

Unit 13. We`re trying to save the earth!
Section B 3a-3b

Writing Lesson Plan



Number 12.

Table of Contents

Introduction	4
Material Analysis	4
Textbook Analysis	4
Task Analysis	4
Gaps	5
Solutions	5
Learners	5
Learners' Background	5
Learning Analysis.....	6
Teaching Objectives	6
Linguistic Objectives	6
Non-linguistic Objectives	6
Teaching important and Difficult Points	7
Teaching important points.....	7
Teaching Difficulties	7
Teaching and Learning Methods	7
Teaching method.....	7
Rationale.....	7
Learning methods.....	7
Rationale.....	8
Teaching Procedures	8
Teaching Cycle-“3 C”	8
Teaching Process	8
Blackboard Design	11
Homework Design	11
Compulsory homework	11
Selective homework	11
Reflection	12
Stage 1 Coexist (Background)	12
Stage 2 Conflicts (Problem Statement).....	12
Stage 3 Co-building (Solutions).....	13
Conclusion	13
Bibliography	14
Appendices	15

Teaching Material.....	15
1. JIGSAW Reading Materials	15
2. Writing Sample.....	17
3. Writing worksheets.(Version 1,2.).....	18
.....	19
4. Peer reviewing checklist.....	20
5. Video subtitles.....	21
Homework.	22
6. Earth Day Commitments Craft	22
7. “Reduce, Reuse, Recycle” worksheet.....	24

Introduction

This is a thematic English writing class designed for Chinese students aged 13-14. The theme is 'Environmental Protection Issues'. The basic framework of the lesson design is around the relationship between humans and nature: 'Coexistence (past) - Conflict (present) – Co-Building (future)'. Students need to know not only what the environmental problems are, but also what causes them. Therefore, in addition to giving learners an understanding of the structure of language, this lesson is more like a small-scale learning. Young learners are trained to "identify the problem, find the cause, and solve the problem" from the phenomena in their lives. According to Lynn Cameron, when teachers have a clear understanding of the learning goals, they can better balance the needs of the learners and provide support for learning. (Cameron L., 2009) In addition, learners are not only learning the language, they are learning the world. When the language is connected to real life, it is easier for them to understand what they will learn and how to use it in context. In terms of structure, the lesson is divided into "guide - practice - feedback". The whole process is designed by describing pictures, group discussion and peer evaluation. The lesson is linguistically designed to help students review some of the grammatical structures they have learned, and emotionally purposes to raise learners' awareness of environmental protection by finding solutions to environmental problems. Similarly, in our language courses, learners should not only focus on language, but also learn more about global issues from a more macro perspective.

Material Analysis

Textbook Analysis

This lesson uses the "go for it" Grade 9 English textbook, which is revised according to the basic concepts, contents and requirements of the "Curriculum Standards". It reflects the combination of "instrumentality" and "humanity" of English education and highlights the "people-oriented" education idea. In addition to cultivating students' comprehensive language skills, it also cultivates students' learning strategies, enriches their ways of thinking, and develops their ability to cooperate and innovate.

Task Analysis

The tasks in 3a-3b provide material for writing by filling out a form that allows students to think about the conditions of their surroundings, and then they are guided by clear questions

that allow students to complete their essays and form a framework in their minds related to persuasive writing.

