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| **Term 1**  **Unit 2 "Exercise and sport"** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| **Grade 9** | | | **Number present:** | | **Number absent:** | |
| **Theme of the lesson:** | | | **Writing: A discussion essay.** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics  9.R6 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics  9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics  9.W6 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Comprehend the general writing structure of a discussion essay. * Recognize and use key phrases for a discussion essay. | | | | |
| **Most learners will be able to:** | | | | |
| * Write a discussion essay using writing guide. | | | | |
| **Some learners will be able to:** | | | | |
| * Express their ideas in writing a a discussion essay without support. | | | | |
| **Assessment criteria** | | Use topic appropriate words in justifying their point of view.  Interpret the information to identify the author’s attitude and opinion.  Evolve arguments, reasons, and evidence for a limited range of written genres.  Connect sentences into paragraphs with basic connectors and linking words. | | | | |
| **Value links** | | Taking care of your body and health. | | | | |
| **Cross curricular links** | | Physical education. | | | | |
| **Previous learning** | | Exchanging opinions. | | | | |
| **Intercultural awareness** | | Smart board for showing a presentation, getting additional information, playing the audio, video files. | | | | |
| **Health and Safety** | | Switch off the active board if you do not use it.  If students are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** | | | |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  With books closed, write *footballer's salaries* on the board and elicit the meaning. Ask: Do you think footballers should be paid a lot of money for what they do? Elicit some opinions.  Write For and Against on the board and list arguments under the two headings as SS give them.  Tell SS they are going to learn how to present arguments for and against in a discussion essay. | | |  | | | |
| Main Activities | Ex.1 p.27. Skimming. Questioning.  Ex.2 p.27. Recognizing language structures.  Ex.3 p.27. Transformation exercise.  Table completion task.  Ex.4 p.27. Multiple choice.  Ex.5 p.27. Writing guide.  Questioning in groups.  Sharing ideas.  Structuring. | | | Board  Projector  Internet  Presentation  Video and images  Handouts with task | | | |
| Ending the lesson | Giving the hometask. WB p.19  **Peer-assessment**. Rubric   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Category | 4 | 3 | 2 | 1 | | Ideas | All ideas were expressed in a clear and organized way. It was easy to figure out what the essay was about. | Most ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the essay was about. | The essay seemed to be a collection of unrelated sentences. It was very difficult to figure out what the essay was about. | | Format | Complies with all the requirements for a discussion essay. | Complies with most of the requirements for a discussion essay. | Complies with several of the requirements for a discussion essay. | Complies with few of the requirements for a discussion essay. | | Sentences and  Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | Most sentences are complete and well-constructed. Paragraphing is generally done well. | Some sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences and paragraphing needs lots of work. | | Grammar & spelling | Writer makes few or no errors in grammar or spelling. | Writer makes some errors in grammar and/or spelling but the errors do not impede understanding. | Writer makes quite a lot of errors in grammar and/or spelling | Writer makes very frequent errors in grammar and/or spelling. | | | | | | | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | |  | | |
| **Additional information** | | | | | | |
| **Differentiation –**  **how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment –**  **how are you planning to check learners’ learning?** | | | **Critical thinking** |
| Differentiation can be achieved by **task** (selection of learning materials and resources based on student strengths).  **By support**. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.  **By outcome** providing challenge, variety and choice. | | | Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?  Formative assessment is held through observation/monitoring. | | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |