Exit Ticket

Answer the following:

Question 1

Define a phrase.

Question 2

Give one example of a noun phrase.

Question 3

Why is "after the lecture" not a sentence?

Question 4

Identify the phrase type:

during the conference

Answer:

Prepositional Phrase

DIFFERENTIATION**For Weaker Students**

Provide:

- Phrase lists
- Matching exercises
- Guided examples

For Stronger Students

Provide:

- Academic sentence expansion
- Error correction activities
- Phrase analysis from academic texts

HOMEWORK**Part A**

Identify the phrase type.

1. the university campus
2. after the seminar
3. has been reading
4. very interesting

Part B

Write:

- Three noun phrases
- Three verb phrases
- Three prepositional phrases

Part C

Write a short paragraph (80–100 words) about:

"My First Year at University"

Requirements:

- Use at least 5 phrases.
- Underline each phrase.
- Use complete sentences only.

ANSWER KEY (HOMEWORK)

Part A

1. Noun Phrase
2. Prepositional Phrase
3. Verb Phrase
4. Adjective Phrase

TEACHER NOTES

Common Student Difficulties

Students often:

- confuse phrases with clauses
- believe every group of words is a sentence
- overlook missing subjects and verbs

Teaching Tips

1. Continuously compare:
 - Phrase
 - Clause
 - Sentence
2. Use color coding:
 - Subject = Blue
 - Verb = Red
 - Phrase = Green
3. Connect examples to university life and academic writing.

Preparation for Lesson 2

At the end of the lesson, ask students:

"What happens when a group of words contains both a subject and a verb?"

This question serves as a bridge to **Lesson 2: Clauses**.

carry on please.

LESSON 2: CLAUSES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing and Sentence Structure

LESSON OVERVIEW

Unit

Foundations of Sentence Structure

Lesson Title

Understanding Clauses

Level

University Freshmen (EFL Learners)

Language Focus

Grammar for Academic Writing

Writing Focus

Developing complete ideas for academic writing

LEARNING OUTCOMES

By the end of the lesson, students will be able to:

Knowledge

- Define a clause.
- Identify the components of a clause.
- Distinguish between independent and dependent clauses.

Skills

- Differentiate clauses from phrases.
- Combine clauses accurately.
- Use clauses to improve sentence variety in academic writing.

Attitudes

- Recognize the importance of clauses in producing effective academic sentences.

MATERIALS

Teacher Materials

- Whiteboard

- PowerPoint slides
- Handouts
- Worksheets

Student Materials

- Notebook
- Worksheet
- Pen

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment & Feedback	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Phrase or Clause?

Instructions

Write the following expressions on the board:

1. after the lecture
2. because students revised
3. the university library
4. when the examination ended
5. researchers presented their findings

Ask students to work in pairs and decide whether each expression is a phrase or a clause.

Expected Answers

Expression	Answer
after the lecture	Phrase
because students revised	Clause

Expression	Answer
the university library	Phrase
when the examination ended	Clause
researchers presented their findings	Clause

Transition

Teacher says:

Last lesson we studied phrases. Today we will examine clauses, which are the building blocks of complete sentences.

PART II: PRESENTATION (25 MINUTES)

What Is a Clause?

Definition

A clause is a group of related words that contains:

✓ A subject

and

✓ A verb

Examples

Students study.

Subject = Students

Verb = study

Clause

Researchers conducted an experiment.

Subject = Researchers

Verb = conducted

Difference Between Phrase and Clause

Phrase

after the class

in the library

the blue car

Clause

after the class ended

students studied in the library

the blue car stopped

Important Rule

Every clause contains a subject and a verb.

Every phrase does NOT contain both.

TYPES OF CLAUSES

1. Independent Clause

Definition

An independent clause contains a subject and a verb and expresses a complete thought.

It can stand alone as a sentence.

Examples

Students attended the lecture.

The professor explained the concept.

The research project was successful.

Academic Examples

Students improve their writing skills through practice.

The university provides numerous learning opportunities.

Characteristics of Independent Clauses

- ✓ Complete thought
- ✓ Subject + Verb
- ✓ Can stand alone

2. Dependent Clause

Definition

A dependent clause contains a subject and a verb but does not express a complete thought.

It cannot stand alone.

Examples

Because students attended the lecture

Although the assignment was difficult

When the semester began

If students practice regularly

Why Are These Incomplete?

The reader expects more information.

Example:

Because students attended the lecture...

What happened?

The idea remains unfinished.

Common Subordinating Conjunctions

Introduce dependent clauses.

Cause

because

since

as

Contrast

although

though

even though

Time

when

while

after

before

Condition

if

unless

Purpose

so that

in order that

Examples**Dependent Clause**

Because students revised regularly

Complete Sentence

Because students revised regularly, they passed the examination.

Dependent Clause

Although the exam was difficult

Complete Sentence

Although the exam was difficult, students performed well.

COMMON ERRORS**Error 1: Dependent Clause as a Sentence**

Incorrect:

Because the lecture was interesting.

Problem:

Incomplete thought.

Correct:

Because the lecture was interesting, students remained attentive.

Error 2: Confusing Phrase and Clause

Phrase:

during the conference

Clause:

during the conference, participants exchanged ideas

Why?

The second contains:

Subject = participants

Verb = exchanged

TEACHER CHECKING QUESTIONS

Ask:

1. What two elements must every clause contain?
2. Can an independent clause stand alone?
3. Can a dependent clause stand alone?
4. Which words often introduce dependent clauses?

Expected Answers:

1. Subject and verb
2. Yes
3. No
4. Subordinating conjunctions

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Subject and Verb

Instructions

Identify the subject and verb in each clause.

1. Students completed the project.
2. The professor explained the lesson.
3. Researchers published the findings.
4. The conference attracted many participants.

Answers

1. Students / completed
2. professor / explained
3. Researchers / published

4. conference / attracted

Activity 2: Independent or Dependent?

Instructions

Identify each clause.

1. Because the assignment was challenging
2. Students submitted their essays
3. Although she studied hard
4. The researchers collected data
5. When the semester ended

Answers

1. Dependent
2. Independent
3. Dependent
4. Independent
5. Dependent

Activity 3: Complete the Sentence

Instructions

Complete the following.

1. Because students practiced regularly, _____.
2. Although the lecture was long, _____.
3. When the examination ended, _____.
4. Since the professor explained clearly, _____.

Sample Answers

1. they improved their writing skills.
2. students remained attentive.
3. students left the classroom.
4. students understood the topic.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Write:

Three Independent Clauses

Example Answers

1. Students attended the seminar.

2. Researchers analyzed the results.
3. The lecturer answered questions.

Three Dependent Clauses

Example Answers

1. Because students revised regularly
2. Although the assignment was difficult
3. When the semester started

Exercise 2

Combine the clauses into complete sentences.

Example 1

Dependent:

Although the exam was difficult

Independent:

students performed well

Answer:

Although the exam was difficult, students performed well.

Example 2

Dependent:

Because the professor explained clearly

Independent:

students understood the concept

Answer:

Because the professor explained clearly, students understood the concept.

Exercise 3

Clause Analysis

Identify:

- ✓ Subject
- ✓ Verb
- ✓ Independent or Dependent

Sentence:

Although students felt nervous, they completed the presentation successfully.

Answers

Dependent Clause:

Although students felt nervous

Subject = students

Verb = felt

Independent Clause:

they completed the presentation successfully

Subject = they

Verb = completed

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

Benefits of University Education

Instructions

Write a paragraph of 80–100 words.

Requirements:

- ✓ Use at least 3 independent clauses.
- ✓ Use at least 2 dependent clauses.
- ✓ Underline all clauses.

Sample Paragraph

University education provides valuable opportunities for students. *Because students gain specialized knowledge*, they become better prepared for future careers. The university develops critical thinking skills, and students learn how to solve problems effectively. *Although academic work can be challenging*, students benefit from the experience. The knowledge acquired during university studies contributes significantly to professional success.

ASSESSMENT (10 MINUTES)

Exit Ticket

Answer the following:

Question 1

Define a clause.

Question 2

What is the difference between an independent clause and a dependent clause?

Question 3

Identify the clause type:

Because students attended the workshop

Answer:

Dependent Clause

Question 4

Complete the sentence:

Although the lecture was difficult, _____.

DIFFERENTIATION

Support for Weaker Students

Provide:

- clause identification charts
- sentence frames
- guided examples

Challenge for Advanced Students

Provide:

- longer academic sentences
- clause analysis tasks
- paragraph editing exercises

HOMEWORK

Part A: Clause Identification

Identify whether each clause is independent or dependent.

1. Since the course began
2. Students improved their writing skills
3. Although the research was difficult
4. The lecturer provided useful feedback
5. When the conference ended

Part B: Complete the Sentences

1. Because students worked collaboratively, _____.
2. Although the assignment required effort, _____.
3. When the semester concluded, _____.

Part C: Academic Writing Task

Write a paragraph (100–120 words) about:

"The Importance of Time Management for University Students"

Requirements:

- Use 3 independent clauses.
- Use 3 dependent clauses.
- Underline each clause.
- Avoid sentence fragments.

ANSWER KEY

Part A

1. Dependent
2. Independent
3. Dependent
4. Independent
5. Dependent

TEACHER NOTES

Common Student Difficulties

Students often:

- confuse clauses with phrases
- believe every clause can stand alone
- write dependent clauses as complete sentences

Teaching Tips

1. Continuously compare:

Phrase	Clause
after class	after class ended
in the library	students studied in the library

2. Use color coding:
 - Subject = Blue
 - Verb = Red
 - Clause = Green
3. Emphasize that all sentences contain at least one independent clause.

PREPARATION FOR LESSON 3

Conclude by asking:

"If an independent clause can stand alone as a sentence, what is the simplest type of sentence we can write?"

This naturally introduces **Lesson 3: Simple Sentences**, where students will learn how independent clauses function as complete sentences in academic writing.

LESSON 3: SIMPLE SENTENCES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing and Sentence Structure

LESSON OVERVIEW

Unit

Foundations of Sentence Structure

Lesson Title

Simple Sentences

Level

University Freshmen (EFL Learners)

Language Focus

Sentence Construction

Writing Focus

Producing clear and accurate academic sentences

LESSON RATIONALE

Many university students can identify words, phrases, and clauses, but they struggle to construct grammatically correct academic sentences. Since all academic writing is built upon sentences, mastering the simple sentence is a fundamental step toward successful paragraph and essay writing.

This lesson develops students' ability to construct complete thoughts using correct sentence patterns while avoiding fragments and grammatical errors.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a simple sentence.
- Identify subjects and predicates.
- Recognize complete thoughts.

Skills

- Construct grammatically correct simple sentences.
- Expand simple sentences without changing their structure.

- Avoid sentence fragments.

Academic Writing Skills

- Produce clear academic statements.
- Use simple sentences effectively in paragraph writing.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint slides
- Worksheet
- Sentence strips

Student Materials

- Notebook
- Handouts
- Pen

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Sentence Detective

Instructions

Write the following on the board:

1. During the lecture.
2. Students participated actively.
3. Because the assignment was difficult.
4. Researchers collected data.
5. In the university library.

Students decide:

✓ Sentence

or

✓ Not a Sentence

Answers

Example	Answer
During the lecture.	Not a Sentence
Students participated actively.	Sentence
Because the assignment was difficult.	Not a Sentence
Researchers collected data.	Sentence
In the university library.	Not a Sentence

Discussion

Ask:

What do the correct examples have that the others do not?

Expected answer:

A subject, a verb, and a complete thought.

PART II: PRESENTATION (25 MINUTES)

What Is a Simple Sentence?

Definition

A simple sentence contains one independent clause.

It expresses a complete thought.

Formula

Subject + Verb

or

Subject + Verb + Object

Examples

Example 1

Students study.

Subject = Students

Verb = study

Example 2

Researchers collected data.

Subject = Researchers

Verb = collected

Object = data

Example 3

The lecturer explained the lesson clearly.