Gaps

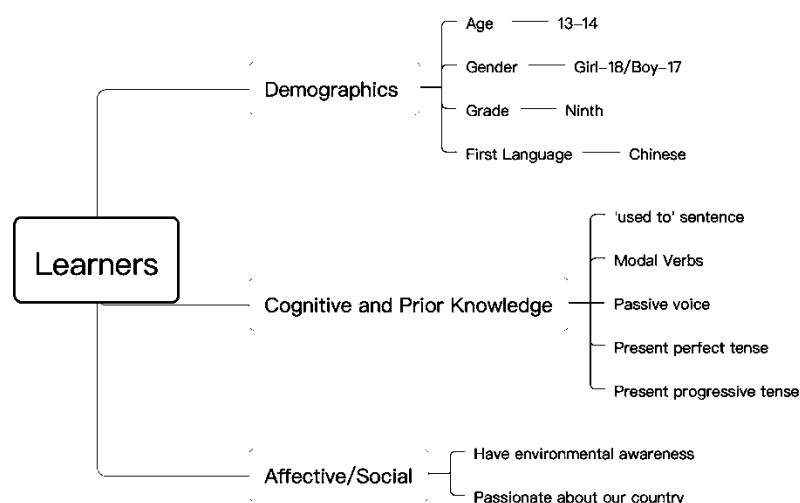
1. Identity and tone. The requirement is "write a letter to the city mayor", but the given information does not remind students to use polite language. When writing a letter, it is important to understand who you are writing to and which tone of voice you should choose.
2. There is no comparison of the past. Students are only asked to think about the current city environment but not guided to think about what these places used to be like.

Solutions

1. In response to the lack of the identity tone section, I set up difficulty differentiated instruction. group A kept the textbook requirement of "write a letter to the mayor" but guided students to consider their identity and appropriate polite language. group B kept the original textbook requirement but changed the addressee of the letter to "a letter to the whole school", which was more in line with the content of the writing.
2. The table design was changed to a bad environment in the past to make the students' questions more focused, using the comparison of different time and space in the same place to think more about the causes and passage of environmental problems in order to better find the corresponding solutions.

Learners

Learners' Background



Learning Analysis

This unit is functionally a review of the various tenses, passive voice, etc. that students have learned in middle school. The topic is man and nature, and students have a certain knowledge base for talking about pollution and environmental protection topics, and environmental protection is also an important issue in today's world. In this case, learning Unit13 "We are trying to save the earth" is not difficult, and students can basically meet the writing requirements of this lesson. However, students' learning difficulties lie in their knowledge of identity and tone, because this topic not only requires students' language skills, but also presents difficulties in cross-cultural communication.

Teaching Objectives

In this teaching activity, the goal of learning is for students to use simple English to describe the environmental issues and talk about why it is occurring, as well as to learn some simple solutions to the issues. Finally, learners are made aware of the importance of environmental protection and are grateful for the planet we live on.

Linguistic Objectives

<i>Functions</i>	<i>Content</i>
<i>Words</i>	<ul style="list-style-type: none">• New: litter, cost, afford, recycle, ugly, wooden, plastic, cruel, harmful
<i>Key words & Phrases</i>	<ul style="list-style-type: none">• Review: clean up, take the bus/subway, ride a bike, cut down, set up.• We`re trying to save the earth!• The river used to be so clean.• The air is badly polluted.• No scientific studies have shown that...• We should help save the ...
<i>Grammar</i>	<ul style="list-style-type: none">• Use the present progressive tense, present perfect tense, passive voice, modal verbs and 'used to' correctly

Non-linguistic Objectives

Social: Ability to make simple statements in English about environmental issues and analyze these issues to propose solutions.

Attitude: A series of learning activities to raise awareness of environmental protection and the importance of “unity of nature and human”.

Cross-cultural: Learn the relationship between identity and tone in writing letters in different cultures, and review again the content of unit 3, which is the polite language of English.

Teaching important and Difficult Points

Teaching important points

- Have an understanding of the structure of a persuasive letter.
- Be able to choose different tones of writing depending on the person you are writing for.
- Use simple English to describe the situation, state the problem and make suggestions.

Teaching Difficulties

Use simple English to describe the situation, state the problem and make suggestions.

Teaching and Learning Methods

Teaching method

The writing teaching method used in this lesson is Process Genre-based Approach.

