Teaching and learning sequence summary

EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

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This sequence is designed for learners preparing for tertiary level study. It is aimed at students who are learning to research a topic and integrate source material with their own ideas to write an academic text.

The teaching and learning sequences will scaffold and prepare students for the summative assessment of this standard. The teaching and learning sequences link to the [Dimensions of effective practice.](#) Lessons are built around [Principles of effective teaching and learning for English language learners.](#) Teachers will also need to make links to relevant [Key competencies](#).

Using the teaching and learning sequences.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

The topic of this Teaching and Learning Sequence is the Millennium Development Goals. The Millennium Development Goals were replaced by the Sustainable Development Goals in 2016.

This teaching and learning sequence focuses on an evaluation of the Millennium Development Goals and leads to a formative assessment on the same topic. Summative assessment could focus on a different aspect or evaluation of the Millennium Development Goals **OR** be based on the Sustainable Development Goals.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1	● Choosing your topic and text type	1.1 Writing addresses and develops the topic in a manner appropriate to audience and academic purpose.
2	● Finding your information	1.2 Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion. 1.7 Source material is

		acknowledged. This includes but is not limited to – in-text citation, and a reference list. Acknowledgment must be in accordance with a recognised format (e.g. APA).
3	● Developing and organising your topic	1.2 Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion. 1.3 Text structure has clear overall progression, paragraphing … *(effective use of cohesive devices with be covered in the next TLS)*
4	● Style, Grammar and Vocabulary	1.3 Text structure has ……. some effective use of cohesive devices 1.4 Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features and a variety of sentence structures. 1.5 Writing makes consistent use of appropriate lexical and grammatical forms throughout the text.
5	● Integrating sources	1.6 Writing integrates source material. Integration includes but is not limited to – direct quotation, paraphrasing, summary, analytical interpretation, synthesis, and informed judgment.
6	● Bringing it all together	All performance criteria

What is the impact of the teaching and learning?
After the learning tasks, students should complete the formative assessment task for unit standard 22750, version 4.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by recycling tasks in the teaching and learning sequences.

When students are ready, they can complete a summative assessment for unit standard 22750 version 4: Write a crafted text using researched material in English for an academic purpose.

EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

Dimension of effective practice	Teaching and learning sequence 1: Choosing your topic and text type	Metacognitive prompts
Expectations	**Teaching and learning purposes** ● Writing addresses and develops the topic in a manner appropriate to audience and academic purpose (1.1). **Student learning outcomes:** I can: ● choose a topic that is appropriate to the academic purpose and audience ● write research questions that address and develop the topic ● choose the correct text type for my topic, research questions and audience	*Have I selected only those activities that address my students' learning needs?*
Knowledge of the learner	*Finding out the learners' prior knowledge* Use the following learning tasks to activate prior knowledge on **choosing appropriate topics.** **1. Rank these ideas** The purpose of this activity is to activate prior knowledge about choosing topics. ● Students work in small groups to rank the issues that are important when choosing a research topic, and explain their answers. ● Circulate around the class while students are working, to monitor student understanding.	
Instructional strategies	*Using approaches that include listening, reading, speaking and writing* Use the following learning tasks to scaffold writing good research questions **2. What makes a good topic?**	*Do I know which students will need extra support to understand how to develop a topic in an appropriate manner?*

Knowledge of the learner	The aim of this activity is to scaffold students to reflect on what makes an appropriate research topic. ● In small groups the students evaluate the two suggested research topics. ● Students then revise the topics to make them stronger research topics. ● Two groups work together and rank the topics they have suggested.	
	3. Choosing your topic The purpose of this activity is to provide an opportunity for students to choose their research topic and to receive feedback on their choices. ● Give the students the **Candidate Instructions** from the formative assessments. ● Students draft their own research topic completing Section 1 of the **Planning sheet: Preparing to write** (page 7 and 8 below). ● Students review their topics in small groups using the checklist from Task 2, and suggest revisions to each other's research topics.	*Are my students able to explain their decisions?*
Knowledge of the learner	● Students revise their research topics, if necessary completing Section 2 of the *Planning sheet: Preparing to write.* *Finding out the learners' prior knowledge* Use the following learning tasks to activate prior knowledge on **writing appropriate research questions**.	*Do any of my students need further support to choose an appropriate research topic?*

	4. Starting to write
	The purpose of this task is to build the students' knowledge of the topic so that they can begin to form research questions.
	● Students brainstorm their topic using a suitable method.
	● There are many ways of brainstorming including: listing on note cards, free writing and mind mapping either on paper or online e.g. using an online mapping tool such as
	    o Spiderscribe (http://www.spiderscribe.net/)
	    o or Popplet (https://popplet.com)	

	There are advantages to different methods and these should be discussed with students. ● Mind mapping on paper is a quick exercise. ● Mind mapping online or on a computer allows for easy revision and collaboration.	*Which students need support to complete this task?*

	● Mind mapping using notes allows students to use the notes to store useful information and references. Later students can evaluate how well their chosen note-taking method worked for them and decide which method they will use in later tasks. *Providing multiple opportunities for authentic language use with a focus on learners using academic language.* **5. What makes a good research question? (OHT)** The purpose of this activity is to assist students to write research questions that develop their ideas in an appropriate manner and to provide feedback on these. ● Use the OHT to introduce SMART research questions. ● Students use their brainstorm from the previous Teaching and Learning sequence, task 4, to complete sections 3 and 4 on the **Planning sheet: Preparing to write** (pages 7 and 8). ● Students work in groups to review each other's research questions. ● Students use the **Planning sheet: Preparing to write** to revise their answers if necessary.	*Do any students need further opportunities for learning?*
Engaging learners with text	*Finding out the learners' prior knowledge* Use the following learning tasks to activate prior **knowledge of text types** that can be used achieve the purpose of the discussion. *Finding out the learners' prior knowledge* **6. What do you have to do if you are asked to ….** The purpose of this task to ensure that students know some of the task words used in academic contexts. ● Provide students with the cut up task words and definitions. *Do not hand out the sheet before it has been cut up.* ● In groups, students match the task words and definitions. ● Circulate around the class monitoring student completion of the task. ● Check understanding by discussing the answers as a class. This can also be done as pair matching, with each student given either a word of definition and they have to find their partner. Understanding could also be	

checked using an online tool such as Kahoot or Quizziz.

7. What are the different text types?
The purpose of this task to ensure that students know some of the text types used in academic contexts.
- Provide students with the cut up task words and definitions. *Do not hand out the sheet before it has been cut up.*
- In groups, students match the task words and definitions.
- Circulate around the class monitoring student completion of the task.
- Check understanding by discussing the answers as a class.

This can also be done as pair matching, with each student given either a word of definition and they have to find their partner. Understanding could also be checked using an online tool such as Kahoot or Quizziz.

Using approaches that include listening, reading, speaking and writing

8. Choosing my text type
The purpose of this task to ensure that students are familiar with different text types they could use.

In groups students put the parts of each text type in the correct place on the grid.
- Students compare their answers with another group and resolve any differences.
- Students use the **Planning sheet**: **Preparing to write** and complete section 3 identifying the text type(s) they will use to answer their research question(s).
- Students then tell their group their choice and why they will use this text type.
- Group members ask questions and provide feedback.
- Students revise their selection if necessary.