Subject = lecturer

Verb = explained

Object = lesson

Adverb = clearly

Essential Elements of a Simple Sentence

A simple sentence must contain:

- ✓ Subject
- ✓ Verb
- ✓ Complete Thought

Subject

The person, thing, or idea performing the action.

Examples:

Students

The professor

The university

Technology

Predicate

Everything said about the subject.

Example:

Students completed the assignment.

Subject:

Students

Predicate:

completed the assignment

Important Note

A simple sentence may be short.

Example:

Students learn.

A simple sentence may also be long.

Example:

Students in higher education learn valuable skills through academic and practical experiences.

Still one independent clause.

Therefore:

Length does not determine sentence type.

TYPES OF SIMPLE SENTENCES

Pattern 1

Subject + Verb

Example:

Students study.

Pattern 2

Subject + Verb + Object

Example:

Students completed the assignment.

Pattern 3

Subject + Linking Verb + Complement

Example:

The lecture was interesting.

Pattern 4

Subject + Verb + Adverbial

Example:

Students worked diligently.

COMPOUND SUBJECTS IN SIMPLE SENTENCES

A simple sentence may contain two subjects.

Example:

Ahmed and Sara attended the seminar.

Still one sentence.

Still one independent clause.

COMPOUND VERBS IN SIMPLE SENTENCES

Example:

Students revised and practiced regularly.

Two verbs.

One subject.

Still one simple sentence.

COMMON ERRORS

Error 1: Fragment

Incorrect:

During the lecture.

Why?

No complete thought.

Correct:

Students took notes during the lecture.

Error 2: Missing Verb

Incorrect:

The students in the library.

Correct:

The students studied in the library.

Error 3: Missing Subject

Incorrect:

Completed the assignment carefully.

Correct:

The student completed the assignment carefully.

ACADEMIC WRITING CONNECTION

Simple sentences are useful for:

- ✓ Definitions
- ✓ Facts
- ✓ Topic statements
- ✓ Research findings

Example

Academic writing improves communication skills.

Example

University students face many challenges.

Example

Technology supports modern education.

TEACHER CHECKING QUESTIONS

Ask:

1. How many independent clauses does a simple sentence contain?
2. Can a simple sentence contain a compound subject?
3. Does sentence length determine sentence type?
4. Can a simple sentence be long?

Expected Answers:

1. One
2. Yes
3. No
4. Yes

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Subject and Verb

Instructions

Identify the subject and verb.

1. Students attended the workshop.
2. Researchers analyzed the results.
3. The professor explained the theory.
4. Technology enhances communication.

Answers

Subject	Verb
Students	attended
Researchers	analyzed
professor	explained
Technology	enhances

Activity 2: Sentence or Fragment?

Instructions

Write S for Sentence and F for Fragment.

1. Because the lecture was difficult.
2. Students asked many questions.
3. During the examination.
4. The university offers scholarships.
5. After the conference.

Answers

1. F
2. S
3. F
4. S
5. F

Activity 3: Expand the Sentence

Base Sentence

Students study.

Expand using phrases.

Possible Answer:

Students in higher education study diligently before examinations.

Still a simple sentence.

Activity 4: Identify the Pattern

Example 1

Students learn.

Pattern:

Subject + Verb

Example 2

Students completed the assignment.

Pattern:

Subject + Verb + Object

Example 3

The lecture was informative.

Pattern:

Subject + Linking Verb + Complement

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Write five simple sentences about university life.

Requirements:

- Complete thoughts
- Correct grammar
- Academic vocabulary

Sample Answers

1. Students attend lectures regularly.
2. The university offers many opportunities.
3. Academic writing develops communication skills.
4. Researchers conduct experiments.
5. Technology supports learning.

Exercise 2

Correct the Fragments

Fragments

1. During the semester.
2. Because students were motivated.
3. In the classroom.

Possible Answers

1. Students develop new skills during the semester.
2. Because students were motivated, they worked hard.
3. Students discussed the project in the classroom.

Exercise 3

Academic Sentence Building

Create simple sentences using:

1. education
2. research
3. university
4. technology
5. learning

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

Benefits of Reading

Instructions

Write a paragraph of 80–100 words.

Requirements:

- ✓ Use only simple sentences.
- ✓ No fragments.

✓ At least 6 simple sentences.

Model Paragraph

Reading develops vocabulary and language skills. Students gain knowledge from books. Reading improves concentration and memory. Many learners discover new ideas through reading. Academic reading supports university success. Regular reading strengthens critical thinking abilities.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define a simple sentence

Question 2

How many independent clauses does a simple sentence contain?

Question 3

Identify the subject and verb.

The researcher presented the findings.

Answer:

Subject = researcher

Verb = presented

Question 4

Is this a simple sentence?

The students attended the seminar.

Answer:

Yes

DIFFERENTIATION

Support for Struggling Students

Provide:

- sentence frames
- guided examples
- subject-verb identification practice

Extension for Advanced Students

Require:

- longer academic simple sentences
- sentence expansion activities
- paragraph writing with varied sentence patterns

HOMEWORK

Part A: Identify the Subject and Verb

1. Students submitted their assignments.
2. The lecturer provided useful feedback.
3. Technology facilitates communication.
4. Researchers published the results.

Part B: Sentence or Fragment?

1. During the conference.
2. Students attended the conference.
3. Because the semester ended.
4. The professor answered questions.

Part C: Writing Task

Write a paragraph (100–120 words) on:

"The Importance of Academic Writing"

Requirements:

- Use only simple sentences.
- Include at least eight sentences.
- Underline the subject in each sentence.
- Circle the verb in each sentence.

ANSWER KEY

Part A

Subject	Verb
Students	submitted
lecturer	provided
Technology	facilitates
Researchers	published

Part B

1. Fragment
2. Sentence
3. Fragment
4. Sentence

TEACHER NOTES

Common Student Difficulties

Students often:

- confuse long sentences with compound sentences
- mistake phrases for sentences
- omit subjects or verbs

Teaching Strategies

1. Repeatedly emphasize:

One independent clause = Simple Sentence

2. Use color coding:
 - Subject = Blue
 - Verb = Red
 - Object = Green
3. Provide many examples showing that a sentence can be long but still remain simple.

PREPARATION FOR LESSON 4

End the lesson by writing:

1. Students revised carefully.
2. They passed the examination.

Ask:

"Can we join these two simple sentences together?"

This question naturally introduces **Lesson 4: Compound Sentences**, where students learn how two independent clauses can be combined using coordinating conjunctions and proper punctuation.

LESSON 4: COMPOUND SENTENCES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing and Sentence Structure

LESSON OVERVIEW

Unit

Foundations of Sentence Structure

Lesson Title

Compound Sentences

Level

University Freshmen (EFL Learners)

Language Focus

Combining Independent Clauses

Writing Focus

Creating sentence variety and improving cohesion in academic writing

LESSON RATIONALE

Students often produce writing that consists of many short simple sentences. Although simple sentences are grammatically correct, excessive use can make writing repetitive and choppy.

Compound sentences allow writers to connect related ideas, improve coherence, and create more sophisticated academic writing.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a compound sentence.
- Identify coordinating conjunctions.
- Recognize the structure of compound sentences.

Skills

- Combine simple sentences into compound sentences.
- Use punctuation correctly in compound sentences.
- Avoid run-on sentences and comma splices.

Academic Writing Skills

- Improve sentence variety.
- Connect related ideas logically.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint slides
- Worksheets
- Sentence strips

Student Materials

- Notebook
- Handouts
- Pen

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Join the Sentences

Instructions

Write the following on the board:

1. Students revised carefully.
2. They passed the examination.

Ask students:

How can we join these two sentences?

Possible Responses:

- Students revised carefully, so they passed the examination.

- Students revised carefully, and they passed the examination.

Additional Examples

1. The lecture was difficult.
2. Students understood the topic.
3. The researcher collected data.
4. The researcher analyzed the results.

Students suggest ways to join the ideas.

Transition

Teacher says:

Today we will learn how to combine two independent clauses into one compound sentence.

PART II: PRESENTATION (25 MINUTES)

What Is a Compound Sentence?

Definition

A compound sentence contains:

- ✓ Two or more independent clauses

joined by

- ✓ A coordinating conjunction

or

- ✓ A semicolon

Formula

Independent Clause + Coordinating Conjunction + Independent Clause

Example

Students revised carefully, and they passed the examination.

Clause 1:

Students revised carefully.

Clause 2:

They passed the examination.

Both clauses can stand alone.

Therefore:

This is a compound sentence.

Coordinating Conjunctions (FANBOYS)

Students must memorize:

Conjunction	Meaning
For	reason
And	addition
Nor	negative addition
But	contrast
Or	choice
Yet	unexpected contrast
So	result

Examples of FANBOYS

FOR (Reason)

The students studied hard, for they wanted excellent grades.

AND (Addition)

The professor explained the theory, and students took notes.

NOR (Negative Addition)

The student did not attend the lecture, nor did he submit the assignment.

BUT (Contrast)

The exam was difficult, but students performed well.

OR (Choice)

Students can attend the workshop, or they can watch the online session.

YET (Unexpected Contrast)

The research was challenging, yet the team completed it successfully.

SO (Result)

Students practiced regularly, so they improved their writing skills.

Compound Sentences with Semicolons

Definition

A semicolon can join two closely related independent clauses.

Example

Students revised carefully; they passed the examination.

Academic Examples

The study produced reliable results; further research is still necessary.

The conference was successful; participants exchanged valuable ideas.

Punctuation Rule

Correct

Students revised carefully, and they passed the examination.

Incorrect

Students revised carefully and they passed the examination.

(Comma missing)

Correct

Students revised carefully; they passed the examination.

Common Errors

Error 1: Run-On Sentence

Incorrect:

Students revised carefully they passed the examination.

Problem:

Two independent clauses joined incorrectly.

Corrections

Students revised carefully, and they passed the examination.

Students revised carefully; they passed the examination.

Students revised carefully. They passed the examination.

Error 2: Comma Splice

Incorrect:

Students revised carefully, they passed the examination.

Problem:

Comma alone cannot join independent clauses.

Corrections

Students revised carefully, so they passed the examination.

Students revised carefully; they passed the examination.

TEACHER CHECKING QUESTIONS

Ask:

1. How many independent clauses are required in a compound sentence?
2. What does FANBOYS stand for?
3. Can a semicolon join two independent clauses?
4. What is a run-on sentence?

Expected Answers:

1. Two or more

2. For, And, Nor, But, Or, Yet, So
3. Yes
4. Two independent clauses joined incorrectly

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Clauses

Instructions

Underline the independent clauses.

1. Students attended the workshop, and they learned new skills.
2. The lecture was long, but students remained attentive.
3. Researchers collected data, so they could analyze the results.

Answers

1. Students attended the workshop | they learned new skills
2. The lecture was long | students remained attentive
3. Researchers collected data | they could analyze the results

Activity 2: Choose the Correct Conjunction

1. The assignment was difficult, _____ students completed it successfully.

- a. and
- b. but
- c. or

Answer:

- b. but

2. Students revised carefully, _____ they passed the examination.

- a. so
- b. nor
- c. yet

Answer:

- a. so

3. The researcher analyzed the data, _____ wrote the report.

- a. but
- b. and
- c. nor

Answer:

- b. and

Activity 3: Correct the Error

Example 1

Students studied hard they passed the examination.

Correct:

Students studied hard, so they passed the examination.

Example 2

The lecture ended, students left the room.

Correct:

The lecture ended, and students left the room.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)**Exercise 1**

Combine the sentences using an appropriate coordinating conjunction.

Example 1

The lecture was informative.

Students took detailed notes.

Answer:

The lecture was informative, and students took detailed notes.

Example 2

The assignment was difficult.

Students completed it.

Answer:

The assignment was difficult, but students completed it.

Example 3

The researcher gathered data.

The researcher analyzed the results.

Answer:

The researcher gathered data, and analyzed the results.

Exercise 2

Identify whether the sentence is:

- Simple
 - Compound
1. Students attended the seminar.
 2. Students attended the seminar, and they asked questions.
 3. The professor explained the theory.
 4. The lecture was difficult, but students understood it.