Rationale

According to previous literature, the biggest challenge is that ESL students lack proficiency in the English language to complete assigned writing tasks. Therefore, students need vocabulary, grammar, and good sentence structure skills, which are required for writing. ESL students face not only linguistic but also cultural complexities. The genre-based approach values various types of writing and text types and is interwoven with social needs. It has some advantages, such as students can learn a variety of sentence structures for different text types. This approach has the advantage of exposing students to different types of text types or genres. (Elashri, 2013)

Learning methods

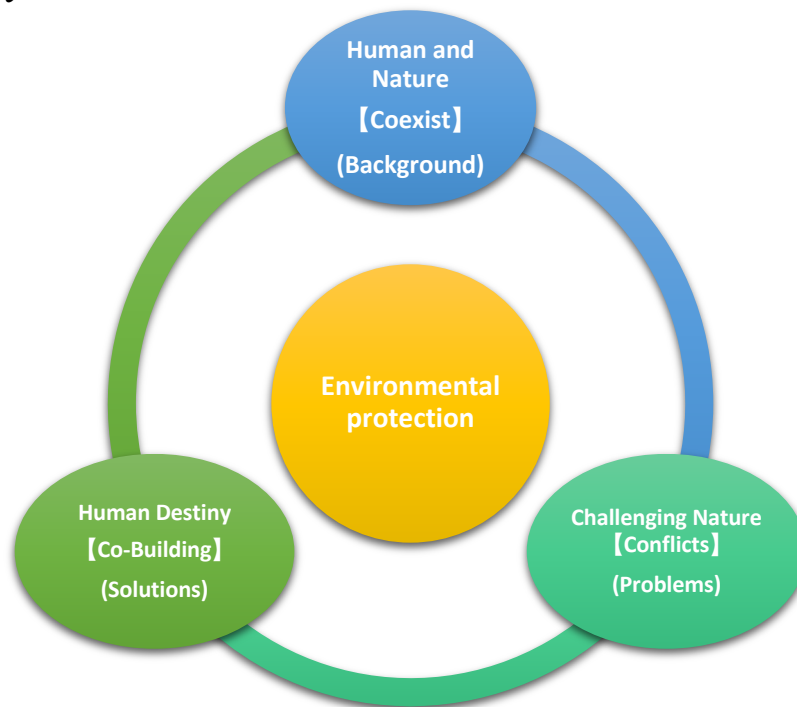
In the student activities, cooperative group learning, scaffolding cooperative learning and peer feedback were used.

Rationale

In Aziz's study, two questions were discussed and concluded that “What instructional methods should be used for ESL students to improve learners' writing skills? How should the defined writing strategies be structured so that they can be effectively applied in ESL schools? ” The findings suggest that scaffolded cooperative learning and feedback from teachers and peers help teacher and student feedback help improve ESL students' writing in the classroom. (Aziz, 2019)

Teaching Procedures

Teaching Cycle-“3 C”



Teaching Process

<i>Stages</i>	<i>Activities</i>	<i>Timing</i>	<i>Procedures</i>		<i>Aims</i>
			<i>Teacher`s Activities</i>	<i>Students` Activities</i>	

Coexist [Lead in]	Past (Background)	3'	<ul style="list-style-type: none"> Show students some photos about Guiyang's past and guide them to describe them using the 'used to' structure. 	Describe pictures using acquired language.	<ul style="list-style-type: none"> Generate interest. Review the sentence structure 'used to'. Recall the beautiful environment of the city and compare it with the present situation.
Conflicts [Input]	Now (problem statement)	10'	<ul style="list-style-type: none"> Show some pictures of our city again and guide students to compare these places and identify the problems. 	<ul style="list-style-type: none"> Students have a group discussion about what changes have occurred in these parts of the city now. Which of these changes are good and which are harmful to the environment. Choose the one they think is most important to present in groups and give reasons. Write the questions on paper and put them on the board. 	<ul style="list-style-type: none"> Review the present perfect tense and the passive voice. Analyze the questions and induce students to find out the "what-why-how". Understand the lesson as a complete process.
	Futuer (methods)	15'	<ul style="list-style-type: none"> Jigsaw reading. Provide 4 reading materials (<i>See Appendices. 1.</i>) on environmental protection measures that are tiered for difficulty. Guide students to extract key information from the articles. Invite students to go up and put the methods mentioned in the 4 readings on the board. 	<ul style="list-style-type: none"> Students read on their own. Share in small groups the methods they have read and add other environmental methods in the group. Write down the results of the discussion and post them on the board. 	<ul style="list-style-type: none"> Review the use of the modal verbs can/should. Provide material for the solutions section of the writing.
		25'			

