

Lesson and Title: Writing Lesson – How to write an opinion paragraph			Grade: Intermediate		Duration: 50 minutes	
Objectives: By the end of the lesson, the students will have; ➤ Analyzed an opinion paragraph through a model paragraph ➤ Discovered the components of an opinion paragraph ➤ Prepared an outline to write their own paragraphs as homework						
STAGE	STAGE AIM	TIMING	TEACHER ACTIVITY	INTERACTION PATTERN	MATERIALS/AIDS	
Warm-up	To activate students’ prior knowledge and introduce the topic of the next activity.	5’	Teacher greets the students and elicits what they did in the previous lesson. Teacher asks some questions to make them familiar with the topic. <i>Why did the author write the text they read in the previous lesson?</i> <i>What was the text about? (overpopulation)</i> <i>What are the consequences of overpopulation?</i> <i>Are there any negative consequences?</i> <i>Are there any positive consequences?</i> <i>What should be done to overcome overpopulation problems?</i> <i>What precautions should be taken by the government?</i>	Pair-work	Making Connections 2 Unit 4 Reading Text (Cambridge University Press)	
Exposure	To model an opinion paragraph		Teacher introduces an opinion paragraph about the precautions by governments for overpopulation. Teachers asks students some	Groupwork		

	for further practices.	10'	<p>questions to help them analyse an opinion paragraph?</p> <p><i>How many parts are there in the paragraph?</i></p> <p><i>Which sentence is the topic sentence?</i></p> <p><i>What is the function of topic sentence?</i></p> <p><i>How many reasons are given to support the topic sentence?</i></p> <p><i>How many examples support each reason?</i></p> <p><i>Which sentence is the concluding sentence?</i></p> <p><i>What is the function of the concluding sentence?</i></p> <p>The students work in groups of three and answer these questions.</p> <p>Teacher elicits the answers from the students and draw the outline of an opinion paragraph.</p>		
Useful Language	To raise the students' awareness of opinion paragraph writing and highlight and clarify useful language.	15	<p>Teacher introduces some useful language to be used in writing opinion paragraph and an incomplete opinion paragraph. The students work in groups of four and complete the opinion paragraph by using the useful language chart.</p> <p>Teacher also introduces two different strategies called OREO and Diagram to outline an opinion paragraph and ask the students work in pair and prepare an outline using one of the strategies for the paragraph they have just completed.</p>	Group work	Useful Language chart Incomplete opinion paragraph
Productive Task	To provide an opportunity to	15	<p>Teacher gives a prompt related to overpopulation and ask the students to prepare an outline using the strategy they have chosen (OREO or Diagram.)</p> <p><i>Prompt: More houses are needed in many countries to cope with increasing populations.</i></p>	Individual work Pair-work	OREO and DIAGRAM strategy outline templates

	practice target productive skills		<p><i>Would it be better to build houses in existing towns/cities, or to develop new towns in rural areas? What do you think?</i></p> <p>When students finish their outline, teacher asks the student work in pairs and give feedback for each other's outline.</p>		
Feedback & Wrapping-up	<p>To make students focus on the common mistakes to correct them</p> <p>To revise what has been taught</p>	5'	<p>While the teacher is monitoring, she notes down common students' mistakes and writes them on the board, Then, she asks students to correct them.</p> <p>T asks students some questions such as <i>How many parts are there in an opinion paragraph?</i> <i>What does a topic sentence tell us?</i> <i>How many reasons should be written?</i> <i>What are the transition words to be used in an opinion paragraph?</i> <i>What is the function of a concluding sentence?</i></p>	Whole Class	
Homework			The students will be asked to write an opinion paragraph based on the outline they have prepared in the lesson.	Individual	