Answers

1. Simple
2. Compound
3. Simple
4. Compound

Exercise 3

Write five compound sentences about university life.

Requirements:

- ✓ Different FANBOYS conjunctions
- ✓ Correct punctuation

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

Benefits of Technology in Education

Instructions

Write a paragraph (100–120 words).

Requirements:

- ✓ Use at least four compound sentences.
- ✓ Use at least three different FANBOYS conjunctions.
- ✓ Avoid run-on sentences.

Model Paragraph

Technology has transformed education, and students can access information more easily. Online learning platforms provide flexibility, so many students can study from different locations. Some courses are challenging, but technology helps learners find additional resources. Students can collaborate through digital tools, and they can communicate efficiently with instructors. Technology continues to evolve, yet educational institutions successfully adapt to these changes.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define a compound sentence.

Question 2

What does FANBOYS stand for?

Question 3

Correct the sentence:

Students studied hard they passed the examination.

Answer:

Students studied hard, so they passed the examination.

Question 4

Identify the conjunction:

The lecture was difficult, but students understood it.

Answer:

but

DIFFERENTIATION

Support for Struggling Students

Provide:

- FANBOYS chart
- sentence-combining frames
- guided conjunction selection

Extension for Advanced Students

Require:

- semicolon usage
- paragraph editing
- academic sentence expansion

HOMEWORK

Part A: Combine the Sentences

1. Students attended the workshop.
They learned new skills.
2. The exam was difficult.
Students performed well.
3. The professor explained the theory.
Students understood the concept.

Part B: Correct the Errors

1. Students revised carefully they passed the exam.
2. The lecture ended, students left.

3. Researchers collected data they analyzed the results.

Part C: Writing Task

Write a paragraph (120–150 words) on:

"Advantages of University Education"

Requirements:

- Use at least 5 compound sentences.
- Use at least 4 different FANBOYS conjunctions.
- Underline the conjunctions used.

ANSWER KEY

Part A

1. Students attended the workshop, and they learned new skills.
2. The exam was difficult, but students performed well.
3. The professor explained the theory, so students understood the concept.

Part B

1. Students revised carefully, so they passed the exam.
2. The lecture ended, and students left.
3. Researchers collected data, and they analyzed the results.

TEACHER NOTES

Common Student Difficulties

Students often:

- forget commas before FANBOYS
- create run-on sentences
- confuse compound and simple sentences

Teaching Strategies

1. Emphasize:

Independent Clause + Independent Clause = Compound Sentence

2. Require students to identify clauses before joining them.
3. Continuously compare:

Sentence Type	Structure
Simple	1 Independent Clause
Compound	2+ Independent Clauses

PREPARATION FOR LESSON 5

Write on the board:

Because students revised regularly, they passed the examination.

Ask:

"Is this still a compound sentence, or is it something different?"

This question introduces **Lesson 5: Complex Sentences**, where students learn how independent clauses combine with dependent clauses to create more sophisticated academic writing.

LESSON 5: COMPLEX SENTENCES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing and Sentence Structure

LESSON OVERVIEW

Unit

Foundations of Sentence Structure

Lesson Title

Complex Sentences

Level

University Freshmen (EFL Learners)

Language Focus

Combining Independent and Dependent Clauses

Writing Focus

Producing sophisticated academic sentences and improving logical relationships between ideas

LESSON RATIONALE

Academic writing requires students to express relationships such as cause, effect, contrast, condition, purpose, and time. Simple and compound sentences often fail to show these relationships clearly.

Complex sentences enable writers to present ideas logically and academically by combining an independent clause with one or more dependent clauses.

This lesson is particularly important because complex sentences dominate academic essays, reports, and research writing.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a complex sentence.
- Distinguish between independent and dependent clauses.
- Recognize different types of dependent clauses.

Skills

- Construct grammatically correct complex sentences.
- Use subordinating conjunctions accurately.
- Express logical relationships between ideas.

Academic Writing Skills

- Improve sentence sophistication.
- Demonstrate cause-effect, contrast, time, and condition relationships.
- Increase coherence in academic paragraphs.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint slides
- Handouts
- Clause cards

Student Materials

- Notebook
- Worksheets
- Pens

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Spot the Difference

Instructions

Write the following on the board:

Sentence A

Students revised regularly.

Sentence B

Students revised regularly, and they passed the examination.

Sentence C

Because students revised regularly, they passed the examination.

Ask students:

1. Which sentence contains one idea?
2. Which sentence contains two equal ideas?
3. Which sentence contains one main idea and one supporting idea?

Expected Answers

Sentence A:

One idea

Sentence B:

Two equal ideas (compound)

Sentence C:

One main idea + one dependent idea (complex)

Transition

Teacher says:

Today we will learn how academic writers use dependent clauses to explain relationships between ideas.

PART II: PRESENTATION (25 MINUTES)**What Is a Complex Sentence?****Definition**

A complex sentence contains:

- ✓ One independent clause
- and
- ✓ At least one dependent clause

Formula

Dependent Clause + Independent Clause

OR

Independent Clause + Dependent Clause

Example

Because students revised regularly, they passed the examination.

Dependent Clause:

Because students revised regularly

Independent Clause:

they passed the examination

Key Characteristics

A complex sentence:

- ✓ Contains one complete thought
- ✓ Contains one or more incomplete supporting ideas
- ✓ Shows logical relationships
- ✓ Is common in academic writing

Independent Clause Review

Can stand alone.

Example:

Students passed the examination.

Dependent Clause Review

Cannot stand alone.

Example:

Because students revised regularly

TYPES OF DEPENDENT CLAUSES

1. Adverb Clauses

Function

Show:

- cause
- effect
- time
- condition
- contrast
- purpose

Examples

Because students revised regularly, they improved.

When the lecture ended, students left.

Although the exam was difficult, students performed well.

If students practice writing, they improve.

Common Subordinating Conjunctions

Cause

because

since

as

Time

when

while

after

before

until

Condition

if

unless

Contrast

although

though

even though

Purpose

so that

in order that

2. Adjective Clauses (Relative Clauses)

Function

Describe a noun.

Relative Pronouns

who

whom

whose

which

that

Examples

Students who attend regularly achieve better results.

The book that I borrowed is useful.

The researcher whose article was published received recognition.

3. Noun Clauses

Function

Act as nouns.

Examples

What students learn is important.

The professor explained why the results differed.

Many researchers believe that technology improves education.

PUNCTUATION RULES

Rule 1

Dependent Clause First

Use a comma.

Example:

Because students studied hard, they passed the examination.

Rule 2

Independent Clause First

No comma is usually needed.

Example:

Students passed the examination because they studied hard.

Examples

Correct:

Although the lecture was long, students remained attentive.

Correc

Students remained attentive although the lecture was long.

COMMON ERRORS

Error 1: Fragment

Incorrect:

Because students revised regularly.

Problem:

Dependent clause only.

Correct

Because students revised regularly, they passed the examination.

Error 2: Missing Comma

Incorrect:

Although the assignment was difficult students completed it.

Correct:

Although the assignment was difficult, students completed it.

Error 3: Incorrect Subordinator

Incorrect:

Because students revised but they passed.

Correct:

Because students revised, they passed.

OR

Students revised, so they passed.

TEACHER CHECKING QUESTIONS

Ask:

1. How many independent clauses are in a complex sentence?
2. Can a dependent clause stand alone?
3. What is the function of subordinating conjunctions?
4. When do we use a comma in a complex sentence?

Expected Answers:

1. One
2. No
3. To introduce dependent clauses
4. When the dependent clause comes first

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Clauses

Instructions

Underline the dependent clause and circle the independent clause.

1. Because the lecture was informative, students took notes.
2. Students improved because they practiced regularly.
3. Although the assignment was difficult, students completed it.

Answers

1.

Dependent:

Because the lecture was informative

Independent:

students took notes

2.

Dependent:

because they practiced regularly

Independent:

Students improved

3.

Dependent:

Although the assignment was difficult

Independent:

students completed it

Activity 2: Identify the Type of Relationship

Example

Because students revised regularly, they improved.

Relationship:

Cause

Practice

1. When the lecture ended, students left.
2. Although the exam was difficult, students succeeded.
3. If students practice writing, they improve.

Answers:

1. Time
2. Contrast
3. Condition

Activity 3: Choose the Correct Subordinator

1. _____ students study hard, they usually succeed.

- a. If
- b. But
- c. And

Answer:

If

2. _____ the lecture was long, students remained attentive.

- a. Although
- b. So
- c. Or

Answer:

Although

3. Students improved _____ they practiced regularly.

- a. because
- b. and
- c. but

Answer:

because

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Complete the Sentences

1. Because students attended the workshop, _____.
2. Although the assignment was challenging, _____.
3. When the semester began, _____.
4. If students manage their time effectively, _____.

Exercise 2

Combine the Sentences

Example

Students revised regularly.

They passed the examination.

Answer:

Because students revised regularly, they passed the examination.

Practice

1. The lecture ended.
Students left the room.
2. The exam was difficult.
Students performed well.
3. Students practice writing.
Their writing improves.

Exercise 3

Complex Sentence Construction

Write:

- Two cause-effect sentences
- Two contrast sentences
- Two condition sentences

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

The Importance of Regular Study Habits

Instructions

Write a paragraph (120–150 words).

Requirements:

- ✓ Use at least five complex sentences.
- ✓ Use three different subordinating conjunctions.
- ✓ Include cause, contrast, and condition relationships.

Model Paragraph

Regular study habits contribute significantly to academic success. Because students review their lessons frequently, they retain information more effectively. Although university courses can be demanding, students can succeed through consistent effort. When learners establish a study schedule, they become more organized. If students avoid procrastination, they complete assignments on time. Since regular practice strengthens understanding, students perform better in examinations.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define a complex sentence.

Question 2

Identify the dependent clause:

Because students attended the lecture, they understood the topic.

Answer:

Because students attended the lecture

Question 3

What relationship does this sentence show?

Although the exam was difficult, students succeeded.

Answer:

Contrast

Question 4

Correct the error:

Because students studied hard.

Answer:

Because students studied hard, they passed the examination.

DIFFERENTIATION

Support for Struggling Students

Provide:

- conjunction lists
- sentence starters
- guided sentence frames

Extension for Advanced Students

Require:

- adjective clauses
- noun clauses
- paragraph editing tasks

HOMEWORK

Part A: Identify the Clauses

Underline the dependent clause.

1. Because students revised regularly, they improved.
2. Students succeeded although the exam was difficult.
3. When the conference ended, participants exchanged ideas.

Part B: Combine the Sentences

1. Students practiced writing.
Their writing improved.
2. The lecture was difficult.
Students understood the topic.
3. The semester began.
Students purchased textbooks.

Part C: Writing Task

Write a paragraph (150 words) on:

"The Role of Technology in Modern Education"

Requirements:

- Use at least six complex sentences.
- Use at least four different subordinating conjunctions.
- Underline all dependent clauses.

ANSWER KEY

Part A

1. Because students revised regularly
2. although the exam was difficult
3. When the conference ended

Part B

1. Because students practiced writing, their writing improved.
2. Although the lecture was difficult, students understood the topic.
3. When the semester began, students purchased textbooks.

TEACHER NOTES

Common Student Difficulties

Students often:

- write dependent clauses as complete sentences
- forget commas after introductory clauses
- confuse compound and complex sentences

Teaching Strategy

Use the following comparison repeatedly:

Sentence Type	Structure
Simple	1 Independent Clause
Compound	2 Independent Clauses
Complex	1 Independent + 1 Dependent Clause

PREPARATION FOR LESSON 6

Write on the board:

Although students revised regularly, they felt nervous, and they discussed the examination afterward.

Ask:

"This sentence contains both a dependent clause and two independent clauses. What kind of sentence is it?"

This question introduces **Lesson 6: Compound-Complex Sentences**, the most advanced sentence structure in the course.