Co-building [Output]	Writing		<ul style="list-style-type: none"> • Introduce the writing task and provide two versions, A is writing a letter to the mayor and B is a letter to the students of our school. (Emphasis on identity and choice of tone). • Show students a letter and ask them to identify who the recipient is. • Patrolling the classroom and providing assistance. • Remind students not to show their real information. 	<ul style="list-style-type: none"> • Choose a writing assignment that suits them. • Independent writing on the worksheets. (See Appendices. 2.) 	<ul style="list-style-type: none"> • Complete the writing based on the scaffolding provided in the previous teaching.
Review Revise	Review	30'	<ul style="list-style-type: none"> • Explain the scoring criteria to students and assign tasks. • Go into each group and offer help 	<ul style="list-style-type: none"> • Peer group scoring with assessment checklist.(See Appendice.3.) 	<ul style="list-style-type: none"> • Give SS clear instructions, make sure they know what to do.
	Feedback	35	<ul style="list-style-type: none"> • Selecting an essay from each section to present and commenting in detail. • On the one hand, teacher review the essay; on the other hand, review the accuracy of the students' evaluation. • Be careful not to mention student information during the whole process. 	<ul style="list-style-type: none"> • Take notes and reflect on the essay they just wrote. 	<p>Students learn to take notes in this session to prepare for the next revision of their own essays.</p>
		40'	<ul style="list-style-type: none"> • Review the relationship between "man and nature" and raise the importance of the ecological environment again. 	<ul style="list-style-type: none"> • Think deeply about the relationship between human and nature. • Choose the suitable homework assignment. 	<ul style="list-style-type: none"> • Diverse assignments based on learning styles.

			<ul style="list-style-type: none"> • Assign homework. 		
Summary	Video with subtitles (See Appendices. 3.)	45'	<ul style="list-style-type: none"> • Display questions. • 1. How do you feel? • 2. What do you think is the relationship between human and nature? Play video. 	<ul style="list-style-type: none"> • Watch the video and feel free to talk about your opinions. 	<ul style="list-style-type: none"> • Thinking deeply about the relationship between human beings and nature again.

Blackboard Design



Homework Design

Compulsory homework

Polish your writing.

Selective homework

1. Earth Day Commitment Craft. (See Appendices. 4.)
2. "Reduce, Reuse, Recycle!" worksheet. (See Appendices. 5.)
3. Record a video calling for environmental protection and upload it to your social media platforms.

Reflection

This class is divided into 3 stages based on the relationship between humans and nature:

Harmony - Challenging Nature (Conflict) - Building a Community of Human Destiny.

Stage	Structure	Topic	Grammar	Activity	Evaluation
Stage 1	Background	People and Nature-Harmony	<i>Used to</i> <i>Past tense</i>	Warming-up and Lead in	The students are motivated, but they need more practice in using 'used to' sentence patterns.
Stage 2	Problem statement	Challenging Nature - Conflict	<i>Present perfect tense</i> <i>Present progressive tense</i> <i>Passive voice</i>	Pre-writing	It would be better if there was enough time in the lesson, where the teacher guides the students to classify the environmental problems.
Stage 3	Methods	Building a Community of Human Destiny	<i>Modal verbs</i>	While-writing	The writing time is relatively short for some students in the class, so it may be possible to provide more material for this group of students to write.
Stage 4	Feedback Conclusion	Revise	<i>General future tense</i>	Post-writing Summary & Homework	The final video section elicited deep reflection, appealed to the theme, and was helpful to the students.