Providing opportunities for reflection and evaluation
Reflection:
Ask students to tell their partner:
- one thing they have learnt.
- how they are going to use what they have learnt in their writing.

Teaching and learning sequence 1

1. Rank these ideas

You must choose a topic very carefully. Look at the following issues and put them in order of importance when choosing a topic. Explain your ranking.

Issues	Rank in order of importance	Explain your ranking
Your topic must have a purpose e.g. to inform to compare, to discuss to evaluate.		
It must be possible to research - to find information on your topic.		
Your topic should not be too big or small.		
Your topic must be interesting and/or important.		
Your topic must be something that you know about.		

2. What makes a good topic?

Look at these two topics and answer the questions.	Research topic 1 World Poverty	Research topic 2 How the MDGs affect country
Is it clear from the topic which text type should be used e.g. to give information, to persuade, to make informed judgements?		
Are the topics researchable? Is there enough information on this topic?		
Are the topics a reasonable size e.g. not too big or too small?		
Are the topics interesting and/or important?		
Are the topics something that you know about?		

Rewrite these topics so that they have a stronger research focus.

Topic 1

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………………………………………………………………………………………………

Topic 2

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3. Choosing your topic

Work with two other people. Try to work with people you have not worked with before.

- Write your topic on the **Planning Sheet** '**Preparing to write'** (*Section 1 ONLY).*
- Tell your group your topic and why it interests you.
- Your group will use the checklist from task 2 above, to comment on your topic and ask a few questions about it.
- Make notes as you answer your group's questions.

- Revise your topic if you think it needs it (*Section 2 ONLY*).
- When you have all had a turn, brainstorm your topic for at least ten minutes. Your brainstorm could be a list of points, a mind map, or any other form that makes sense to you. Make sure you include your main research topic and any sub-topics and questions you want answers to.

Planning sheet: Preparing to write

You will complete this worksheet in stages. Please keep it safe and bring it to every lesson.

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1. My topic

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2. My revised topic

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3. My research question	My revised research question
4. My sub-questions	My revised sub-questions

5. My text type will be

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This is the right text type for my academic purpose because

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6. My thesis statement

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7. My revised thesis statement

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5. What makes a good research question? (OHT)

Your **research question** is the important question that your essay is going to answer. It is the driving force behind the entire research process.
You will have several **sub questions or areas** to explore that are related to the main question.
Example:
How have the Millennium Development Goals impacted on maternal health in Sub-Saharan Africa?
Sub questions could include:
- Has maternal health improved in this area? If so, when and where?
- Have the Millennium Development Goals caused this improvement?
- Have other factors led to more improvement in maternal health than the Millennium Development Goals?
- Are there any factors that have prevented improvements in maternal health?

Your questions should be SMART.
- **S**pecific - clear and simple to understand.
- **M**easurable - there is information to answer the questions.
- **A**chievable - it is not too big or too small a question.
- **R**elevant - important now.
- **T**imely - you can answer it in the time you have available.

1. Now write your research question and sub-questions *(Section 3 and 4 ONLY)*.
2. In your group use the SMART checklist to comment on your group members questions.
3. Revise your question and sub-questions if you think you need to *(Section 3 and 4 ONLY)*.

6. What do you have to do if you are asked to ….?

Students should match the task word and the definition. Ensure that the words and definitions have been cut up before they are handed out.

Task word	Definition
Analyse	Break an issue into its parts. Look in depth at each part using supporting arguments and evidence for and against, as well as how these relate to one another.
Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also point out any flaws and counter-arguments. Conclude by stating clearly how far you are in agreement with the original proposition.
Compare	Identify the similarities and differences between two or more things. Say if any of the shared similarities or differences is more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
Contrast	Similar to compare but concentrate on the things that are different between two or more items. Point out any differences which are particularly significant.
Critically evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. You should provide evidence taken from a wide range of sources which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
Discuss	Consider the arguments for and against something e.g. a point of view. Arguments on both sides must be backed up by evidence. Your conclusion must summarise the arguments and/or make a judgement, and must be based on the evidence in your essay.
Explain	Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing must define key terms, make a complex procedures or sequence of events understandable, and use relevant research to back up your explanation.
Summarise	Give a shortened version, outlining the main facts and leaving out extra or unnecessary information. Brief or general examples are sometimes alright for this kind of answer.

7. What are the different text types?

Cut up the sections of the text structure and put these on the correct places on the chart. Your teacher will give you the chart.

Give the context for the topic/problem; describe the problem; state your thesis and identify key aspects and solutions.	Give the context for the topic; explain the issues involved; state your thesis and key arguments.	Give the context for the topic; state your theses; identify what has been achieved; identify what hasn't been achieved
1st problem and solution 2nd problem and solution 3rd problem and solution (organise the problems in order of importance or significance).	1st argument, rebuttal and your counter argument□ 2nd argument, rebuttal, and your counterarguments, and so on.	In each paragraph, state ● the aspect you are going to review ● provide evidence of success or failure ● make a judgement.
Summarise the main achievements and / or failures; draw a conclusion about overall success.	Summarise the solutions; draw a conclusion or make a prediction based on your suggestions.	Summarise key arguments; restate thesis more strongly and in different words.

Essay structure	Introduction	Body	Conclusion
Explanation essay	Give the context for the topic; describe the situation; identify key causes & effects.	Explain one cause or effect in each supporting paragraph; if there are many causes group them into several main categories. Organise causes or effects using time or sequence order or order of importance/ significance.	Summarise key issues. Restate the significance of the issue(s). Point to implications for the future.
Evaluation essay			
Problem solution essay			
Argument (thesis- led essay)			

7. Choose your text type

- Use the worksheet **Planning sheet**: **Preparing to write.**
- Write down the text type you will write in Section 5.
- Tell your group what your choice is and why you will use this text type.
- Tell the other members of your group if you agree with their choice of text type and make suggestions if you think they should tackle their questions differently.
- Revise your choice of text type if you need to.

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EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

Dimension of effective practice	Teaching and learning sequence 2: Finding your information	Metacognitive prompts
Expectations *Knowledge of the learner* *Instructional strategies*	**Teaching and learning purposes** ● Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion (1.2) ● Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list. Acknowledgment must be in accordance with a recognised format (e.g. APA) (1.7) ● **Student learning outcomes:** I can develop the ideas in my essay to achieve my purpose by ● find information on my topic ● make notes of the information I have found ● evaluate sources ● reference my sources *Begin with context-embedded tasks which make the abstract concrete* The purpose of the following activities is to scaffold learners to **find and reference sources** **1. Using the library** The purpose of this activity is to familiarise students with the research tools available in their library. ● Arrange a session with the school librarian to introduce students to the library catalogue and library databases. *Further learning opportunities* There are numerous online resources that can be used to reinforce the research process e.g. ● What is research? https://www.youtube.com/watch?v=EEuul8hBip8 **2. Effective internet search techniques** The purpose of this activity is to ensure that students can use the internet to search for resources in an efficient manner and keep records of their sources.	*What do my students already know about library resources and the research process?* *What internet search skills do my students already use?*

Engaging learners with text.	There are a number of online videos on using the internet for research that are worthwhile getting your students to watch. If you choose to do this, consider giving your students a viewing guide with internet searching strategies
	e.g. Tips for effective search strategies
	https://www.youtube.com/watch?v=LTJygQwYV84
	
	● Share the worksheet **Effective internet search techniques** with students before moving on to searching on the web. Provide opportunities to discuss and practise searching.
	