LESSON 6: COMPOUND-COMPLEX SENTENCES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing and Sentence Structure

LESSON OVERVIEW

Unit

Foundations of Sentence Structure

Lesson Title

Compound-Complex Sentences

Level

University Freshmen (EFL Learners)

Language Focus

Advanced Sentence Construction

Writing Focus

Creating sophisticated academic sentences through the combination of multiple clauses

LESSON RATIONALE

As students progress in academic writing, they must express multiple ideas and relationships within a single sentence. Academic texts frequently use compound-complex sentences because they allow writers to:

- present multiple related ideas,
- establish logical relationships,
- demonstrate advanced writing proficiency,
- increase sentence variety.

Mastering compound-complex sentences helps students prepare for academic essays, examinations, reports, and research writing.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a compound-complex sentence.

- Identify independent and dependent clauses within a sentence.
- Distinguish compound-complex sentences from simple, compound, and complex sentences.

Skills

- Construct grammatically correct compound-complex sentences.
- Use coordinating and subordinating conjunctions accurately.
- Punctuate compound-complex sentences correctly.

Academic Writing Skills

- Increase sentence variety.
- Express complex academic ideas effectively.
- Produce more sophisticated academic paragraphs.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint Slides
- Clause cards
- Worksheets

Student Materials

- Notebook
- Worksheet
- Pen
-

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Identify the Sentence Type

Instructions

Display the following sentences:

Sentence A

Students attended the lecture.

Sentence B

Students attended the lecture, and they took notes.

Sentence C

Because students attended the lecture, they understood the topic.

Sentence D

Because students attended the lecture, they understood the topic, and they performed well on the examination.

Ask students to identify:

1. Simple Sentence
2. Compound Sentence
3. Complex Sentence
4. Compound-Complex Sentence

Answers

Sentence	Type
A	Simple
B	Compound
C	Complex
D	Compound-Complex

Transition

Teacher says:

Today we will study the most advanced sentence structure in academic writing.

PART II: PRESENTATION (25 MINUTES)

What Is a Compound-Complex Sentence?

Definition

A compound-complex sentence contains:

- ✓ At least two independent clauses
- and
- ✓ At least one dependent clause

Formula

Dependent Clause + Independent Clause + Coordinating Conjunction + Independent Clause

OR

Independent Clause + Independent Clause + Dependent Clause

Example 1

Because students revised regularly, they passed the examination, and they felt confident.

Clause Analysis

Dependent Clause:

Because students revised regularly

Independent Clause 1:

they passed the examination

Independent Clause 2:

they felt confident

Example 2

The lecture was difficult, but students understood the material because the professor explained it clearly.

Clause Analysis

Independent Clause 1:

The lecture was difficult

Independent Clause 2:

students understood the material

Dependent Clause:

because the professor explained it clearly

Key Characteristics

A compound-complex sentence always contains:

- ✓ Two or more independent clauses

- ✓ One or more dependent clauses
- ✓ Coordinating conjunctions and/or subordinating conjunctions

REVIEW OF SENTENCE TYPES

Sentence Type	Structure
Simple	1 Independent Clause
Compound	2+ Independent Clauses
Complex	1 Independent + 1 Dependent Clause
Compound-Complex	2+ Independent + 1+ Dependent Clause

VISUAL COMPARISON

Simple

Students studied.

Compound

Students studied, and they passed.

Complex

Because students studied, they passed.

Compound-Complex

Because students studied, they passed, and they felt confident.

COMMON COORDINATING CONJUNCTIONS

(FANBOYS)

For

And

Nor

But

Or

Yet

So

COMMON SUBORDINATING CONJUNCTIONS

because

although

when
while
if
since
after
before
unless

PUNCTUATION RULES

Rule 1

Dependent Clause First

Use a comma.

Example

Although the exam was difficult, students performed well, and they remained optimistic.

Rule 2

Independent Clauses Joined by FANBOYS

Use a comma before the conjunction.

Example

Students completed the project, and they presented their findings because the professor requested a presentation.

COMMON ERRORS

Error 1: Missing Comma

Incorrect:

Although the lecture was difficult students understood it and they passed the test.

Correct:

Although the lecture was difficult, students understood it, and they passed the test.

Error 2: Missing Independent Clause

Incorrect:

Because students revised regularly and felt confident.

Problem:

No independent clause.

Correct:

Because students revised regularly, they passed the examination, and they felt confident.

Error 3: Run-On Structure

Incorrect:

Students studied hard they passed the examination because they were prepared.

Correct:

Students studied hard, and they passed the examination because they were prepared.

TEACHER CHECKING QUESTIONS

Ask:

1. How many independent clauses are required?
2. How many dependent clauses are required?
3. Can a compound-complex sentence contain more than one dependent clause?
4. Is this sentence compound-complex?

Although the assignment was difficult, students completed it, and they submitted it on time.

Answer:

Yes.

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Clauses

Instructions

Label:

IC = Independent Clause

DC = Dependent Clause

Sentence 1

Because students revised regularly, they passed the examination, and they felt confident.

Answers:

DC:

Because students revised regularly

IC:

they passed the examination

IC:

they felt confident

Sentence 2

Although the lecture was long, students remained attentive, and they participated actively.

Answers:

DC:

Although the lecture was long

IC:

students remained attentive

IC:

they participated actively

Activity 2: Determine the Sentence Type

Example 1

Students attended the lecture.

Answer:

Simple

Example 2

Students attended the lecture, and they took notes.

Answer:

Compound

Example 3

Because students attended the lecture, they understood the material.

Answer:

Complex

Example 4

Because students attended the lecture, they understood the material, and they performed well.

Answer:

Compound-Complex

Activity 3: Build a Sentence

Components

Dependent Clause:

Because students studied regularly

Independent Clause:

they passed the examination

Independent Clause:

they gained confidence

Answer:

Because students studied regularly, they passed the examination, and they gained confidence.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Create compound-complex sentences using:

1. because
2. although
3. when
4. if
5. since

Sample Answer

Although the assignment was difficult, students completed it, and they submitted it before the deadline.

Exercise 2

Expand the Sentence

Original

Students attended the conference.

Expanded

Students attended the conference, and they exchanged ideas because the event encouraged collaboration.

Exercise 3

Clause Analysis

Identify:

✓ Independent Clauses

✓ Dependent Clauses

Sentence:

Although technology has transformed education, students still attend traditional classes, and they benefit from face-to-face interaction.

Answers

DC:

Although technology has transformed education

IC:

students still attend traditional classes

IC:

they benefit from face-to-face interaction

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

Advantages of Online Learning

Instructions

Write a paragraph (120–150 words).

Requirements:

- ✓ At least four compound-complex sentences
- ✓ At least three subordinating conjunctions
- ✓ At least three coordinating conjunctions
- ✓ Correct punctuation

Model Paragraph

Although online learning offers flexibility, students must manage their time effectively, and they must remain disciplined. Because educational technology continues to improve, learners can access a wide range of resources, and they can study from different locations. When students participate actively in online courses, they gain valuable knowledge, and they develop digital literacy skills. Although some students prefer traditional classrooms, many appreciate the convenience of online education, and they benefit from its accessibility.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define a compound-complex sentence.

Question 2

Identify the clauses.

Because students practiced regularly, they improved their writing skills, and they gained confidence.

Question 3

How many independent clauses are required?

Answer:

At least two.

Question 4

How many dependent clauses are required?

Answer:

At least one

DIFFERENTIATION

Support for Struggling Students

Provide:

- sentence-building templates
- clause identification charts
- guided clause labeling activities

Extension for Advanced Students

Require:

- multiple dependent clauses
- paragraph revision exercises
- academic text analysis

HOMEWORK

Part A: Identify the Clauses

1. Although the research was challenging, the team completed it, and they published the results.

2. Because students attended the workshop, they learned new skills, and they applied them successfully.
3. When the conference ended, participants exchanged contact information, and they discussed future projects.

Part B: Create Compound-Complex Sentences

Use:

1. because
2. although
3. since
4. when
5. if

Part C: Academic Writing Task

Write a paragraph (150–180 words) on:

"The Importance of English in Higher Education"

Requirements:

- Use at least five compound-complex sentences.
- Underline all dependent clauses.
- Circle all coordinating conjunctions.
- Use correct punctuation.

ANSWER KEY

Part A

Sentence 1

DC:

Although the research was challenging

IC:

the team completed it

IC:

they published the results

Sentence 2

DC:

Because students attended the workshop

IC:

they learned new skills

IC:

they applied them successfully

Sentence 3

DC:

When the conference ended

IC:

participants exchanged contact information

IC:

they discussed future projects

TEACHER NOTES

Common Student Difficulties

Students often:

- confuse compound-complex and complex sentences
- forget commas
- fail to identify all clauses
- create run-on sentences

Teaching Strategies

Use the following formula repeatedly:

Compound-Complex Sentence

2 Independent Clauses + 1 Dependent Clause

Have students highlight:

- Independent Clauses = Blue
- Dependent Clauses = Green
- Coordinating Conjunctions = Red

UNIT 1 REVIEW ACTIVITY

At the end of Lesson 6, conduct a cumulative review:

Identify the Sentence Type

1. Students attended the lecture.
2. Students attended the lecture, and they took notes.
3. Because students attended the lecture, they understood the material.
4. Because students attended the lecture, they understood the material, and they performed well.

Answers:

1. Simple
2. Compound
3. Complex
4. Compound-Complex

PREPARATION FOR LESSON 7

Write on the board:

1. Because students revised regularly.
2. During the lecture.
3. In the university library.

Ask:

"Why are these not complete sentences?"

This question introduces **Lesson 7: Sentence Fragments**, where students learn to identify and correct one of the most common writing errors in academic writing.

LESSON 7: SENTENCE FRAGMENTS

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing Accuracy and Error Correction

LESSON OVERVIEW

Unit

Common Sentence Problems

Lesson Title

Sentence Fragments

Level

University Freshmen (EFL Learners)

Language Focus

Recognizing and Correcting Incomplete Sentences

Writing Focus

Producing complete academic sentences and avoiding fragmentation

LESSON RATIONALE

Sentence fragments are among the most common errors in university writing. Many students mistakenly believe that any group of words ending with a period is a sentence. In academic writing, however, every sentence must contain a complete thought.

Fragments reduce clarity, weaken coherence, and often result in lower grades in academic writing and examinations.

This lesson teaches students how to identify, analyze, and correct sentence fragments in academic contexts.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a sentence fragment.
- Recognize different types of fragments.
- Explain why fragments are grammatically incorrect.

Skills

- Identify fragments in academic writing.

- Correct fragmented sentences.
- Produce complete sentences consistently.

Academic Writing Skills

- Avoid incomplete thoughts in paragraphs.
- Improve grammatical accuracy.
- Edit and revise academic texts effectively.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint Slides
- Handouts
- Error Correction Worksheet

Student Materials

- Notebook
- Worksheet
- Pen

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Sentence or Not?

Instructions

Write the following on the board:

1. During the lecture.
2. Students attended the lecture.
3. Because the assignment was difficult.

4. The researchers collected data.

5. In the university library.

Students work in pairs and decide:

✓ Complete Sentence

or

✓ Fragment

Answers

Expression	Answer
During the lecture.	Fragment
Students attended the lecture.	Sentence
Because the assignment was difficult.	Fragment
The researchers collected data.	Sentence
In the university library.	Fragment

Discussion

Ask:

What do all the incorrect examples have in common?

Expected Answer:

They do not express complete thoughts.

PART II: PRESENTATION (25 MINUTES)

What Is a Sentence Fragment?

Definition

A sentence fragment is a group of words that is incorrectly punctuated as a sentence but does not express a complete thought.

Essential Rule

A complete sentence must contain:

✓ Subject

✓ Verb

✓ Complete Thought

If one of these elements is missing, the result is a fragment.

Types of Sentence Fragments

Type 1: Missing Subject

Incorrect

Went to the library yesterday.

Problem:

Who went?

Subject missing.

Correct

The student went to the library yesterday.

Type 2: Missing Verb**Incorrect**

The students in the classroom.

Problem:

No verb.

Correct

The students are in the classroom.

Type 3: Dependent Clause Fragment**Incorrect**

Because students studied regularly.

Problem:

Dependent clause cannot stand alone.

Correct

Because students studied regularly, they performed well.