Stage 1 Coexist (Background)

In this stage, mainly through pictures combined with videos to guide students to use the target language to describe, from the language knowledge of the purpose is to review used to structure, but many students also directly use the present tense to describe, so here it is necessary to emphasize the past, for example, can give a past year; the second purpose is from the writing structure, to help students to describe a background, understand the basic persuasive writing process. In this part, the students did not have much difficulty.

Stage 2 Conflicts (Problem Statement)

In the second stage, the language objective is to get students to use the passive voice or the present tense to describe the problem. In this session, I found that students had some difficulties in using pollute, pollution and polluted, which also predicted writing errors later on, so I instantly wrote these words and their lexical forms on the board to help students clear the hurdles; in terms of writing structure This stage is designed for students to learn to state a problem, especially in persuasive writing, to clearly articulate what happens to a problem, and also to set the stage for the next part of how to solve it. For students with a weaker level of English, I elicited them to just say some relevant phrases.

Stage 3 Co-building (Solutions)

The problem reflected in the search for solutions is that the given Jigsaw reading material is relatively simple and students were able to extract the key information without spending much time. It is important not only to look for solutions, but also to guide students to find relevant solutions to the problems and to be more committed to solving only one key problem, so that they may be able to think more deeply.

Conclusion

Ecological balance is an important issue on a global level, which we can only see today in places where mankind may not have ventured. The natural environment provides the environmental resources for human survival and development, but at the same time, it has been greatly damaged by human beings. Only when the natural environment is in a state of ecological balance and harmony will the future of mankind be optimistic. I hope that after this lesson, students can raise their awareness of environmental protection and understand that "when ecology thrives, the country thrives"

Bibliography

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge : Cambridge University Press .

Aziz, M. S. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms . *International Journal of Academic Research in Progressive Education and Development*, 8(4), , 450–473.

Cameron, L. (2009). *Teaching Language to Young Learners*. London: Cambridge University Press.

Elashri, E. A. (2013). *The effect of the genre-based approach to teaching writing on The EFL Al-Azhr secondary students' writing skills and their attitudes towards writing*.

Appendices.

Teaching Material.

1. JIGSAW Reading Materials



A.

Cars are harmful to the environment. Taking public transportation, walking, or riding a bike to class are better options that help the environment and your budget, as well as getting some exercise in! If you do need to use your car, compare schedules and places of residency with those in your classes. You can split the cost of gas and have alternating schedules for who drives when. This is cheaper than everyone driving separately, and you'll be closer with friends!

Possible answer: Avoid taking cars when possible.

B.

Did you know it takes over 700 gallons of water to grow enough cotton to make just one plain t-shirt? Instead of heading to the mall to buy new clothes, consider looking first in a thrift store or vintage shop, or trading clothes with friends. You can breathe new life into your wardrobe without wasting the precious resources needed to produce new clothing.

Shopping second-hand also applies for many other categories of consumer goods: children's games and toys, shoes, appliances, furniture, cars and more.



Possible answer: Shop second-hand.

C.

Conserving water at home is one of the easiest ways to protect the environment. Think of all the times you consume water, both inside and outside your home; then, make adjustments as you can. For example:

- Turn off the tap while you brush your teeth.
- Fix leaky faucets.
- Make your water use more efficient by aerating faucets, using sprinklers that reduce runoff and installing low-flow toilets and efficient shower heads.
- Collect and use rainwater for watering plants.
- Shorten your shower by a few minutes—or skip it altogether if you don't really need one that day.
- Only run your dishwasher or washing machine when it's full.



These are just the basics—you can get really creative when it comes to conserving water.

Possible answer: Use less water.

D.

As you can guess, we're quite fond of this method of protecting the environment! Anytime you can use less electricity, it's a win for the planet. Try some of these quick ways to conserve energy around your home:

Trade incandescent bulbs for more energy efficient CFLs or LEDs.

Use smart power strips, which turn off the power to electronics when they're not being used. (Or, simply unplug power cords from the wall when items aren't in use.)

