

Lesson Plan

Level	Length
Intermediate	45 minutes

Main Aims

By the end of the lesson, the students will have

- written a free-style opinion paragraph on different aspects of love and relationships.
- talked about their opinions on love and relationships in an oral context.

Objectives

The objective of this lesson is to provide the students with the opportunity to express their ideas on a subject that is potentially relevant to their life experiences in a less structured (compared to academic writing) setting.

Through the proposed writing activity, the students will

- collaborate with their peers
- provide their peers with feedback
- practice forming their arguments and counter arguments.

Materials

- A song called "What is love?" by Haddaway.
<https://open.spotify.com/track/2ahnopf2LbWDXcJbMaSTu>
- An image of a heart retrieved from Google Images
- Word Cloud Vocabulary Cards About Love
- Teacher Made Topic Cards - Stock images sourced from:
 - <https://c8.alamy.com/comp/X3GDAX/young-couple-flirting-X3GDAX.jpg>
 - https://media.istockphoto.com/photos/strangers-girl-and-guy-flirting-on-the-street-picture-id831590792?k=6&m=831590792&s=612x612&w=0&h=BaW5WcyfJsX9J9_GwE9mfQTV44K1C_HGMfFsZSwQF30=
 - <https://c8.alamy.com/comp/F1D28R/bad-boy-arguing-with-his-couple-breakup-concept-with-the-city-in-the-F1D28R.jpg>
 - <https://thumbs.dreamstime.com/z/first-date-coffee-shop-pretty-young-couple-having-fun-their-33777900.jpg>
 - <https://media.istockphoto.com/photos/happy-long-marriage-picture-id827503240?k=6&m=827503240&s=612x612&w=0&h=6vj12hN77qNpEhDrAFxpSmzgh8Lfpls7fuj7YCzVY5I=>
 - <https://thumbs.dreamstime.com/z/heartbreak-young-man-crying-over-his-broken-heart-holding-two-pieces-paper-heart-isolated-white-background-52715654.jpg>
 - https://t4.ftcdn.net/jpg/01/69/22/87/360_F_169228760_yUTymolzT9Bxq8r3xAozr0N1K5vOZOvN.jpg
 - <https://media.gettyimages.com/photos/couple-laying-in-grasssurrounded-by-hearts-picture-id134433380?s=612x612>
- Teacher Made Brainstorming Cloud (Optional, depends on the number of Ss)

Lesson Plan

Stage Name	Stage Aim	Procedure	Materials	Interaction Pattern	Time
Lead-in	To engage the students in	<ul style="list-style-type: none"> T starts the class by posting the picture of a red heart. T elicits what it is and what it connotes. (Heart – Love) <i>What do you see? – A heart.</i> <i>What does it mean? Love, boyfriend, girlfriend etc.</i> 	Ppt, board	T-Ss Ss-T	3 mins.
Vocabulary Revision	<p>To activate the Ss' previous knowledge on the subject.</p> <p>To elicit the meaning of Target Vocabulary.</p>	<ul style="list-style-type: none"> T pairs the Ss up. T gives instructions on the word cloud activity. (Appendix 1) <u>Instruction</u>: Each pair will have several words. Check with your partner and post the words about love on the board. <u>ICQs</u>: Do you have one word only? – No. Will you choose alone? – No. What will you do with the chosen words? – Pin them on the board. Pairs work together to eliminate unrelated words, they discuss their selections, come to the board and pin their words around the heart. T monitors. T elicits the meaning and pronunciation of TL. (See Topic Cards) 	Word Cloud cards, tack-it, board, markers	T-Ss T-Ss Ss-Ss (P/W) T-Ss/ Ss-T	7 mins.
Pre-Writing	<p>To enable negotiation between the Ss.</p> <p>To prepare the skeleton of the writing task.</p>	<ul style="list-style-type: none"> Before the class, T post several different topics about love&relationships outside the classroom. T instructs the Ss that they will go out with their partners and pick a topic that both of them likes. (Appendix 2) The Ss go out, negotiate and pick a topic. Instruction: Outside, there are several topics for you. Please go out and pick a topic with your partner. Since you will write about it, please make sure you agree on the topic. After you choose, come back here. You have about two minutes. ICQs: Is there only one topic outside? – No. Will you choose alone? –No. Will you agree on the topic with your partner? –Yes. How much time do you have? – 2 minutes. 	Teacher Made Topic cards, Brainstorming Sheet, Board, Markers	T-Ss Ss-Ss P/W	10 mins.

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		<ul style="list-style-type: none"> When the Ss come back, depending on the number of the students; <ul style="list-style-type: none"> A) T hands out brainstorming sheets and asks the pairs to brainstorm together. (Appendix 3) B) T asks the pairs to come to the board and brainstorm on the board.) T monitors, provides support and F/B when necessary. 			
While Writing	To enable the Ss to transfer the previously discovered grammar into a written text	The Ss are expected to write alone but they will be writing on the same topic as their partner. On this stage, the students write and the teacher monitors. When/If necessary, teacher provides support and feedback.		Ind. S-S	15 mins.
Post Writing	To provide peer feedback on the written work.	<ul style="list-style-type: none"> At the end of the allotted 15 mins, the T asks the Ss to swap their paper with their partners. Each partner checks the paper for grammar mistakes. T instructs the groups to swap their papers with other groups. After reading the paper of the other group, the Ss give each other peer feedback on content. (I like... , I dislike... , I agree with... , I disagree with...) 		S-S T-Ss Ss-Ss	9 mins.
Delayed Feedback	To provide delayed feedback on language.	<ul style="list-style-type: none"> While monitoring, T takes notes on the grammar mistakes that the Ss make. T notes the problematic structures on the board. T elicits the correct forms. 	Board, markers.	T-Ss Ss-T	1 min.