Type 4: Prepositional Phrase Fragment**Incorrect**

During the seminar.

Problem:

No complete thought.

Correct

Students asked many questions during the seminar.

Type 5: Example Fragment**Incorrect**

For example, the importance of education.

Problem:

Incomplete thought.

Correct

For example, education contributes significantly to personal development.

Why Fragments Are Problematic in Academic Writing

Fragments:

- ✗ interrupt logical flow
- ✗ confuse readers
- ✗ weaken arguments
- ✗ reduce academic quality

Examples from Academic Writing**Incorrect**

Because technology has changed education.

Correct

Because technology has changed education, students can access information more easily.

Incorrect

In many universities around the world.

Correct

In many universities around the world, technology supports learning.

COMMON EXAM ERRORS

Students frequently write:

Incorrect

Although the research was challenging.

Correct

Although the research was challenging, the team completed it successfully.

Incorrect

After the lecture.

Correct

After the lecture, students discussed the topic.

TEACHER CHECKING QUESTIONS

Ask:

1. What three elements are required for a complete sentence?
2. Can a dependent clause stand alone?
3. Is a prepositional phrase a complete sentence?
4. Why are fragments inappropriate in academic writing?

Expected Answers:

1. Subject, verb, complete thought
2. No
3. No
4. They create incomplete ideas

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Fragment Type

Instructions

Identify the type of fragment.

Example 1

Because students revised regularly.

Answer:

Dependent Clause Fragment

Example 2

During the conference.

Answer:

Prepositional Phrase Fragment

Example 3

The students in the laboratory.

Answer:

Missing Verb Fragment

Example 4

Submitted the assignment on time.

Answer:

Missing Subject Fragment

Activity 2: Sentence or Fragment?

Write:

S = Sentence

F = Fragment

1. The lecturer explained the concept clearly.
2. Because the lecture was interesting.
3. During the examination.
4. Students completed the assignment.
5. Although the project was difficult.

Answers

1. S
2. F
3. F
4. S
5. F

Activity 3: Repair the Fragment

Example

Because students studied regularly.

Correction:

Because students studied regularly, they achieved better results.

Practice

1. During the semester.
2. Although the assignment was difficult.
3. In the university library.

Sample Answers

1. During the semester, students acquire new knowledge.
2. Although the assignment was difficult, students completed it successfully.
3. In the university library, students prepare for examinations.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Identify whether each example is:

Sentence or Fragment

1. The conference attracted many participants.
2. After the conference.
3. Because students collaborated effectively.
4. Researchers presented their findings.
5. During the workshop.

Answers

1. Sentence
2. Fragment
3. Fragment
4. Sentence
5. Fragment

Exercise 2

Correct the Fragments

1. Because the examination was difficult.
2. During the lecture.
3. The students in the classroom.
4. Submitted the report yesterday.

Possible Answers

1. Because the examination was difficult, students prepared carefully.
2. During the lecture, students took notes.
3. The students in the classroom participated actively.
4. The student submitted the report yesterday.

Exercise 3

Editing Practice

Instructions

Find and correct all fragments.

Paragraph:

Many students struggle with academic writing. Because they have limited experience. During their first year at university. Students often make grammatical errors. Although writing skills improve with practice. Many learners require additional support.

Corrected Paragraph

Many students struggle with academic writing because they have limited experience. During their first year at university, students often make grammatical errors. Although writing skills improve with practice, many learners require additional support.

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

Challenges Faced by First-Year University Students

Instructions

Write a paragraph (120–150 words).

Requirements:

- ✓ No sentence fragments
- ✓ At least six complete sentences
- ✓ Use simple, compound, and complex sentences

Model Paragraph

First-year university students often encounter various challenges. Many students experience difficulty managing their time effectively. Because university courses require greater independence, students must develop strong organizational skills. Some learners struggle with academic writing, but they gradually improve through practice. Although adjusting to university life can be demanding, students usually become more confident over time. Effective study habits contribute significantly to academic success.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define a sentence fragment.

Question 2

Identify the fragment:

Because students attended the workshop.

Answer:

Dependent Clause Fragment

Question 3

Correct the fragment:

During the conference.

Answer:

During the conference, participants exchanged ideas.

Question 4

Why is a fragment inappropriate in academic writing?

Answer:

It does not express a complete thought.

DIFFERENTIATION

Support for Struggling Students

Provide:

- sentence-completion frames
- guided correction exercises
- subject-verb checklists

Extension for Advanced Students

Require:

- paragraph editing

- fragment identification in academic texts
- peer review activities

HOMEWORK

Part A: Identify the Fragments

1. After the lecture.
2. The professor explained the theory.
3. Because students revised regularly.
4. Researchers collected data.
5. During the semester.

Part B: Correct the Fragments

1. Although the exam was difficult.
2. In the classroom.
3. Submitted the assignment late.
4. Because the project required extensive research.

Part C: Academic Writing Task

Write a paragraph (150 words) on:

"The Benefits of University Education"

Requirements:

- No sentence fragments.
- Use at least three complex sentences.
- Underline all dependent clauses.
- Check each sentence for a subject and a verb.

ANSWER KEY

Part A

1. Fragment
2. Sentence
3. Fragment
4. Sentence
5. Fragment

Part B

Possible Answers:

1. Although the exam was difficult, students performed well.
2. In the classroom, students discussed the topic.

3. The student submitted the assignment late.
4. Because the project required extensive research, the team worked diligently.

TEACHER NOTES

Common Student Difficulties

Students frequently:

- write dependent clauses as sentences
- confuse phrases with sentences
- forget subjects or verbs

Teaching Strategy

Use the following checklist repeatedly:

Sentence Check

Does it have:

- ✓ Subject?
- ✓ Verb?
- ✓ Complete thought?

If the answer is "No" to any question, it is probably a fragment.

PREPARATION FOR LESSON 8

Write on the board:

Students revised carefully they passed the examination.

Ask:

"This is not a fragment because it has complete thoughts. So why is it still incorrect?"

This question introduces **Lesson 8: Run-On Sentences**, where students learn how complete thoughts can also be joined incorrectly.

LESSON 8: RUN-ON SENTENCES

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing Accuracy and Error Correction

LESSON OVERVIEW

Unit

Common Sentence Problems

Lesson Title

Run-On Sentences

Level

University Freshmen (EFL Learners)

Language Focus

Sentence Boundaries and Clause Connection

Writing Focus

Avoiding run-on sentences and improving sentence clarity

LESSON RATIONALE

Many university students learn how to avoid fragments but then make the opposite mistake: joining multiple complete sentences incorrectly.

A run-on sentence occurs when two or more independent clauses are connected without appropriate punctuation or conjunctions. Run-on sentences reduce clarity and make academic writing difficult to read.

This lesson teaches students how to recognize, correct, and avoid run-on sentences in academic writing.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a run-on sentence.
- Recognize different types of run-on sentences.
- Explain why run-ons are grammatically incorrect.

Skills

- Identify run-on sentences.
- Correct run-on errors.
- Apply punctuation and conjunction rules correctly.

Academic Writing Skills

- Improve sentence clarity.
- Strengthen paragraph coherence.
- Edit academic writing effectively.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint Slides
- Worksheets
- Error Analysis Handouts

Student Materials

- Notebook
- Worksheet
- Pen

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

What's Wrong with This Sentence?

Instructions

Write on the board:

1. Students revised carefully they passed the examination.

2. The lecture was difficult students understood it.
3. Researchers collected data they analyzed the results.

Ask students:

Are these complete thoughts?

Expected Answer:

Yes.

Then ask:

If they are complete thoughts, why are they incorrect?

Allow discussion.

Transition

Teacher says:

Today we will learn about run-on sentences, one of the most common writing errors in university assignments and examinations.

PART II: PRESENTATION (25 MINUTES)

What Is a Run-On Sentence?

Definition

A run-on sentence occurs when two or more independent clauses are joined incorrectly without proper punctuation or conjunctions.

Key Idea

A run-on sentence is not too long.

A run-on sentence is incorrectly connected.

Example

Incorrect:

Students revised carefully they passed the examination.

Clause Analysis

Independent Clause 1:

Students revised carefully.

Independent Clause 2:

They passed the examination.

Problem:

No punctuation.

No conjunction.

Types of Run-On Sentences

Type 1: Fused Sentence

Definition

Two independent clauses joined with no punctuation.

Incorrect

Students revised carefully they passed the examination.

Corrections

Students revised carefully. They passed the examination.

Students revised carefully, so they passed the examination.

Students revised carefully; they passed the examination.

Type 2: Comma Splice**Definition**

Two independent clauses joined only with a comma.

Incorrect

Students revised carefully, they passed the examination.

Corrections

Students revised carefully, so they passed the examination.

Students revised carefully; they passed the examination.

Students revised carefully. They passed the examination.

Four Ways to Correct Run-On Sentences**Method 1: Use a Period**

Incorrect:

Students attended the lecture they took notes.

Correct:

Students attended the lecture. They took notes.

Method 2: Use a Coordinating Conjunction

Incorrect:

Students attended the lecture they took notes.

Correct:

Students attended the lecture, and they took notes.

Method 3: Use a Semicolon

Incorrect:

Students attended the lecture they took notes.

Correct:

Students attended the lecture; they took notes.

Method 4: Use a Subordinating Conjunction

Incorrect:

Students revised regularly they improved.

Correct:

Because students revised regularly, they improved.

Why Run-On Sentences Are a Problem

Run-ons:

✗ confuse readers

✗ reduce clarity

✗ weaken academic style

✗ create grammatical errors

✗ lower examination scores

Academic Writing Examples

Incorrect

Technology has changed education students can access information easily.

Correct

Technology has changed education, and students can access information easily.

Incorrect

The research produced useful results it requires further investigation.

Correct

The research produced useful results; it requires further investigation.

COMMON STUDENT ERRORS

Error 1

The assignment was difficult students completed it.

Correction

The assignment was difficult, but students completed it.

Error 2

Researchers collected data, they analyzed the results.

Correction

Researchers collected data, and they analyzed the results.

Error 3

The lecture ended students left the classroom.

Correction

The lecture ended, and students left the classroom.

TEACHER CHECKING QUESTIONS

Ask:

1. What is a run-on sentence?
2. Is a run-on sentence always long?
3. Name four ways to correct a run-on sentence.
4. What is a comma splice?

Expected Answers:

1. Two or more independent clauses joined incorrectly.
2. No.
3. Period, conjunction, semicolon, subordinator.
4. Two independent clauses joined only with a comma.

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Sentence or Run-On?

Write:

S = Correct Sentence

R = Run-On Sentence

1. Students revised carefully they passed the examination.
2. Students revised carefully, so they passed the examination.
3. The professor explained the lesson students understood it.
4. Researchers collected data, and they analyzed the results.
5. The conference ended; participants exchanged ideas.

Answers

1. R
2. S
3. R
4. S
5. S

Activity 2: Identify the Type

Example

Students revised carefully, they passed the examination.

Answer:

Comma Splice

Practice

1. The lecture ended students left.
2. Students revised carefully, they succeeded.
3. Researchers analyzed data they published results.

Answers

1. Fused Sentence
2. Comma Splice
3. Fused Sentence

Activity 3: Correct the Run-On

Example

Students studied hard they passed the examination.

Possible Answers:

Students studied hard, so they passed the examination.

Students studied hard; they passed the examination.

Practice

1. The lecture was informative students took notes.
2. Technology supports learning students use it daily.
3. The assignment was difficult students completed it.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Correct the Following Run-Ons

1. Students attended the seminar they learned new skills.
2. The research was challenging the team completed it.
3. The professor explained the topic students understood it.
4. Technology evolves rapidly educational institutions adapt.

Exercise 2

Choose the Best Correction

Original

The lecture ended students left.

- A. The lecture ended, students left.
- B. The lecture ended; students left.
- C. The lecture ended students left.

Answer:

B

Exercise 3

Editing Task

Correct all run-ons in the paragraph.

Paragraph

Technology has transformed education students can access information quickly. Online learning platforms are popular many universities use them. The systems are convenient students appreciate their flexibility.