Use a programmable or smart thermostat.

Maintain your heating, ventilating and air conditioning (HVAC) system.

When it's time to buy a new appliance, choose an Energy Star-certified model.

Seal air leaks around doors and windows.

Make sure your home is properly insulated to the recommended level of heat resistance ("R-value") for where you live.

Use ceiling fans to circulate warm air in the winter and cold air in the summer.



Answer: Conserve electricity.

2. Writing Sample

Dear _____

I would like to raise with you the issue of plastic pollution in our oceans. This is something that has become a major concern and I hope something can be done to help address this terrible problem.

Did you realise that huge amounts of the plastic which cannot be recycled ends up in landfill or in our oceans? Plastic can take anything between 20 and 1000 years to decompose. In this time, it presents a serious danger to sea life and our natural environment. Even when being degraded into tiny fragments, plastic has been found to make up huge floating garbage patches in the middle of the ocean.

Furthermore, fish and other marine life often mistake small pieces of plastic for food, which can lead to them choking or being poisoned by it. Other creatures such as sea turtles have been commonly known to become entangled or injured by plastic debris floating in the ocean.

One solution could be to increase the charges for single-use plastic, in order to discourage people from using it. For example, when the government introduced a 5p charge for single-use plastic bags in supermarkets, it reduced their use by 85%.

I would like to know what measures you plan to take in order to prevent the further build-up of plastic in our oceans and in other parts of our natural environment.

I look forward to hearing from you.

Yours sincerely,

3. *Writing worksheets. (Version 1,2.)*

Letter-Writing Planning Frame

Paragraph 1

(Opening - introduce yourself and explain the purpose of the letter)

Paragraph 2

(Middle - describe your hopes and worries about transition)

Paragraph 3

(Conclusion - Explain what you have to offer to the school, ask any questions you think will help you understand more about the transition)

Word Bank

Letter-Writing Planning Frame

Paragraph 1

(Opening - introduce yourself, explain why you are writing)

Paragraph 2

(Describe your hopes/interests, what you have to offer)

Paragraph 3

(Describe any worries or fears you have about moving up)

Paragraph 4

(Describe what you are most looking forward to)

Paragraph 5

(Conclusion - draw ideas together, ask any questions)



4. Peer reviewing checklist.

Name: _____

Peer Assessed By: _____

Look at the text you have been given to assess. Does it contain these features of a persuasive letter? Talk with your partner and fill in the grid below.

Persuasive Letter checklist	YES	NO
<i>Forms of a letter: name, date, greeting.</i>		
<i>An opening sentence that hooks the reader and explains why you are writing.</i>		
<i>Be able to clearly describe <u>background</u> in English in the first part.</i>		
<i>Be able to clearly state the <u>problems</u> in English in the second part.</i>		
<i>Part three clearly states at least three <u>solutions</u> to protect the environment.</i>		
<i>It includes connectives such as: however, therefore, furthermore.</i>		
<i>The letter includes powerful adjectives.</i>		
<i>The conclusion summarises the main points and gives an opinion.</i>		

Assessment Feedback

What did you think was good about the persuasive letter you have read?

What are the improvements or additions you would suggest that would make it more interesting for the reader?

5. Video subtitles

“I am earth.”



I am the earth, I have thousands of faces and colors

I am black yellow white red gold.

When I get angry, I am the color of fire.

Sometimes I am hard, sometimes i'm fragile.

In the desert I become infinite.

I kiss the sky when I become a mountain.

I am a nomad, an explorer, a traveler.

Sometimes I want to escape, so I become dust to dance with the winds.

With human beings I have a special relationship.

Your children come to meet me for their first steps.

Your elder people come to me for a long and peaceful sleep.

I offer you flowers, plants, and trees with delicious fruits.

I wish we could have that beautiful relationship again.

Homework.

