

Lesson Plan N° 5

Writing

Mr. EL HANAFI Mourad

Date:
Level:
Materials: Textbook, white board, dictionaries, handouts & PPT presentation
Sources: Ticket to English 2 (pp 16-17)

Unit: I- Gifts of Youth
Focus: Descriptive paragraph
Language skills: Grammar & Vocabulary
Time allotted: 55 mins.

Learning objectives (WALT):	Assessment criteria (WILF):
Students will be able to: 1. write a descriptive paragraph; 2. read for specific information; 3. identify adjectives of appearance and character;	The learning objectives are met if students: A. can write cohesive descriptive paragraphs; B. can spot correct info in a text and adapt them in their writings; C. demonstrate good understanding of the use of different adjectives.

Stages	Timing	Procedure	Comments	W.Mode
Pre-writing				
Warm-up Review	01 min 05 mins	<ul style="list-style-type: none"> ★ Greeting students & checking on them; ★ Students review some vocabulary related to the unit through a guessing game "Find someone who..." ★ The Tr announces the main objective of the lesson: "Today you're going to write a descriptive paragraph about someone of your choice/ someone you like" 	Look at the essay	T-SS S-S
Lead-in	15 mins	<ul style="list-style-type: none"> ★ SS skim through the paragraph and respond to three instructions orally: <ul style="list-style-type: none"> • Read in the paragraph the part where the gifted youth is first introduced; • Read in the paragraph a part where some of the youth's qualities are mentioned; • Read in the paragraph the part that talks about people's opinion about the gifted youth. ★ SS do exercise 1, p. 16 + Pair correction ★ The Tr refers the SS to the two tables on page 17 to read and study more adjectives of both appearance and character, then checks if they understand them, or else he uses visual aids (PPT) to teach unclear vocabulary. ★ The Tr distributes a handout that can help students better use the adjectives. ★ SS play quick dialogues where they ask and answer questions about the appearance and characters of their family members/friends/etc? <ul style="list-style-type: none"> • Have you got any.....?/what is your favourite family member? • What does s/he look like? • What's s/he like? 		T-SS S-S S-S
While writing				
First draft	15 mins	<ul style="list-style-type: none"> ★ With the help of exercise 1, dictionaries and the handout, students write a descriptive paragraph about a person of their choice, following these leading questions: <ul style="list-style-type: none"> • What is his/her name and what does s/he do? • What is s/he like and what does s/he look like? • What do other people think about him/her? • What have you learnt from him/her? /What's his/her philosophy of life? 	Look at the essay	Indiv.
Peer editing	7 mins	<ul style="list-style-type: none"> ★ Students exchange their paragraphs for editing, checking if: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> verbs "to be" and "to have" are used appropriately; <input checked="" type="checkbox"/> adjectives are in correct order (as showed in the handout) ; <input checked="" type="checkbox"/> there is correct punctuation and spelling. 		Pairs
Final draft	5 mins	<ul style="list-style-type: none"> ★ SS finalize their writings 		Indiv
Post-writing				
Reflec-tion	7 mins	<ul style="list-style-type: none"> ★ SS read out some examples; ★ SS are encouraged to express gratitude for help they get; ★ SS reflect on this writing experience; ★ Well-written pieces will be published in the 3rd issue of the English Club's Magazine. 	Look at the essay	S-SS