	### 3. Using the internet
	The aim of this activity is to support students to find appropriate sources and accurately record the details of these.
	    ● Arrange a session for students to search the web and find two resources that have information relevant to their topics.
	    ● At this stage do not worry about the validity of the sources, as this will be tackled in a further task**.**
	
	Provide multiple opportunities for authentic language use with a focus on students using academic language
	### 4. Evaluating sources
	The purpose of this activity is to ensure that students can select appropriate online resources. There are a number of videos to introduce students to evaluating online resources, e.g. Evaluating sources on the World Wide Web
	http://www.youtube.com/watch?v=ELclOOxzt3U
	
	    ● Students work in pairs and read the checklist **Evaluate your sources**
	    ● Students evaluate the sources they found in task 3 above.
	    ● Circulate as the students work, noting any areas that need to be addressed as a group.
	    ● Ask students to share their judgments and reasons.
	OR
	    ● Use a bus stop strategy by asking students to put Post-It notes with reasons on any evaluation they disagree with.
	
	### 5. Referencing
	● Share your chosen referencing guide e.g. this online guide from the University of Waikato	

		Do I need to provide further opportunities to practise these skills?
Knowledge of the learner		

	● http://www.waikato.ac.nz/library/study/referencing/styles/apa/examples
	● As students take notes they should complete their reference list using the guide.
	● You may also want to direct your students to an online plagiarism checker such as http://smallseotools.com/plagiarism-checker
	● Students can paste their text into the checker and it will help students to identify unattributed sources. Students can then rectify omissions.
	
	Using approaches that include listening, reading, speaking and writing
	6. Making notes
	The aim of this activity is to provide practice in making notes that are short but contain sufficient information.
	
	There are many ways to make notes. Decide on the note taking strategy you are going to introduce or build on with your students. Here is one suggestion using note cards.
	    ● Share the **OHT: Making notes**
	    ● Students then use one of their sources to make notes.
	    ● Monitor and make suggestions as students complete this task.
	    ● Students continue to research and make notes on their topic.
	
	Providing opportunities for reflection and evaluation
	Reflection:
	Ask students to tell their partner:
	    ● One thing you can do well
	    ● One thing you need more help with.
		Are there any note taking strategies that are better suited to my students learning styles or that they are already familiar with?
		
		What do my students' reflections tell me the next steps in learning will be for my students?

Teaching and learning sequence 2

2. Effective internet search techniques

a. Begin by choosing key words.

b. Use quotation marks to group words.

For example, if your research question is "**Can the Millennium Development Goals be achieved in Africa?**" the key words that should be grouped are "**millennium development goals**"

Note, this will give you a list of results and not all of them will be about achieving the MDGs

c. Put the + sign to make sure that all of your key words are included

> e.g. **"millennium development goals" +achieved**

- Note, there is a space after the last quote mark but NO space between the + sign and the next word.
- This will still give you lots or results that are not about Africa.

d. Add further key words to narrow the search results.

> e.g. **"millennium development goals" +achieved +Africa**

e. You can exclude key words by using a - sign
> e.g. **"millennium development goals" +achieved –China**

3. Using the internet

Your research question:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Library search: Find two sources of information that will be useful for your research.

If the text is a chapter in a larger book or an article in a journal, add the page numbers and authors, title and date of the main book/journal.

Author	Title	Date/Place of publication Publisher	What **information** does this resource contain?

4. Evaluate your sources

What to look for

- **Who:** Who is the author and what are his or her qualifications? Who is the publisher and what is the purpose of the site? Is the site a personal page?
- **Type of site** -- is it a government, educational, URL includes .gov (government), .mil (military) .edu or .ac (educational/academic), .com (commercial), .org (nonprofit organization), or .~ (personal page).
- **Reliable:** Are sources provided so that you can check what the author is saying?
- **Current:** Is the information up-to-date? When was it posted and/or last updated?
- **Clear:** Is the information clearly stated? Does the author define important terms?
- **Bias:** Are there facts on the website or just opinion? Does the information represent a single opinion or a range of opinions? Is the language factual or emotional?
- **Valid:** Do the facts on the website support the conclusions?

Your task
- Work with another student.
- Use the internet sources you found in task 3.
- Evaluate the sources you have found using this template.

Source	Is it reliable?	Reasons for your decision

6. OHT: Making notes

<table>
<tr>
<td></td>
<td>Using note cards is a good idea because:

● Each source will only give some information.

● You are unlikely to use the information in the same order that it is in your sources.

● You can arrange your note cards into the order you want the information to be in your essay.</td>
</tr>
</table>

The front of the note card should have:
- **one** piece of information
- quote marks around anything you have copied PLUS the name of person who wrote it and the date they wrote it.

The back of the note card should have the reference. Make sure you record all of the details on the card e.g. for a book this will be
- author
- date of publication
- title
- place of publication
- publisher

EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

Dimension of effective practice	Teaching and learning sequence 3: Developing and organising your topic	Metacognitive prompts
Expectations *Knowledge of the learner* *Instructional strategies* *Engaging learners with text.*	**Teaching and learning purposes** ● Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion (1.2) ● Text structure has a clear overall progression, paragraphing (1.3) **Student learning outcomes:** I can develop and link ideas to achieve the academic purpose of my essay. The purpose of the following activities is to scaffold learners to **develop, link and organise ideas** to achieve the purpose of the discussion *Providing multiple opportunities for authentic language use with a focus on learners using academic language* **1. Developing a thesis statement** The purpose of this activity is to support students to write a preliminary thesis statement. ● Students complete Task 1 by evaluating two thesis statements as a Think-Pair-Share activity. ● Students write their own thesis statement in Section 6 of the Planning Sheet and give each other feedback on these. ● Students revise thesis statements as required. This activity could be followed up by conferencing with individual students to ensure that the thesis statements are appropriate. It is also important for students to understand that thesis statements might change after they have done further research *Begin with context-embedded tasks which make the abstract concrete* **2. Examining a model essay** The purpose of this activity is to review the parts of an essay and ensure that students can organise their texts logically. ● In small groups, students arrange the parts of a research essay.	*Do I need to take any further steps to ensure that my students are able to develop a thesis statement?*

	● Students then review their organisation by comparing it with the model text, (page 41). **3. Planning your essay** Students complete a plan for their essay using the planning template from Task 2. Students then peer review each other plans focusing on links between the: ● academic purpose and thesis statement ● thesis statement and topic sentences ● topic sentences and supporting detail Circulate around the class noting any aspects of planning that students need further support with. This activity could be followed up by conferencing with individual students to ensure that the plans are sufficiently focused on the academic purpose and research questions, and provide sufficient detail to support the main points. It is also important for students to understand that specific information might change after they have done further research.	
Knowledge of the learner		*Which students needs further support to develop plans for their essay* *What do my students' reflections tell me the next steps in learning will be for my students?*
	Providing opportunities for reflection and evaluation **Reflection:** Ask students to tell their partner how each topic sentence relates to the thesis statement.	