6. Earth Day Commitments Craft

Earth Day Commitments Craft

You will need:

Scissors

Hole-punch

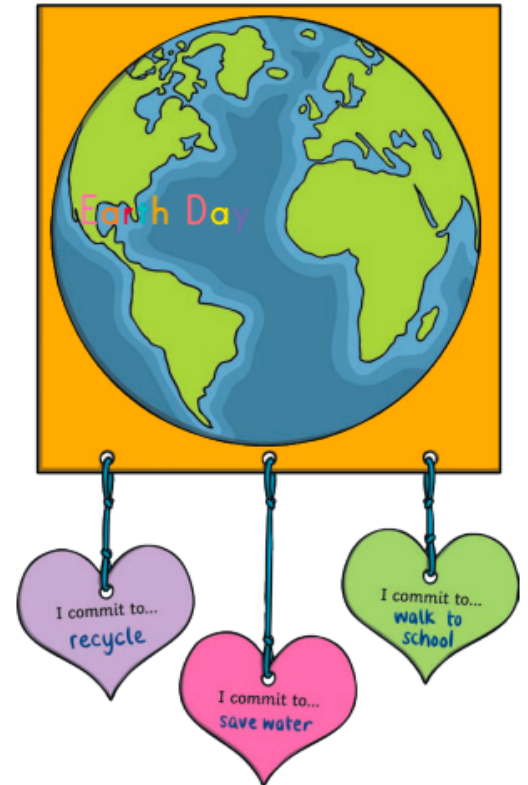
Markers/crayons/colored pencils

Yarn (three pieces about 6 inches each)

Earth template

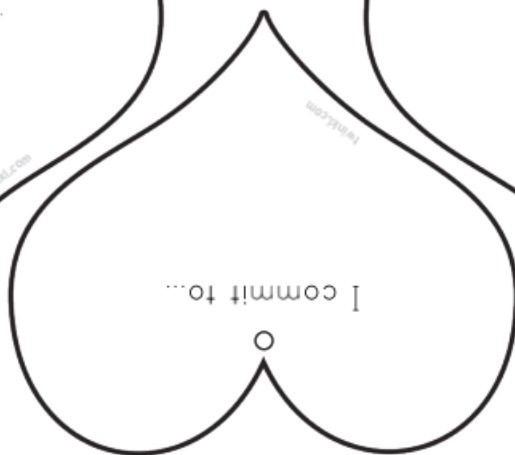
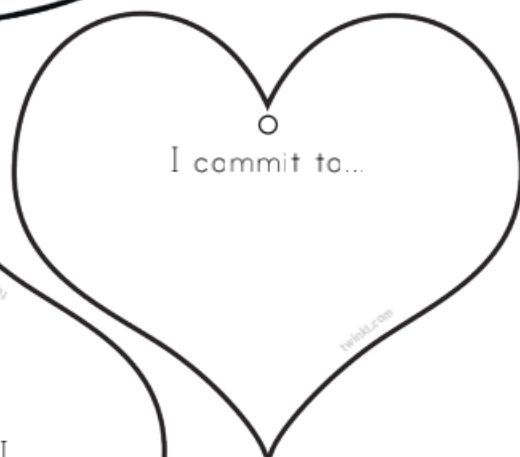
Heart templates

Construction paper



Instructions

1. On each heart, write down a commitment you can make to care for the Earth.
2. Color the hearts and the Earth template.
3. Carefully cut out the Earth and all three hearts.
4. Glue the Earth to a square piece of construction paper.
5. Hole-punch three holes into the bottom edge of the construction paper.
6. Hole-punch a hole on the top of each of the hearts.
7. Using one of the hearts, string the yarn through the hole. Then, string the yarn through one of the construction paper holes so the heart hangs down from the construction paper. Repeat with the other hearts.



7. "Reduce, Reuse, Recycle" worksheet

Reduce, Reuse, Recycle!

Three items I can Recycle:

1. _____
2. _____
3. _____

Two items I can Reuse:

1. _____
2. _____

One thing I can Reduce:

1. _____

