

## LESSON PLAN: Academic Writing/ Introduction/ the first auditory session

Teacher:	
Date:	This is an elective pilot course, which starts in September 2019
OBJECTIVES	<p>By the end of this lesson ...</p> <p>All students will</p> <ul style="list-style-type: none"> <li>• have received an overview of this pilot course in terms of its learning intentions and success criteria, including its content, activities, methods, assessment, materials and communication</li> <li>• have had practice in listening for key information</li> <li>• have reviewed their knowledge about different types of writing</li> <li>• have reviewed their knowledge about content and functional words</li> <li>• have had practice in group discussion</li> <li>• have had practice in writing a short passage</li> </ul>
Differentiation	Stronger students will have helped weaker students to do the tasks through co-operative learning
TIMETABLE & RATIONALE	The first auditory session serves as an introduction to the whole course. After the teacher has provided necessary information, the students will listen to a TED talk on excellent writing and making study notes. In groups then, they will study the slides on different types of writing and discuss their favourite writing together. After that, students write short passages on a free topic and read their texts out loud within their groups. Thereafter new four groups will be formed, of which then each focuses on either nouns, verbs, adjectives or adverbs. Later, mixed groups will be formed, so that in each group all four content words can be mutually taught. The session will have both controlled (handouts) and freer practice (students' own ideas) the teacher is going to apply a mixture of task based and communicative approach
Group profile:	This is a mixed-ability years 11 and 12 language group The attitudes and behavioural patterns of this group are good. There are hard-working advanced level students, so called "strategic learners", but also slower learners, who sometimes find it hard to focus all the time.
Anticipated problems and solutions:	There shouldn't be any big problems as those who have chosen to do this course are highly motivated. There might be problems with e-learning though as it is the very first Moodle course for the teacher and she might not know how to overcome the pitfalls should there be any.

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STAGE/ Approx. timing	AIM OF STAGE	PROCEDURE
5	Lead-in	T greets Ss and introduces the new course. She answers Ss questions and explains some specific details. Ss are encouraged to share their reasons for choosing this course.
5	To feed into the art of good writing (pair work)	Ss (in pairs) discuss and share their ideas of good writing. T monitors.
10	Practice in listening for key information (pair work)	Ss listen to a TED talk on excellent writing and make notes while listening. Students share their answers with their partners. T monitors.
10	Semi controlled group activity (peer learning)	Ss form groups of four and focus on different types of writing. Together, they will choose their three favourites and share their position with other groups. T monitors.
10	Short writing activity (individual)	Ss work individually to write a short paragraph on their hopes and fears in connection with the course. T monitors and later collects the papers.
10	Semi controlled group activity (peer learning and teaching)	Ss form different groups of four. Each group focuses on one type of word, only. Later, still new, mixed groups will be formed, so Ss can teach one another on complete the table in task 3. Ss will share their answers. T monitors.
10	Freer fluency activity (whole group)	Ss read different excerpts from various sets of guidelines on how to write good academic texts. They then will mingle in order to find all the pieces they need to complete the guidelines. Ss then read the guidelines out loud to the whole group. T. monitors.
10	Lead-out (whole group)	Feedback and HW for the next face-to-face session. (The activities to be done online will be given in Moodle)