Teaching and learning sequence 3

1. Developing a thesis statement

Read the two thesis statements. What information would you expect to find in each research paper?

Improving maternal health is a major Millennium Development Goal.	The Millennium Development Goal Five has led to some improvements in maternal health but has not been universally successful.

Thesis statements should be:
- precise – narrowed down from broad subject.
- provable – you should be able to prove/support your statement with evidence.
- arguable – it should not be a statement that everyone is likely to immediately agree with.
- relevant – Your statement should answer the research question.

Which is the best thesis statement? Give reasons for your answer.

Now write the thesis statement for your research question on the **Planning sheet: Preparing to write, Section 6.** Ask your group to evaluate your thesis statement and then revise your thesis statement if necessary in Section 7.

2. What goes in your essay? Put the following in the correct part of the essay.

May have an interesting quote of unusual fact	Background information or explanation	Examples
Supporting information	Topic sentence	Summary of main points
Statement or definition of the topic	May have recommendation or prediction	Thesis statement
May ask a question	Examples	Links back to the thesis statement

Introduction	Body paragraphs	Conclusion

3. Examining a model essay

Complete the essay plan for the model essay. Write notes only - do not write sentences.

Introduction
   ● definition of topic
 	
   ● background information
 	
   ● thesis statement	

Body paragraph 1
   ● topic sentence
 	
   ● supporting details	

Body paragraph 2
   ● topic sentence
 	
   ● supporting details	

Body paragraph 3
   ● topic sentence
 	
   ● supporting details	

Body paragraph 4
   ● topic sentence
 	
   ● supporting details	

Body paragraph 5
   ● topic sentence
 	
   ● supporting details	

Conclusion
   ● restatement of thesis
 	
   ● summary of main points	

Model essay

To what extent have the Millennium Development Goals been achieved?

The Millennium Development Goals (MDGs) synthesise and summarise the key goals and targets of the Millennium Declaration in September 2000. These include 8 goals, 18 targets and over 40 indicators. They were approved by the United Nations (UN) General Assembly and adopted by the UN as part of the SG's Millennium Roadmap and have been endorsed by 189 countries. Much has been reported to indicate that the MDGs have already been met, or are on track to be met by 2015. However, examination of the data reveals that we should be far more cautious in predicting the success of these goals.

A simple examination of poverty trends since 1990 would suggest that the world is on track to halving income-poverty by 2015. Unfortunately, the actual situation is far more complicated and decidedly less positive. If statistics for China are excluded, far less progress has been made (McArthur, 2013). In fact, progress has been less than half the rate needed to achieve MDG 1. The actual number of the poor in sub-Saharan Africa, South Asia and Latin America together, has increased by approximately 10 million every year since 1990. At present about the same number of people as a decade ago, approximately 1.2 billion people, subsist on less than US$1 per day.

Progress towards the other goals has also been varied. The 'education for all' goal was set for the year 2000. A positive achievement is that the education gender gap has halved for primary children (United Nations, 2012). However the 1990s saw only a tenth of the progress needed to achieve this MDG. As a consequence, targets were reconfigured and moved out to 2015 but, at the current rate, the target will still not be met unless the rate of progress increases significantly. The goal of halving the number of people without safe water by 2015 was on track but recent statistics show this progress is endangered. Rapid population growth and urbanisation, combined with wastewater issues and industrial pollution, all threaten the achievement of this target. Progress on child and maternal mortality, malnutrition, access to safe drinking water and adequate sanitation has also slowed down in the 1990s when compared to earlier decades. The HIV/AIDS epidemic and in particular, the increase in the number of women with HIV/AIDS, the resurgence of other diseases and the difficulty in establishing effective and affordable health services, has resulted in conditions in some areas worsening in the 1990s (World Health Organisation, 2005). In fact, statistics indicate that in 2011 82% of all deaths of children under five years occurred in sub-Saharan Africa and south Asia.

Furthermore questions remain on the affordability of the MDGs. Whilst the MDGs should be globally financially affordable and technically possible, there are significant cost and technical obstacles in individual areas and countries. In part, goals are not being met because of under-investment in basic social services such as primary health care and sanitation. It is unrealistic to expect the poorest countries to achieve the MDGs without extra international support. They will need significantly more development aid as well as reform of domestic policies and organisations if they are to meet the goals, and these may not be forthcoming.

The simple provision of resources is unlikely to be sufficient to ensure that poor countries attain the MDGs. Development aid will have to play an important role in strengthening countries ability to use resources effectively. Currently the United Nations Development Programme (UNDP) is working in many countries in partnership with governments and donors, but it is not yet certain that these interventions will be effective. Collecting taxes

efficiently and fairly, making sure that government budgets prioritise the MDGs and not the desire to be re-elected, focusing on marginalised groups such as women, and ensuring that development aid is aligned with these targets, are political objectives that will be hard to achieve.

Investment in human development will accelerate progress towards the MDGs and also stimulate economic growth, create more jobs, enhance people's productivity and generate additional income for countries. This has been ably demonstrated in India and China. However, the cost of achieving similar results in other areas may be too high for donor nations to accept. The poorest areas face significant obstacles to economic development. Many face extreme geographical limitations; they may be landlocked or small areas, such as islands, be a long way from world markets with limited roading and transport infrastructure, suffer from tropical diseases, environmental degradation or climate change. Other countries are caught in a poverty trap where ill health, poor nutrition and limited education mean the availability of workers with the required skill is restricted, thereby hindering economic development. In 2002 the United Nations Children's Fund (UNICEF), the World Bank and the World Health Organization (The Guardian 2012) estimate that it would cost an additional $50 billion a year to meet the MDGs by 2015. Whilst this figure represents only about one-fifth of one per cent of income in donor countries, most donor nations have not contributed anything like the amount necessary to meet the MDGs by 2015.

As 2015 draws nearer many commentators are moving from asking 'What have the MDG's achieved?' to asking 'What next?' If there is to be a next step it will require political co-operation and change on a scale not seen before. The MDGs were important in mobilising international support for initiatives that have the potential to improve the lives of the world's poorest people. The MDGs have also led to sustained global debate and have impacted on international policy. This has not been enough to achieve the goals. The focus on clear, measurable goals has a simplicity, but disguises the underlying and systemic causes of poverty. The MDGs must move beyond this early simplicity and set new objectives that go beyond 2015. These new targets must be pursued in ways that are appropriate to country context and target groups and are tailored to country-specific circumstances rather than the requirements of the donor nations.

EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

Dimension of effective practice	Teaching and learning sequence 4: Style, Grammar and Vocabulary	Metacognitive prompts
Expectations *Knowledge of the learner* *Engaging learners with the text* *Instructional strategies*	**Teaching and learning purposes** ● Text structure has .. some effective use of cohesive devices (1,2) ● Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures. (1.4). ● Writing makes consistent use of appropriate lexical and grammatical forms throughout the text (1.5) **Student learning outcomes:** I can develop my topic using formal academic language and style. *Finding out the learners' prior knowledge* **1. Formal or informal** The aim of this activity is to activate prior knowledge and allow the teacher to observe student knowledge of formal and informal texts and language. ● In groups students decide if the statements are formal or informal. ● Two groups join together to compare and discuss their answers. ● As a class discuss any disagreements and try to resolve these. *Using approaches that include listening, reading, speaking and writing* **2. Using an academic style** The purpose of this activity is to allow students to consider features of formal, academic style. ● Students complete task 2 as a Think-Pair-Share activity. ● Students highlight any features of formal, academic style they find in the text and decide which of the two texts is the most academic providing reasons for their decision. ● Students share their answer with a partner. ● The pairs then share their answers with the class.	*Are there any skills in this teaching and learning sequence my students are already familiar with?* *What information has this sequence provided on student learning and gaps that need to be addressed?* *Do my students require further recycling and repetition to enable them to identify and use formal academic language?*

	Providing multiple opportunities for authentic language use with a focus on learners using academic language **Task 3: Putting it into practice** The aim of this activity is to provide students with an opportunity to use formal academic language and receive feedback in a supported setting. ● Students work in small groups to rewrite the text using formal language. ● Use a bus stop activity. Students circulate around other groups to view their work, ask questions and then return to revise their own work as needed. ● Finally, share the answers as a class. *Making the lesson comprehensible to all learners* **4. Connectives** The aim of this activity is to activate prior knowledge of connectives. ● Students complete the task individually and then check their answers with a partner. ● They then review their draft and use new connectives where appropriate.	*What knowledge of cohesive devices do my students already have and what do they need to learn?*
Knowledge of the learner	*Using approaches that include listening, reading, speaking and writing* **5. Sentence combining** The purpose of this activity is to provide practice in signaling and linking ideas using connectives. ● Use the example to model what needs to be done. Provide further examples if necessary. ● The students work in pairs to combine the sentences using the connectives. ● Students can compare their answers with another pair and revise them if necessary. *Further opportunities for learning* Consider what lexical and grammatical features students will need support with for their individual essays. These might include: ● Appropriate tense: *It has been suggested* (passive), *could be spent* (modal), *is working* (continuous), *has led to* (present perfect) ● Use of hedging: *generally* (adverb) *might* (modal), *most* (modifier) ● Sentence structure, simple, compound and complex sentences ● Vocabulary: formal and topic specific vocabulary including collocations, cause and effect vocabulary	*What do I know about my students control of the grammatical forms and lexical items required to complete the formative assessment?* *What information has this provided on student learning gaps that need*

	Providing opportunities for reflection and evaluation **Reflection:** Tell your partner one thing you can do well, and one thing you need more help with.	*to be addressed?*

Teaching and learning sequence 4

1. Formal or informal

Decide if each statement is written in a formal academic writing style or an informal writing style.

1. It is expected that the Millennium Goals will be reached by next year.	Formal Informal
2. A lot more girls are going to school now.	Formal Informal
3. The stats were lots better than we expected.	Formal Informal
4. As you can see from the statistics, it's possible to say that more children are now enrolled in primary schools.	Formal Informal
5. The Millennium Goals will benefit everyone all over the world.	Formal Informal
6. In conclusion, the decrease in the number of deaths is very encouraging.	Formal Informal
7. Enrolment in primary education in developing regions reached 90 per cent in 2010, which means more kids than ever are attending primary school. I think this is a great improvement.	Formal Informal
8. They've got many problems, which they'll have to solve very quickly.	Formal Informal
9. Research has shown that we are now getting closer to meeting goals in education, health etc.	Formal Informal
10. According to the statistics, in 2010, there were 71 million young adolescents (typically aged 12-15 years) out of school around the world.	Formal Informal

Write down two things that you find in:

Formal academic writing ……………………………………………………………………

……………………………………………………………………………………………………

Informal writing ……………………………………………………………………………

……………………………………………………………………………………………………

2. Using an academic style

Highlight any features of formal academic language and tone in the follow texts.

Academic style includes:
- Formal language e.g. no contractions or idioms, limited use of personal pronouns
- Objective language
- Precise vocabulary e.g. *it could be argued that,*
- Hedging including:
    - adverbs e.g. *generally*
    - modals e.g. *might,*
    - modifiers e.g. *many,*
    - qualifiying statements e.g. *It is understood that,*
    - qualifiying conditionals e.g. *if*
- quotes from recognised, academic sources

Text 1	Text 2
Keeping languages alive Around the world, indigenous peoples contribute greatly to humanity's cultural diversity. They contribute more than two thirds of the world's languages and provide an extraordinary amount of traditional knowledge. Programmes such as the education initiative in the Chittagong Hill Tract community in Bangladesh, help keep such languages and traditions alive. Of approximately 7,000 languages that exist today, it is estimated that more	**Making education stronger in Bangladesh** The Hill Tracts in Bangladesh are made up of many different groups of people. It's home to roughly 1.5 million people who speak lots of different languages. Teachers have started multilingual education and this method is giving great results. Schools used to have very high dropout rates and this has been a problem for years and years. The change is being felt by all.

than 4,000 are spoken by indigenous peoples. Language specialists predict that up to 90 percent of the world's languages are likely to become extinct, or threatened with extinction, by the end of the century.	"Now children are getting better in their learning in their mother languages and this has made all of them enthusiastic to come to the school regularly. The children really love the way we teach."

Which text is written in a more formal academic style? _____
Reasons for your answer:

3. Putting it into practice

- Rewrite the following text to reflect a more academic writing style.

- Look for contractions (short forms), informal expressions, use of personal pronouns and an absence of hedging and change these in the text below.

It's not at all surprising that quality of education keeps on being a great concern for the government, policy makers, donors etc. A huge number of projects have already been put in place because we need to fix this critical issue. Nevertheless, there are mega challenges to provide quality education so we can meet the millennium goals in time. It's not surprising that it's the biggest challenge ahead for everyone. It is however going to be hugely costly.

Your text here.

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4. Connectives

therefore	although	finally	in addition	however
thereby	in conclusion	moreover	in summary	another
never-the-less	similarly	on the other hand	furthermore	despite
such as	as a result	for instance	so	alternatively
initially	consequently	subsequently	to sum up	whereas

What the connective does	Examples
Adds more information	
Indicates that something is different	
Indicates the order of events.	
Indicates that something is the same	
Indicates a conclusion	
Indicates a reason	

Indicates an example	

Highlight any of the words that you already use in your writing. In your draft try replacing them with some of the alternatives.

5. Sentence combining

a. Work in pairs.
b. Use the connectives to join the ideas in the sentences.
c. The first one has been done for you.
d. Remember
- the connective does not always go in the middle of the sentence.
- you may need to add, leave out or change some words.

Example

(and as a consequence) The 1990s saw only a tenth of the progress needed to achieve this MDG. MDG targets were reconfigured and moved out to 2015.

The 1990s saw only a tenth of the progress needed to achieve this MDG and as a consequence the MDG targets were reconfigured and moved out to 2015.