Corrected Version

Technology has transformed education, and students can access information quickly. Online learning platforms are popular, and many universities use them. The systems are convenient, and students appreciate their flexibility.

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

The Importance of Time Management

Instructions

Write a paragraph (120–150 words).

Requirements:

- ✓ No run-on sentences
- ✓ Use simple, compound, and complex sentences
- ✓ Use proper punctuation

Model Paragraph

Time management is essential for academic success. Students who manage their time effectively complete assignments before deadlines. Because university life involves many responsibilities, students must plan carefully. Effective planning reduces stress, and it improves productivity. Some learners struggle with organization, but they can develop better habits through practice. Good time management contributes significantly to academic achievement.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define a run-on sentence.

Question 2

Identify the error:

Students revised carefully, they passed the examination.

Answer:

Comma Splice

Question 3

Correct the sentence:

The lecture ended students left.

Answer:

The lecture ended, and students left.

Question 4

Name two ways to correct a run-on sentence.

Answer:

Period and conjunction (other acceptable answers: semicolon, subordinator)

DIFFERENTIATION

Support for Struggling Students

Provide:

- correction templates
- punctuation charts
- guided editing exercises

Extension for Advanced Students

Require:

- paragraph revision
- identification of multiple correction methods
- academic editing tasks

HOMEWORK

Part A: Identify the Error

Write:

FS = Fused Sentence

CS = Comma Splice

1. Students revised carefully they passed the examination.
2. The lecture ended, students left.
3. Researchers collected data they analyzed it.
4. The assignment was difficult, students completed it.

Part B: Correct the Run-On

1. Technology supports education students use digital resources.

2. The professor explained the theory students understood it.
3. The conference was successful participants exchanged ideas.

Part C: Academic Writing Task

Write a paragraph (150 words) on:

"Benefits of Technology in Education"

Requirements:

- No run-on sentences.
- Use at least three compound sentences.
- Use at least three complex sentences.
- Highlight all conjunctions used.

ANSWER KEY

Part A

1. FS
2. CS
3. FS
4. CS

Part B

Possible Answers:

1. Technology supports education, and students use digital resources.
2. The professor explained the theory, so students understood it.
3. The conference was successful, and participants exchanged ideas.

TEACHER NOTES

Common Student Difficulties

Students often:

- think long sentences are run-ons
- overuse commas
- fail to identify independent clauses

Teaching Strategy

Teach students to use this question:

Can each part stand alone as a sentence?

If yes, check how the clauses are connected.

Fragment vs Run-On Review

Fragment	Run-On
Incomplete thought	Too many complete thoughts joined incorrectly
Missing subject, verb, or complete thought	Multiple independent clauses improperly connected
Example: Because students studied.	Example: Students studied they passed.

PREPARATION FOR LESSON 9

Write on the board:

Wordy

Due to the fact that students were tired, they left early.

Concise

Because students were tired, they left early.

Ask:

"Which sentence sounds clearer and more academic?"

This question introduces **Lesson 9: Wordiness and Conciseness**, where students learn how to write clearly, directly, and efficiently in academic contexts.

LESSON 9: WORDINESS AND CONCISENESS

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing Style and Clarity

LESSON OVERVIEW

Unit

Improving Academic Writing Style

Lesson Title

Wordiness and Conciseness

Level

University Freshmen (EFL Learners)

Language Focus

Eliminating unnecessary words and expressing ideas clearly

Writing Focus

Writing concise, clear, and academically appropriate sentences

LESSON RATIONALE

One of the most common misconceptions among university students is that longer sentences sound more academic. As a result, many students fill their writing with unnecessary words, repetition, and awkward expressions.

Effective academic writing values clarity, precision, and conciseness. Strong writers communicate ideas using the fewest words necessary without sacrificing meaning.

This lesson teaches students how to identify wordy expressions and revise them into concise academic writing.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define wordiness and conciseness.
- Recognize common forms of wordiness.
- Explain the importance of concise writing.

Skills

- Identify unnecessary words.
- Revise wordy sentences.
- Produce concise academic sentences.

Academic Writing Skills

- Improve clarity and readability.
- Strengthen academic style.
- Edit writing more effectively.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint Slides
- Editing Worksheets
- Academic Paragraph Samples

Student Materials

- Notebook
- Worksheets
- Pen

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	25 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Which Sentence Is Better?

Instructions

Display the following pairs:

Pair 1

A. Due to the fact that students were tired, they left early.

B. Because students were tired, they left early.

Pair 2

A. At this point in time, the lecture is beginning.

B. The lecture is beginning now.

Pair 3

A. The reason why students succeed is because they study regularly.

B. Students succeed because they study regularly.

Ask students:

1. Which sentence sounds clearer?
2. Which sentence would be preferred in academic writing?

Expected Answers

Sentence B in all examples

Discussion

Teacher asks:

Why use fifteen words when eight words communicate the same idea?

PART II: PRESENTATION (25 MINUTES)

What Is Wordiness?

Definition

Wordiness is the use of more words than necessary to express an idea.

Wordy writing often includes:

- unnecessary phrases
- repetition
- redundant expressions
- weak constructions

What Is Conciseness?

Definition

Conciseness means expressing ideas clearly and effectively using only the necessary words.

Important Principle

Concise writing is:

- ✓ Clear

- ✓ Direct
- ✓ Precise
- ✓ Academic

Why Conciseness Matters

Concise writing:

- ✓ improves readability
- ✓ strengthens arguments
- ✓ increases clarity
- ✓ saves readers' time
- ✓ improves examination performance

Common Types of Wordiness

Type 1: Redundant Phrases

Definition

Expressions that repeat the same meaning.

Wordy

Advance planning

Concise

Planning

(Planning already means preparation in advance.)

Wordy

Past history

Concise

History

Wordy

Final conclusion

Concise

Conclusion

Wordy

Basic fundamentals

Concise

Fundamentals

Wordy

Future plans

Concise

Plans

Type 2: Long Phrases Replaced by One Word

Wordy

Due to the fact that

Concise

Because

Wordy

At this point in time

Concise

Now

Wordy

In the event that

Concise

If

Wordy

For the purpose of

Concise

For

Wordy

A large number of

Concise

Many

Wordy

In order to

Concise

To

Type 3: Repetition

Wordy

Students improve their writing skills because writing skills are important.

Concise

Students improve their writing skills because they are important.

Wordy

Technology is important because technology helps students.

Concise

Technology is important because it helps students.

Type 4: Empty Openings

Wordy

There are many students who attend university.

Concise

Many students attend university.

Wordy

It is important to note that students need practice.

Concise

Students need practice.

Type 5: Excessive Passive Constructions

Wordy

The assignment was completed by the students.

Concise

The students completed the assignment.

Academic Examples

Wordy

Due to the fact that technology has advanced significantly, students are able to access information more easily.

Concise

Because technology has advanced significantly, students can access information more easily.

Wordy

There are many researchers who believe that reading improves learning.

Concise

Many researchers believe that reading improves learning.

WHEN NOT TO SHORTEN

Conciseness must not remove important information.

Incorrect Revision

The professor explained.

Better Revision

The professor explained the theory clearly.

Important information should remain.

Only unnecessary words should be removed.

TEACHER CHECKING QUESTIONS

Ask:

1. What is wordiness?
2. What is conciseness?
3. Is longer writing always better writing?
4. Should important information be removed?

Expected Answers:

1. Using more words than necessary.
2. Expressing ideas clearly with fewer words.
3. No.
4. No.

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Choose the Better Version

Example 1

A. Due to the fact that students studied regularly, they improved.

B. Because students studied regularly, they improved.

Answer:

B

Example 2

A. At this point in time, the lecture is beginning.

B. The lecture is beginning now.

Answer:

B

Example 3

A. Many students attend university.

B. There are many students who attend university.

Answer:

A

Activity 2: Replace the Wordy Expression

Wordy

In order to

Answer:

To

Wordy

For the purpose of

Answer:

For

Wordy

At this point in time

Answer:

Now

Wordy

A large number of

Answer:

Many

Activity 3: Remove Repetition

Example

Technology is important because technology supports learning.

Answer:

Technology is important because it supports learning.

Practice

1. Students improve because students practice regularly.
2. Reading helps students because reading increases vocabulary.

Answers

1. Students improve because they practice regularly.
2. Reading helps students because it increases vocabulary.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Revise the Following Sentences

1. Due to the fact that students were motivated, they succeeded.
2. At this point in time, many students use technology.
3. There are many students who participate in workshops.
4. In order to improve, students should practice regularly.

Sample Answers

1. Because students were motivated, they succeeded.

2. Many students use technology now.
3. Many students participate in workshops.
4. To improve, students should practice regularly.

Exercise 2

Identify the Type of Wordiness

1. Future plans
2. Due to the fact that
3. There are many students who...
4. Technology helps students because technology...

Answers:

1. Redundancy
2. Long Phrase
3. Empty Opening
4. Repetition

Exercise 3

Paragraph Revision

Wordy Paragraph

There are many students who experience difficulties in academic writing. Due to the fact that university writing requires advanced skills, students often struggle. In order to improve their writing, students should practice regularly.

Concise Version

Many students experience difficulties in academic writing. Because university writing requires advanced skills, students often struggle. To improve their writing, students should practice regularly.

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

Benefits of Reading

Instructions

Write a paragraph (120–150 words).

Requirements:

- ✓ Avoid wordy expressions.
- ✓ Use concise language.

✓ Use academic vocabulary.

✓ Eliminate repetition.

Model Paragraph

Reading provides numerous academic benefits. Students expand their vocabulary through regular reading. Because reading exposes learners to different writing styles, it improves writing skills. Reading also strengthens critical thinking and comprehension abilities. Many researchers emphasize the importance of reading for academic success. Students who read regularly develop stronger language proficiency and perform better academically.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

Define conciseness.

Question 2

Revise:

Due to the fact that students practiced regularly, they improved.

Answer:

Because students practiced regularly, they improved.

Question 3

Revise:

There are many students who attend university.

Answer:

Many students attend university.

Question 4

Why is concise writing preferred in academic contexts?

Answer:

It improves clarity and readability.

DIFFERENTIATION

Support for Struggling Students

Provide:

- wordy-to-concise reference chart
- guided editing tasks
- sentence models

Extension for Advanced Students

Require:

- editing longer academic paragraphs
- peer-review exercises
- rewriting excerpts from essays

HOMEWORK

Part A: Revise the Sentences

1. Due to the fact that technology is useful, students use it frequently.
2. In order to achieve success, students must work hard.
3. There are many learners who benefit from online education.
4. At this point in time, the assignment is due.

Part B: Identify the Problem

1. Basic fundamentals
2. There are many students who...
3. Due to the fact that...
4. Students improve because students practice.

Part C: Academic Writing Task

Write a paragraph (150–180 words) on:

"The Importance of English for University Students"

Requirements:

- Avoid wordy expressions.
- Use concise academic language.
- Eliminate unnecessary repetition.
- Underline three revised concise expressions.

ANSWER KEY

Part A

1. Because technology is useful, students use it frequently.
2. To achieve success, students must work hard.
3. Many learners benefit from online education.
4. The assignment is due now.

Part B

1. Redundancy
2. Empty Opening
3. Long Phrase
4. Repetition

TEACHER NOTES

Common Student Difficulties

Students often:

- believe longer sentences are more academic
- overuse "there is/there are"
- repeat words unnecessarily
- use memorized wordy expressions

Teaching Strategy

Introduce the following editing question:

"Can I say the same thing with fewer words without changing the meaning?"

If the answer is yes, revision is needed.

Academic Writing Rule

Good writing is not writing more. Good writing is communicating more clearly.

PREPARATION FOR LESSON 10

Write on the board:

1. university students need strong writing skills
2. dr smith teaches academic writing
3. english is an international language

Ask:

LESSON 10: CAPITALIZATION

Academic Writing Skills Course

First-Year University Students

Duration: 90 Minutes

Approach: Eclectic Approach

Focus: Academic Writing Mechanics

LESSON OVERVIEW

Unit

Writing Mechanics

Lesson Title

Capitalization

Level

University Freshmen (EFL Learners)

Language Focus

Rules of Capital Letter Usage

Writing Focus

Applying capitalization accurately in academic writing

LESSON RATIONALE

Capitalization is one of the most visible aspects of written language. Incorrect capitalization can make academic writing appear careless, unprofessional, and difficult to read.