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1. (but) The MDG targets were reconfigured and moved out to 2015. At the current rate the target will still not be met unless the rate of progress increases significantly.

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2. (furthermore) Progress on child and maternal mortality, malnutrition and access to safe drinking water slowed down. Progress towards adequate sanitation slowed down in the 1990s, compared to earlier decades.

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3. (whilst) The MDGs should be globally financially affordable and technically possible. There are significant cost and technical obstacles in individual areas and countries.

…… 48

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4. (thereby) In other countries the availability of workers with the required skills is limited. This is hindering economic development.

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5. (although) This has been ably demonstrated in India and China. The cost of achieving similar results in other areas may be too high for donor nations to accept.

……

……

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……

EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

Dimension of effective practice	Teaching and learning sequence 5: Finding and using sources	Metacognitive prompts
Expectations *Engaging learners with the text* *Instructional strategies*	**Teaching and learning purposes** ● Writing integrates source material. Integration includes but is not limited to direct quotation, paraphrasing, summary, analytical interpretation, synthesis, and informed judgment. ☐(1.6). *Ensuring students know the learning outcomes* **Student learning outcomes:** I can integrate sources by summarising, paraphrasing and quoting *Begin with context-embedded tasks which make the abstract concrete* **1. What are the differences between quoting, and paraphrasing and summarising?** ● Students complete the matching task. *Ensure a balance between receptive and productive language* **2. Summarising** The purpose of this activity is to assist students to summarise source material. ● Read the text to give students an overview. Tell them to listen to the main points. ● Give students six small 'Post -Its' or pieces of paper of a similar size. ● As students listen a second time they write down six key words or phrases on their 'Post-Its'. ● In pairs students pool their key words/phrases. They decide together which are the most important. They are allowed six key words per pair. ● They use the six key words/phrases to write a summary of the passage. **3. Paraphrasing correctly** The aim of this activity is to provide practice in paraphrasing source material. ● Discuss the model and the strategies used to paraphrase the model text.	*What do my students know about plagiarism?* *Do my students require further recycling and repetition to enable them to incorporate other sources in their texts?*

- Students work in groups to paraphrase the next text using the model as a guide.
- Two groups work together to construct one paraphrase they both agree on.

Further activities to scaffold paraphrasing include:
- joint construction of a paraphrase working through the key steps.
- Dictogloss.
- RAP, **R**ead a paragraph, **A**sk yourself what were the main ideas and details, **P**ut the main ideas and details in your own words.

Using approaches that include listening, reading, speaking and writing

4. Synthesising
The purpose of this activity is to provide practice in synthesising the opinions of two or more authors.
- In pairs or small groups students use the model to help them write a synthesis of the views of three commentators.
- They share their synthesis with another pair or group and refine their synthesis.

Further opportunities for learning
This task can be repeated using strategies and different texts as necessary for example as joint construction and disappearing cloze.

Providing multiple opportunities for authentic language use with a focus on learners using academic language

5. Incorporating the opinions of others
The purpose of this activity is to provide practice in different ways of including the opinion of cited sources.
- Write the three headings on the whiteboard
  - Implies agreement
  - Implies disagreement or doubt
  - Neutral
- Students work in small groups and are given nine Post-Its.
- They collectively decide which heading each statement falls under.
- They write the numbers on the Post-Its and put these on the whiteboard under the heading they have chosen.
- As a class, discuss any disagreements and come to a final decision.
- Students may record these on their worksheets for future reference when writing.

Knowledge of the learner	● Student review their draft and revise the way they introduce the opinions of others. *Providing opportunities for reflection and evaluation* **Reflection:** 1. Recall three things from the lesson. 2. Write down one question you have about using sources.	

Teaching and Learning Sequence 5

1. What are the differences between quoting, paraphrasing, and summarising?
Put the following definitions and examples in the correct place in the table below.

Definition	Example
Must be identical to the original, using a small part of the source. Must match the source document word for word. Must be attributed to the original author.	Ban Ki-moon noted that the targets of halving world poverty and the number of people who did not have access to adequate water supplies had been reached five years before the target date of 2015.
Involves putting a passage from source material into your own words. Material can be the same length or shorter than the original passage. Must be attributed to the original source.	"The target of reducing extreme poverty by half has been reached five years ahead of the 2015 deadline, as has the target of halving the proportion of people who lack dependable access to improved sources of drinking water." (Ban Ki-moon)
Involves putting the main idea(s) only into your own words. Must be shorter than the original and it should not include any examples from the text. Must be attributed to the original source.	The number of people living in extreme poverty and without access to good water supplies was halved five years early.

	Definition	**Example**
Paraphrasing		
Summarising		
Quoting		

2. Summarising text

As debate continues over the goals of the post-2015 development agenda, new data show that the world is still unlikely to fulfill one of the most modest commitments: to get every child in school by 2015. More than 57 million children continue to be denied the right to primary education, and many of them will probably never enter a classroom.

The momentum to reach out-of-school children has slowed down considerably since 2005, with the global primary net enrolment rate barely moving from 87% to 89%. This marks a stark contrast to progress at the start of the decade, when the international community pledged to achieve universal primary education (UPE) during the World Education Forum in 2000. According to UIS data, there were 57 million out of school children of primary school age in 2011 (see Figure 1). This marks a slight decline from 2010, when the global total reached 59 million children. This slight dip came after successive years of stagnation. Moreover, even if this rate of change continues over the next few years, the world will still be far from the goal of universal primary education by 2015.

Source: *Schooling for millions of children jeopardised by reductions in aid*. UN Institute of Statistics.
(http://www.uis.unesco.org/Education/Documents/fs-25-out-of-school-children-en.pdf

3. Paraphrasing correctly

How to paraphrase	Model paraphrase
1. Read the original passage until you understand its full meaning. 2. Underline, or highlight, the main ideas.	<u>Donor spending</u> in the <u>four priority sectors in MDG number eight,</u> <u>basic education, basic healthy, nutrition and water/sanitation, have changed hardly at all.</u> At the outset of the MDG era in <u>2001-03</u>, those sectors accounted for about <u>10.4 percent of total rich country (OECD) aid</u>: whereas in the period <u>2006-08</u> they accounted for about <u>10.9 percent</u>. But then again, donors have been careful never to make and ironclad commitments. <u>Everything is voluntary</u> and at their discretion. <u>Nothing</u> they promise, or refuse to do, <u>is</u> politically or juridicially <u>enforceable.</u> By contrast, most aid <u>recipients have to toe the line,</u> or face unpleasant consequences. David Sogge (2010). *Steps out of Global development Crisis.* Retrieved from http://www.stwr.org/poverty-inequality/critiquing-the-millennium-development-goals.html
3. List these ideas and if possible write alternative phrases or synonyms for the key words.	Donor spending – donor aid four priority sectors - four main areas enforceable – make someone do something aid recipients – countries that receive aid
4. Reorder and rewrite using the alternative phrases.	*Donor nations do not give enough aid. Aid from OECD nations towards the four main areas of MGD 8, increased by only 0.5 percent between 2001 and 2008. Furthermore donor nations are free to give aid or withhold it whereas the countries that get aid have to do as donor nations require.*
5. Include the name of the author and use quote marks for any phrases you have borrowed exactly from the source.	*According to Sogge (2010) donor nations do not give enough aid. He asserts that aid from OECD nations towards the four main areas of MGD 8, increased by only 0.5 percent between 2001 and 2008. Furthermore he argues that donor nations are free to give aid or withhold it whereas the countries that get aid "have to toe the line, or face unpleasant consequences"* (Sogge, 2010).