University students frequently make capitalization errors, particularly with proper nouns, academic subjects, nationalities, titles, and sentence beginnings. These mistakes often affect grades in examinations, essays, and research papers.

This lesson develops students' ability to apply capitalization rules accurately and consistently in academic contexts.

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define capitalization.
- Identify major capitalization rules.
- Recognize common capitalization errors.

Skills

- Apply capitalization rules correctly.

- Edit texts for capitalization mistakes.
- Produce properly capitalized academic writing.

Academic Writing Skills

- Improve writing professionalism.
- Follow standard academic conventions.
- Enhance readability and accuracy.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint Slides
- Editing Worksheets
- Error Correction Activities

Student Materials

- Notebook
- Worksheets
- Pens

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	30 min
Guided Practice	20 min
Independent Practice	15 min
Assessment	10 min
Homework	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title

Find the Mistakes

Instructions

Display the following paragraph:

university students in algeria often study english. many students attend tiaret university. dr
ahmed teaches academic writing and american civilization.

Ask students to identify all capitalization mistakes.

Corrected Version

University students in Algeria often study English. Many students attend Tiaret University.

Dr. Ahmed teaches Academic Writing and American Civilization.

Discussion

Ask:

Why do some words begin with capital letters while others do not?

Transition

Teacher says:

Today we will learn the rules that govern capitalization in formal and academic writing.

PART II: PRESENTATION (30 MINUTES)

What Is Capitalization?

Definition

Capitalization is the use of uppercase (capital) letters at the beginning of certain words according to standard writing conventions.

Why Is Capitalization Important?

Capitalization:

- ✓ improves readability
- ✓ distinguishes proper nouns from common nouns
- ✓ signals sentence beginnings
- ✓ reflects professionalism
- ✓ follows academic writing conventions

RULE 1: Capitalize the First Word of Every Sentence

Incorrect

students attended the lecture.

Correct

Students attended the lecture.

Incorrect

because the exam was difficult, students studied harder.

Correct

Because the exam was difficult, students studied harder.

RULE 2: Capitalize Proper Nouns

Definition

A proper noun names a specific person, place, institution, organization, or thing.

People

Ahmed

Sarah

Mohamed

Countries

Algeria

Canada

Japan

Cities

Tiaret

Algiers

London

Institutions

Tiaret University

Harvard University

Oxford University

Organizations

United Nations

World Health Organization

Examples

Incorrect:

students in algeria study english.

Correct:

Students in Algeria study English.

RULE 3: Capitalize Nationalities, Languages, and Religions

Nationalities

Algerian

French

American

Chinese

Languages

English

Arabic

French

Spanish

Religions

Islam

Christianity

Judaism

Examples

Incorrect:

many students learn english and french.

Correct:

Many students learn English and French.

RULE 4: Capitalize Days, Months, and Holidays

Days

Monday

Tuesday

Friday

Months

January

March

December

Holidays

Eid al-Fitr

New Year's Day

Independence Day

Note

Seasons are generally NOT capitalized.

Correct:

winter

spring

summer

autumn

Unless part of a title.

RULE 5: Capitalize Titles Before Names

Correct

Professor Ahmed

Dr. Smith

President Lincoln

Professor Brown

Incorrect

professor Ahmed

dr. Smith

Important Exception

When titles follow names, they are usually not capitalized.

Correct

Ahmed is a professor.

Smith is a doctor.

Correct

Professor Ahmed teaches linguistics.

RULE 6: Capitalize Historical Events

Examples

World War I

World War II

French Revolution

Industrial Revolution

American Civil War

Example

Students studied the French Revolution.

RULE 7: Capitalize Specific Academic Courses

Correct

American Civilization

Academic Writing

English Grammar

Research Methodology

Incorrect

american civilization

academic writing

Important Exception

General subjects are usually lowercase.

Correct:

I study history.

I study mathematics.

I study chemistry.

Exception

Capitalize language names.

Correct:

I study English.

I study Arabic.

RULE 8: Capitalize Titles of Books, Articles, and Works

Examples

The Great Gatsby

Pride and Prejudice

The Old Man and the Sea

Academic Example

Students analyzed *The Great Gatsby*.

RULE 9: Capitalize the Proun "I"

Incorrect

i attended the lecture.

Correct

I attended the lecture.

COMMON CAPITALIZATION ERRORS

Error 1

english

Correct:

English

Error 2

algeria

Correct:

Algeria

Error 3

dr. ahmed

Correct:

Dr. Ahmed

Error 4

monday

Correct:

Monday

TEACHER CHECKING QUESTIONS

Ask:

1. Why is "English" capitalized?
2. Is "history" usually capitalized?
3. Should "Professor Ahmed" be capitalized?
4. Should "summer" normally be capitalized?

Expected Answers:

1. It is a language.
2. No.
3. Yes.
4. No.

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Correct the Errors

Instructions

Rewrite correctly.

1. students study english at tiaret university.

Answer:

Students study English at Tiaret University.

2. dr. ahmed teaches academic writing.

Answer:

Dr. Ahmed teaches Academic Writing.

3. many students visit algeria during summer.

Answer:

Many students visit Algeria during summer.

Activity 2: Capitalize if Necessary

Example

english

Answer:

English

Practice

1. chemistry
2. monday
3. islam
4. french revolution
5. spring

Answers

1. chemistry
2. Monday
3. Islam
4. French Revolution
5. spring

Activity 3: Identify the Rule

Example

Algeria

Answer:

Proper noun (country)

Practice

1. Friday
2. English
3. Professor Ahmed
4. World War II

Answers

1. Day
2. Language
3. Title + Name
4. Historical Event

PART IV: INDEPENDENT PRACTICE (15 MINUTES)

Exercise 1

Rewrite Correctly

1. i study english at tiaret university.
2. professor ahmed teaches academic writing.
3. students celebrated eid al-fitr.
4. many learners speak arabic and french.

Exercise 2

Find the Errors

Paragraph

many students in algeria learn english. they attend tiaret university and study academic writing. dr. ahmed teaches the course every monday.

Corrected Paragraph

Many students in Algeria learn English. They attend Tiaret University and study Academic Writing. Dr. Ahmed teaches the course every Monday.

Exercise 3

Capitalization Challenge

Write five sentences using:

- a country
- a language
- a university
- a title
- a month

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

My University Studies

Instructions

Write a paragraph (120–150 words).

Requirements:

- ✓ Correct capitalization throughout.
- ✓ Include:
 - one university name
 - one course title
 - one language
 - one month
 - one title before a name

Model Paragraph

I am currently studying at Tiaret University. One of my favorite courses is Academic Writing. Dr. Ahmed teaches the course and provides valuable guidance. I study English because it is an important international language. During October, students participate in various academic activities. University education helps learners develop knowledge and professional skills.

ASSESSMENT (10 MINUTES)

Exit Ticket

Question 1

What is capitalization?

Question 2

Correct:

many students study english in algeria.

Answer:

Many students study English in Algeria.

Question 3

Should "history" normally be capitalized?

Answer:

No.

Question 4

Should "Professor Ahmed" be capitalized?

Answer:

Yes.

DIFFERENTIATION

Support for Struggling Students

Provide:

- capitalization rules chart
- guided editing exercises
- sentence correction models

Extension for Advanced Students

Require:

- editing longer texts
- identifying exceptions
- peer-review activities

HOMEWORK

Part A: Correct the Capitalization

1. i live in algeria.
2. many students study english.
3. professor brown teaches linguistics.
4. students attended classes on monday.
5. the french revolution influenced europe.

Part B: Find the Errors

Paragraph

dr. ahmed teaches academic writing at tiaret university. students study english and arabic.
classes begin in september.

Rewrite correctly.

Part C: Academic Writing Task

Write a paragraph (150 words) on:

"The Importance of English in Higher Education"

Requirements:

- Apply all capitalization rules correctly.
- Include at least:
 - 3 proper nouns

- 2 course names
- 2 languages
- 1 month
- 1 title before a name

ANSWER KEY

Part A

1. I live in Algeria.
2. Many students study English.
3. Professor Brown teaches Linguistics.
4. Students attended classes on Monday.
5. The French Revolution influenced Europe.

Part B

Dr. Ahmed teaches Academic Writing at Tiaret University. Students study English and Arabic. Classes begin in September.

TEACHER NOTES

Common Student Difficulties

Students often:

- forget to capitalize languages
- capitalize common nouns unnecessarily
- confuse course titles with general subjects
- omit capital letters after periods

Teaching Strategy

Provide students with the following editing checklist:

Capitalization Checklist

- ✓ First word of every sentence?
- ✓ Proper nouns capitalized?
- ✓ Languages capitalized?
- ✓ Titles before names capitalized?
- ✓ Days and months capitalized?
- ✓ Historical events capitalized?
- ✓ Course titles capitalized?

LESSON 11: PUNCTUATION IN ACADEMIC WRITING

Academic Writing Skills Course

First-Year University Students

Duration: 90–120 Minutes

Approach: Eclectic Approach

Focus: Academic Writing Mechanics

LESSON OVERVIEW

Unit

Writing Mechanics

Lesson Title

Punctuation in Academic Writing

Level

First-Year University Students (EFL)

Writing Focus

Using punctuation accurately to improve clarity, coherence, and professionalism in academic writing.

LESSON RATIONALE

Punctuation functions as the traffic system of written language. It guides readers through ideas, indicates pauses, separates information, signals relationships between clauses, and clarifies meaning.

Incorrect punctuation can completely change meaning, create ambiguity, produce run-on sentences, or weaken academic writing.

Since punctuation is essential in university examinations, essays, reports, and research papers, students must master its major forms and functions.

LEARNING OUTCOMES

By the end of the lesson, students will be able to:

Knowledge

- Define punctuation.
- Identify major punctuation marks.
- Explain the functions of each punctuation mark.

Skills

- Use punctuation accurately in sentences and paragraphs.

- Correct punctuation errors.
- Edit academic texts effectively.

Academic Writing Skills

- Improve sentence clarity.
- Increase coherence.
- Produce professionally written paragraphs.

MATERIALS

Teacher Materials

- Whiteboard
- PowerPoint Slides
- Worksheets
- Editing Exercises

Student Materials

- Notebook
- Worksheets
- Pens

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	40 min
Guided Practice	20 min
Independent Practice	20 min
Assessment	10 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity: Punctuation Matters

Display:

Example 1

Let's eat, students.

Let's eat students.

Example 2

The professor said, "The exam is easy."

The professor said the exam is easy.

Example 3

Students studied hard, therefore, they succeeded.

Students studied hard therefore they succeeded.

Ask:

Does punctuation change meaning?

Expected Answer:

Yes.

PART II: PRESENTATION (40 MINUTES)

What Is Punctuation?

Definition

Punctuation refers to the symbols used in writing to organize ideas, clarify meaning, and guide readers through a text.

1. THE PERIOD (.)

Function

Ends a complete statement.

Examples

Students attended the lecture.

Academic writing requires practice.

Technology supports education.

Common Error

Students attended the lecture

Correct:

Students attended the lecture.

2. THE QUESTION MARK (?)

Function

Ends a direct question.

Examples

What is academic writing?

Why is punctuation important?

How can students improve their writing?

Common Error

What is academic writing.

Correct:

What is academic writing?

Indirect Questions

No question mark needed.

Correct:

The teacher asked why students struggle with writing.

3. THE EXCLAMATION MARK (!)

Function

Expresses strong emotion, surprise, warning, or excitement.

Examples

Excellent work!

Be careful!

What an impressive presentation!

Academic Writing Rule

Exclamation marks are rarely used in academic writing.

Example

Informal:

The results were amazing!

Academic:

The results were highly significant.

4. THE COMMA (,)

Function 1: Separate Items in a List

Example

Students need motivation, discipline, organization, and persistence.