Phrases to use to restate an author's point of view

according to ..	as identified by …	states that …
asserts that …	suggests that …	agrees that …
criticises …	challenges …	contrasts this with …
confirms that …	contradicts …	defends …
compares …		

What to do	Your turn
1. Read the original passage until you understand its full meaning. 2. Underline, or highlight, the main ideas.	Further progress on the long-term goal of eradicating poverty is possible and likely over the coming years if developing countries maintain the robust growth rates achieved over a large part of the past decade; and also if the conditions in which extreme poverty thrives continue to be addressed: poor health and lack of education that deprive people of productive employment; environmental resources that have been depleted or spoiled; and corruption, conflict and bad governance that waste public resources and discourage private investment. United Nations (2012) *The Millennium Development Goals Report*. Retrieved from http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf
3. List these ideas and if possible write alternative phrases or synonyms for the key words.	
4. Reorder and rewrite using the alternative phrases.	

5. Include the name of the author and use quote marks for any phrases you have borrowed exactly from the source.	

4. Synthesising texts

Original text	Synthesis of writers' views
The MDGs have helped mobilize and guide development efforts by emphasizing outcomes. They have encouraged world leaders to tackle multiple dimensions of poverty at the same time and have provided a standard that advocates on the ground can hold their governments to. John McArthur, 2013. Retrieved from http://www.brookings.edu/research/articles/2013/02/21-millennium-dev-goals-mcarthur The Millennium Development Goals are the most successful global anti-poverty push in history. Governments, international organisations, and civil society groups around the world have helped to cut in half the world's extreme poverty rate. United Nations, 2013. Retrieved from http://www.un.org/millenniumgoals/mdgmomentum.shtml While there are wide variations within and between countries, it's clear that remarkable overall progress has been made in the last 15 years on the MDGs. Mark Suzman, 2013. Retrieved from http://blogs.worldbank.org/developmenttalk/setting-smart-goals-to-ensure-success-on-the-mdgs	Many commentators and organisations believe that the Millennium Development Goals have resulted in the reduction of poverty. (J. McArthur, 2013, United Nations, 2013, M. Suzman, 2013)

Original text	Your synthesis of the writers' views
Progress on the MDGs has been mixed however, with persistent inequalities both within and between countries. Poverty Matters Blog, 2013. Retrieved from: http://www.theguardian.com/global-development/poverty-matters/2012/oct/31/millennium-development-goals-key-datasets The most obvious success has been the significant reduction of people living in extreme poverty: between 1990 and 2004, the proportion fell from nearly a third to less than one fifth. However, results have not been enjoyed equally throughout the world; while sub-Saharan Africa is not on track to meet any of the targets set, significant economic growth in Asia, and particularly Eastern Asia, has led to marked progress toward achieving many of the goals overall. WorlSavvy Monitor, 2008. Retreived from: http://worldsavvy.org/monitor/index.php?option=com_content&id=348&Itemid=540 The world as a whole will meet most of the goals, as will most regions. However, the MDG campaign has emphasized the failure of Sub-Saharan Africa compared to other regions. Those involved in the MDG effort have been virtually unanimous that Sub-Saharan Africa stands out in that it will not meet ANY of the goals… William Easterly, 2009. Retreived from: http://www.brookings.edu/research/papers/2007/11/poverty-easterly	Start your sentence with 'However'. Write ONE sentence only.

5. Incorporating the opinions of others

Implies agreement	Implies disagreement of doubt	Neutral

Decide which column each of these statements goes in.

1. Tanner argues convincingly that …

2. Tanner claims that …

3. According to the World Health Organisation …

4. Tanner observes that …

5. Despite the evidence from African nations, Tanner maintains that …

6. His work establishes / proves that …

7. Tanner asserts that …

8. Tanner's statistics demonstrate that …

9. Tanner's point is that …

10. Tanner challenges the idea that …

EAP unit standard 22750, version 4: Write a crafted text using researched material in English for an academic purpose

Dimension of effective practice	Teaching and learning sequence 6: Putting it all together	Metacognitive prompts
Expectations *Engaging learners with the text* *Instructional strategies* *Knowledge of the learner*	**Teaching and learning purposes** - All performance criteria *Ensuring students know the learning outcomes* **Student learning outcomes:** I can - organise my essay, - connect ideas between and within paragraphs - reference source materials correctly **1. First draft** - Students work on the first draft of their essay. The model text can be used to illustrate an area that students need to focus on. - As students write they will continue to work on improving their writing and incorporating what they have learnt into their writing. **2. First peer review** The aim of this activity is to provide students with feedback about their texts and to assist students to become critical editors of their own texts. - Students work in pairs and use the checklist to review each other's work. - Students use the peer feedback to revise their drafts. - Use observation and conferencing to identify and address common errors. These might include punctuation, word forms, collocations, subject verb agreement, tense errors, or lack of variety in tenses e.g. limited use of modals, passive voice, pronoun reference, use of modifiers including adverbial expressions, informal language. **3. Second peer review** The purpose of this task is to scaffold students to become critical editors of their own texts. - Students review each other's essays in pairs and use the peer review scaffold to provide feedback. - Students revise their drafts and complete a final copy.	*What information has this activity provided on student learning and gaps that need to be addressed before completing a second draft?* *What information have these tasks provided on student learning gaps that need to be addressed before moving on to summative assessment?*

| | *Providing opportunities for reflection and evaluation*
Reflection:
Tell your partner one thing you can do well, and one thing you need more help with. | |

Teaching and Learning Sequence 6

1. Model text

To what extent have the Millennium Development Goals been achieved?

There is an introduction that defines the topic (1.1)

Thesis statement (1.1)

The introduction is followed by a series of paragraphs with an appropriate structure (1.3)

Each paragraph contains a different idea that is clarified and/or expanded, has supporting details and a concluding statement (1.3)

The Millennium Development Goals (MDGs) synthesise and summarise the key goals and targets of the Millennium Declaration in September 2000. These include 8 goals, 18 targets and over 40 indicators. They were approved by the United Nations (UN) General Assembly and adopted by the UN as part of the SG's Millennium Roadmap and have been **endorsed** by 189 countries. Much has been reported to indicate that the MDGs have already been met, or are on track to be met by 2015. However, examination of the data reveals that we should be far more cautious in predicting the success of these goals.

A simple examination of poverty trends since 1990 would suggest that the world is on track to halving income-poverty by 2015. **Unfortunately, the actual situation is far more complicated and decidedly less positive.** If statistics for China are excluded, far less progress has been made (McArthur, 2013). In fact, progress has been less than half the rate needed to achieve MDG 1. The actual number of the poor in sub-Saharan Africa, South Asia and Latin America together, has increased by approximately 10 million every year since 1990. At present about the same number of people as a decade ago, approximately 1.2 billion people, subsist on less than US$1 per day.

Progress towards the other goals has also been varied. The 'education for all' goal was set for the year 2000. A positive achievement is that the education gender gap has halved for primary children (United Nations, 2012). However the 1990s saw only a tenth of the progress needed to achieve this MDG. As a consequence, targets were reconfigured and moved out to 2015 but, at the current rate, the target will still not be met unless the rate of progress increases significantly. **The goal of halving the number of people without safe water by 2015 was on track but recent statistics show this progress is endangered.** Rapid population growth and urbanisation, combined with wastewater issues and industrial pollution, all threaten the achievement of this target. **Progress on child and maternal mortality, malnutrition, access to safe drinking water and adequate sanitation has also slowed down in the 1990s when compared to earlier decades.** The HIV/AIDS epidemic and in particular, the increase in the

Writing addresses and develops the topic in a manner appropriate to audience and academic purpose (1.1)

Language used is formal and appropriate to the academic context (1.4)

Ideas are developed and display a broad knowledge base to achieve the purpose of the discussion (1.2)

Varied sentences structures are used (1.4) e.g. compound sentence

complex sentence

number of women with HIV/AIDS, the resurgence of other diseases and the difficulty in establishing effective and affordable health services, has resulted in conditions in some areas worsening in the 1990s (World Health Organisation, 2005). In fact, statistics indicate that in 2011 82% of all deaths of children under five years occurred in sub-Saharan Africa and south Asia.

Furthermore questions remain on the affordability of the MDGs. Whilst the MDGs should be globally financially affordable and **technically** possible, there are significant cost and technical obstacles in individual areas and countries. In part, goals are not being met because of **under-investment** in basic social services such as **primary health care** and **sanitation**. It is unrealistic to expect the poorest countries to achieve the MDGs without extra **international** support. They will need significantly more development aid as well as reform of domestic policies and organisations if they are to meet the goals, and these **may** not be forthcoming.

The simple provision of resources is unlikely to be sufficient to ensure that poor countries attain the MDGs. Development aid **will** have to play an important role in strengthening countries ability to use resources effectively. Currently the United Nations Development Programme (UNDP) **is working** in many countries in partnership with governments and donors, but it is not yet certain that these interventions will be effective. Collecting taxes efficiently and fairly, making sure that government budgets prioritise the MDGs and not the desire to be re-elected, focusing on marginalised groups such as women, and ensuring that development aid **is aligned** with these targets, **are** political objectives that will be hard to achieve.

Investment in human development will accelerate progress towards the MDGs and also stimulate economic growth, create more jobs, enhance people's productivity and generate additional income for countries. This has been ably demonstrated in India and China. **However,** the cost of achieving similar results in other areas may be too high for donor nations to accept. The poorest areas face significant obstacles to economic development. Many face extreme geographical limitations; they may be landlocked or small areas, such as islands, be a long way from world markets with limited roading and transport infrastructure, suffer from tropical diseases, environmental degradation or climate change. Other countries are caught in a poverty trap where ill health, poor nutrition and limited education mean the availability of workers with the required skill is restricted,

Paragraphs on problems are followed by paragraphs on possible solutions (1.3)

Use of appropriate tense e.g. modals, continuous and simple tenses, passive voice (1.5)

Ideas between paragraphs are linked using cohesive devices (1.3)

Appropriate specialised vocabulary is used (1.5)

Appropriate use of hedging (1.4)

Ideas within paragraphs are linked using cohesive devices (1.3)

References are cited in the text (1.7)

thereby hindering economic development. In 2002 the United Nations Children's Fund (UNICEF), the World Bank and the World Health Organization (**The Guardian 2012**) estimate that it would cost an additional $50 billion a year to meet the MDGs by 2015. Whilst this figure represents only about one-fifth of one per cent of income in donor countries, most donor nations have not contributed anything like the amount necessary to meet the MDGs by 2015.

A conclusion with suggestions for further action (1.3)

Evidence of:

synthesis of research (1.6)

As 2015 draws nearer many commentators are moving from asking 'What have the MDG's achieved?' to asking 'What next?' If there is to be a next step it will require political co-operation and change on a scale not seen before. **The MDGs were important in mobilising international support for initiatives that have the potential to improve the lives of the world's poorest people.** The MDGs have also led to sustained global debate and have impacted on international policy. **This has not been enough to achieve the goals.** The focus on clear, measurable goals has a simplicity, but disguises the underlying and systemic causes of poverty. The MDGs must move beyond this early simplicity and set new objectives that go beyond 2015. **These new targets must be pursued in ways that are appropriate to country context and target groups and are tailored to country-specific circumstances rather than the requirements of the donor nations.**

analytical interpretation (1.6)

and informed judgement (1.6)

A reference list is included (1.7)

995 words

Reference list

McArthur, J. (2013). *Own the Goals: What the Millennium Development Goals have accomplished.* Retrieved from: http://www.brookings.edu/research/articles/2013/02/21-millennium-dev-goals-mcarthur

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World Health Organisation (2005). *WHO estimates of the causes of death in children.* Retrieved from: http://www.guardian.co.uk/global-development/intera

ctive/2012/aug/28/millennium-development-goals-chi
ld-mortality-interactive

2. First peer review – ideas and organisation

- Read your partner's essay and review it using this checklist.
- Then discuss your comments with your partner.

What is the topic of the research essay? This is not the title but the topic in one or two words	
Is there an introduction?	Yes / No
Does the introduction define the topic and have background information?	Yes / No
Highlight the thesis statement. Is it at the end of the introduction?	Yes / No
How many main ideas are there?	
How many body paragraphs are there?	
Underline the topic sentence in each body paragraph.	
How are the body paragraphs arranged? ● chronologically ● from least important to most important ● from most important to least important ● random order?	
Circle any points that need more supporting information.	
Underline any information that is out of place – is in the wrong paragraph or is in the wrong place in the paragraph.	
Is there a conclusion?	Yes / No
Does the conclusion link back to the introduction?	Yes / No
Does the conclusion summarise the main points?	Yes / No
Does the conclusion make any new points?	Yes / No
Does the conclusion have a prediction or recommendation?	Yes / No
Write a question mark by anything in the essay that you didn't understand.	

3. Second peer review – Grammar, cohesion and referencing

- Read your partner's essay and review it using this checklist.
- Then discuss your comments with your partner.

Are all quotes correctly referenced and punctuated?	Yes / No
Are all ideas from other sources correctly referenced?	Yes / No
Circle any ideas or sections of text that you think need to be referenced.	
Highlight words that suggest agreement or disagreement with a source that has been used.	
Underline any connectives that have been used. If you can think of a better connective but an asterisk (*) next to it and write your suggestion in the margin.	
Have the following been used ● summarising ● paraphrasing ● quoting ● synthesising ● different ways of introducing the ideas of other writers?	
Has the referencing in the bibliography been completed correctly?	Yes / No

- Can you see any other errors that they should correct?
- Write the types of errors below and give ONE example of each type of error.
- Errors could include: tense, subject verb agreement, informal language, spelling, punctuation.