Function 2: After Introductory Clauses

Example

Because students studied regularly, they succeeded.

Function 3: Before Coordinating Conjunctions

Example

Students revised carefully, and they passed the examination.

Function 4: Nonessential Information

Example

Dr. Ahmed, the course coordinator, explained the assignment.

Common Error

Students revised carefully and they passed.

Correct:

Students revised carefully, and they passed.

5. THE SEMICOLON (;)

Function

Joins closely related independent clauses.

Example

The lecture ended; students left the classroom.

Example

Technology has transformed education; online learning is now common.

Common Error

The lecture ended, students left.

Correct:

The lecture ended; students left.

6. THE COLON (:)

Function

Introduces explanations, lists, examples, or quotations.

Example

Students need three qualities: discipline, motivation, and persistence.

Example

The conclusion was clear: practice improves writing.

Common Error

Students need: discipline, motivation, and persistence.

Correction:

Students need discipline, motivation, and persistence.

7. APOSTROPHE (')

Function 1: Possession

Examples

The student's assignment

The teacher's feedback

The university's policy

Plural Possession

The students' assignments

The teachers' offices

Function 2: Contractions

Examples

don't

can't

it's

they're

Academic Writing Rule

Avoid contractions in formal academic writing.

Informal

Students don't study enough.

Academic

Students do not study enough.

8. QUOTATION MARKS (" ")

Function

Enclose direct quotations.

Example

The professor stated, "Academic writing requires clarity."

APA Example

According to Smith (2020), "Writing improves through practice" (p. 15).

Common Error

Missing quotation marks around direct quotations.

9. PARENTHESES ()

Function

Add supplementary information.

Examples

The study was conducted in Algeria (2024).

Students completed the survey anonymously (see Appendix A).

APA Style Example

Writing improves through practice (Smith, 2020).

10. HYPHEN (-)

Function

Joins words acting together as one adjective.

Examples

well-written essay

evidence-based approach

student-centered learning

high-quality education

Example

The researcher used a data-driven method.

11. DASH (—)

Function

Adds emphasis or additional explanation.

Example

One factor is particularly important—regular practice.

Academic Note

Use sparingly in formal writing.

12. ELLIPSIS (...)

Function

Shows omitted words in quotations.

Example

"The study concluded that ... writing skills improved significantly."

APA Usage

Used when part of a quotation is omitted.

PUNCTUATION SUMMARY TABLE

Mark	Name	Main Function
.	Period	End statement
?	Question Mark	End question
!	Exclamation Mark	Strong emotion
,	Comma	Separate elements
;	Semicolon	Join clauses
:	Colon	Introduce list/explanation
'	Apostrophe	Possession
" "	Quotation Marks	Direct quotations
()	Parentheses	Additional information
-	Hyphen	Join words
—	Dash	Emphasis

Mark	Name	Main Function
...	Ellipsis	Omitted words

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify the Punctuation Mark

1. Students studied hard.
2. What is academic writing?
3. Students need discipline, effort, and motivation.
4. The student's essay was excellent.
5. The professor stated, "Practice improves writing."

Answers

1. Period
2. Question Mark
3. Comma
4. Apostrophe
5. Quotation Marks

Activity 2: Correct the Errors

Example 1

Students attended the lecture they took notes.

Correct:

Students attended the lecture. They took notes.

Example 2

What is academic writing.

Correct:

What is academic writing?

Example 3

Students need discipline motivation and persistence.

Correct:

Students need discipline, motivation, and persistence.

PART IV: INDEPENDENT PRACTICE (20 MINUTES)

Exercise 1

Insert Correct Punctuation

1. Why is writing important

2. Students need motivation discipline and persistence
3. The lecture ended students left
4. The students assignment was excellent
5. The professor said Academic writing matters

Exercise 2

Editing Paragraph

Paragraph

many students struggle with academic writing because they have little experience students often make punctuation errors what can they do to improve the answer is simple regular practice

Students correct all punctuation and capitalization errors.

Possible Correction

Many students struggle with academic writing because they have little experience. Students often make punctuation errors. What can they do to improve? The answer is simple: regular practice.

PART V: APPLICATION TO ACADEMIC WRITING

Mini Writing Task

Topic

The Importance of English in Higher Education

Instructions

Write a paragraph (150–180 words).

Requirements:

✓ Use at least:

- 3 commas
- 1 semicolon
- 1 colon
- 1 apostrophe
- 1 quotation

✓ Correct sentence-ending punctuation.

ASSESSMENT

Exit Ticket

Identify the Correct Punctuation

1. Students attended the lecture ____ they took notes.

2. What is academic writing ____
3. Students need discipline ____ motivation ____ and persistence.
4. The professor stated ____ "Writing improves through practice."

Answers

1. .
2. ?
3. ,,
4. ,

HOMEWORK

Part A: Punctuation Identification

Identify every punctuation mark used in the following paragraph and explain its function.

Part B: Error Correction

Correct all punctuation errors in a 150-word paragraph provided by the teacher.

Part C: Academic Writing Task

Write a paragraph (200 words):

"Challenges of Academic Writing"

Requirements:

- Use at least six different punctuation marks correctly.
- Avoid run-on sentences.
- Avoid sentence fragments.
- Follow academic writing conventions.

TEACHER NOTES

Most Frequent Student Errors

1. Missing commas after introductory clauses.
2. Run-on sentences caused by missing periods.
3. Incorrect apostrophe usage.
4. Overuse of exclamation marks.
5. Confusion between semicolons and commas.
6. Missing quotation marks around direct quotations.

FINAL LESSON: PARAGRAPH WRITING & STRUCTURE

Academic Writing Skills Course

First-Year University Students

Duration: 90–120 Minutes

Approach: Eclectic Approach

Focus: Academic Writing Production (Final Integration Lesson)

LESSON OVERVIEW

Unit

Academic Writing Production

Lesson Title

Paragraph Writing and Structure

Level

First-Year University Students (EFL)

Writing Focus

Producing coherent, well-structured academic paragraphs using correct sentence mechanics

LESSON RATIONALE

After mastering sentences, grammar accuracy, and punctuation, students must learn how to combine all writing skills into coherent academic paragraphs.

A paragraph is the basic unit of academic writing. Weak paragraph structure leads to unclear arguments, poor organization, and low academic performance.

This final lesson integrates all previous skills:

- sentence types
- fragments
- run-ons
- capitalization
- punctuation
- conciseness
- coherence

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

Knowledge

- Define a paragraph and its structure.
- Identify topic sentences, supporting sentences, and concluding sentences.

Skills

- Write a well-structured academic paragraph.
- Organize ideas logically.
- Apply grammar and punctuation rules correctly.

Academic Writing Skills

- Produce coherent academic writing.
- Maintain unity and cohesion in paragraphs.
- Demonstrate full control of writing mechanics.

MATERIALS

Teacher Materials

- Whiteboard
- Sample paragraphs
- Graphic organizers
- Rubric

Student Materials

- Notebook
- Worksheets
- Pens

LESSON TIMELINE

Stage	Time
Warm-Up	10 min
Presentation	30 min
Guided Practice	20 min
Independent Practice	25 min
Assessment	10 min
Reflection	5 min

PART I: WARM-UP ACTIVITY (10 MINUTES)

Activity Title: Build a Paragraph

Instructions

Give students scrambled sentences:

1. It helps students improve their communication skills.
2. English is an important language in higher education.
3. Many universities require students to study English.
4. Therefore, learning English is essential for academic success.

Task

Put the sentences in the correct order.

Answer

1. English is an important language in higher education.
2. Many universities require students to study English.
3. It helps students improve their communication skills.
4. Therefore, learning English is essential for academic success.

Transition Question

What makes these sentences a “paragraph” and not just random sentences?

Expected Answer:

They are logically connected and focused on one idea.

PART II: PRESENTATION (30 MINUTES)

What Is a Paragraph?

Definition

A paragraph is a group of related sentences that develop one main idea.

PARAGRAPH STRUCTURE

1. Topic Sentence

Introduces the main idea of the paragraph.

Example

English is an essential subject in higher education.

2. Supporting Sentences

Explain, develop, or give examples of the topic sentence.

Example

Many universities require English for admission. It helps students access academic resources and improves communication skills.

3. Concluding Sentence

Summarizes or closes the paragraph.

Example

Therefore, English plays a vital role in academic success.

FULL MODEL PARAGRAPH

English is an essential subject in higher education. Many universities require English for admission. It helps students access academic resources and improves communication skills. Students who master English perform better in academic environments. Therefore, English plays a vital role in academic success.

PARAGRAPH UNITY

All sentences must focus on ONE idea.

Incorrect

English is important. Football is popular. Students study hard.

Problem: Mixed ideas.

Correct

English is important for academic success. It helps students communicate and access information.

PARAGRAPH COHERENCE

Ideas must be logically connected using:

- linking words
- pronouns
- repetition of key terms

Linking Words

- because
- therefore
- however
- for example
- in addition
- as a result

COMMON STUDENT ERRORS

Error 1: Fragmented Paragraph

Because students study hard. They pass exams.

Error 2: Run-On Sentences

Students study hard they pass exams they succeed.

Error 3: Wordiness

Due to the fact that students study hard, they succeed.

Error 4: No Topic Sentence

A paragraph without direction.

PARAGRAPH CHECKLIST

Before submitting, students must ask:

- ✓ Is there one main idea?
- ✓ Is there a topic sentence?
- ✓ Are supporting ideas clear?
- ✓ Is there a concluding sentence?
- ✓ Are sentences complete?
- ✓ Is punctuation correct?
- ✓ Is capitalization correct?

PART III: GUIDED PRACTICE (20 MINUTES)

Activity 1: Identify Parts

Paragraph

English is important for students. It helps them succeed in university. Many learners use it to access academic resources. Therefore, English is essential for higher education.

Answers

- Topic sentence: Sentence 1
- Supporting sentences: Sentence 2–3
- Concluding sentence: Sentence 4

Activity 2: Improve the Paragraph

Original

students study english they need it for university it is important

Corrected

Students study English because they need it for university. It is an important subject for academic success.

Activity 3: Add Missing Parts

Task

Add a topic sentence and concluding sentence.

Supporting sentences:

- Students attend lectures regularly.

- They complete assignments on time.
- They participate in class discussions.

Sample Answer

University students must develop good academic habits. Students attend lectures regularly. They complete assignments on time. They participate in class discussions. Therefore, good academic habits contrib

PART IV: INDEPENDENT PRACTICE (25 MINUTES)

Task 1: Paragraph Writing

Topic

The Importance of Time Management

Requirements

- 120–150 words
- One clear topic sentence
- At least 3 supporting ideas
- One concluding sentence
- Correct punctuation and capitalization

Task 2: Error Correction

Paragraph

students at university face many problems because they are not organized they often miss deadlines academic success requires planning therefore students must manage their time well

Corrected Version

Students at university face many problems because they are not organized. They often miss deadlines. Academic success requires planning. Therefore, students must manage their time well.

Task 3: Paragraph Building

Use these ideas:

- studying English
- improves communication
- helps academic success
- required in many universities

Write a full paragraph.

PART V: FINAL ASSESSMENT (10 MINUTES)

Exit Task

Question 1

What is a paragraph

Question 2

Identify the topic sentence:

English is important for students. It helps them communicate effectively.

Answer: Sentence 1

Question 3

What is the purpose of a concluding sentence?

Answer: To summarize or close the paragraph

Question 4

Fix this:

students study english they need it for university

Answer:

Students study English because they need it for university.

REFLECTION ACTIVITY (5 MINUTES)

Ask students:

- What writing skill improved the most?
- What was the most difficult part of academic writing?
- How will you improve your writing in the future?

FINAL UNIT REVIEW

Students now have mastered:

- ✓ Sentence types
- ✓ Fragments
- ✓ Run-ons
- ✓ Wordiness
- ✓ Capitalization
- ✓ Punctuation
- ✓ Paragraph structure

FINAL TEACHER MESSAGE

Good academic writing is not about using difficult words. It is about using clear, correct, and well-organized sentences to communicate ideas effectively.

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