

## Lesson Plan: WRITING AN OPINION ESSAY

Teacher: M<sup>a</sup> CARMEN BALLESTEROS GARCÍA

Subject: ENGLISH

<b>Title :</b> Lesson	<b>Time :</b> 2 PERIOD LESSONS (1H.30)
<b>Subject :</b> <i>WRITING AN ESSAY about ENVIRONMENTAL PROBLEMS IN OUR REGION</i>	
<b>Aim:</b> Students will develop better sentence structure by applying computational thinking principles, including decomposition, pattern recognition, abstraction, and algorithm design.	
<b>Key CS elements:</b> decomposition, pattern recognition, abstraction, algorithm design	
<b>Age group :</b> 3rd and 4th year students (14-15)	
<b>Learning situations:</b> classrooms	<b>Activity type :</b> <b>WRITING</b>
<b>Resources :</b> PEN-PAPER, LAPTOP, DICTIONARY, INTERNET.	
<p>Writing an essay is a specific task involved in learning languages. The idea of doing it taking into account a certain amount of words will force the students to have a fixed schedule to fulfill the task successfully. The lesson will be divided in 2 periods. In the first one, the students will learn about the different types of writing exercises, such as letters, emails, formal, informal, etc.</p> <p style="text-align: center;"><b>Learning development:</b></p> <p><b>1. Decomposing: By dividing the task in small parts, we will do the following:</b></p> <p>Decide the parts the essay has. In English the style and format involved in writing an essay are different from writing a composition, email or letter. So the first part of it is clarifying the students the characteristics an opinion essay has, so that they can apply them to their writing. This can be considered the small parts the whole task can be divided into.</p> <p>The parts of an opinion essay will be 4 or 5 depending on the reason we want to include:</p> <ul style="list-style-type: none"><li>- introduction</li><li>- body:<ul style="list-style-type: none"><li>- 1 reason to support our opinion</li><li>- 2 reason to support our opinion</li><li>- 3 reason to support our opinion</li></ul></li><li>- conclusion</li></ul> <p>However, although we are decomposing the task, we mustn't forget that the aim of it is to create a text as a whole: needless to say the final product should be coherent and cohesive. To reach this, certain structures must be used, such as linkers.</p> <p><b>2. Pattern recognition:</b></p> <p>Once the different parts are understood, it is time to try to identify a clear pattern in each one.</p> <p>INTRODUCTION:</p>	

- Regarding this part, the student has to start by introducing the topic that later will be developed. This paragraph might have four to six lines, and we have to make sure the topic to discuss later is presented in a clear way. We can include our opinion, in a light way, because later will be discussed in the following paragraphs.

#### BODY:

- Use a different paragraph for each key idea or argument. The first sentence of each paragraph should introduce the main topic. Besides, each new paragraph should be introduced by connectors: first, second, third.
- We should use the body of the essay to support our opinion and we may give examples if we consider them necessary.

#### CONCLUSION:

- Give a conclusion in the last paragraph and clearly summarize your opinion. Try not to repeat the same words you used earlier.
- Use a range of opinion expressions: I think ... ; In my opinion, ...

### 3. Abstraction:

In this point, we introduce the idea of “counting words”.

The students have to make clear the contents of their essay, following the schedule above, and at the same time they should fix their writing to a certain amount of words.

To be successful with the task, they have to be sure about Content, Communicative Achievement, Language and Organisation, which are the aspects that have to be evaluated, according to Cambridge Exams rubrics.

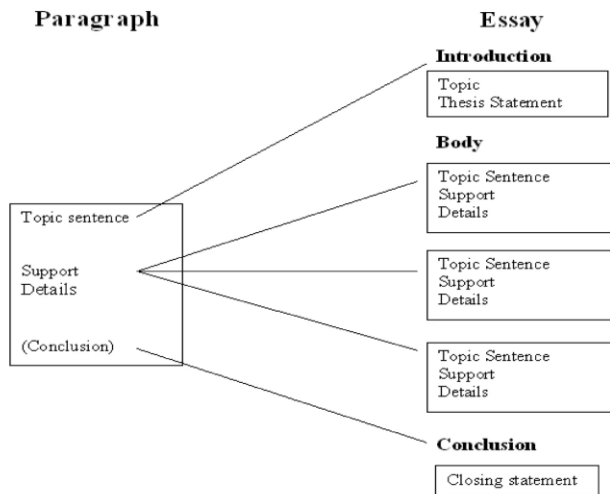
If abstraction is the stage where we should decide which information/tasks/ideas are relevant or not, I think the idea of making a brainstorming fits here.

Within the brainstorming, the student makes clear what information is important, necessary or essential to their task, or the opposite (they have to get rid of some ideas, which cannot be developed in the writing, maybe because they lack the vocabulary or maybe because they exceed the number of words required).

### 4. Algorithm design: So the steps to write an essay can be

1. Decide the topic (In this case it is “Environmental problems in our region”)
2. Make a diagram of the different parts of the essay

## Three parts of an essay



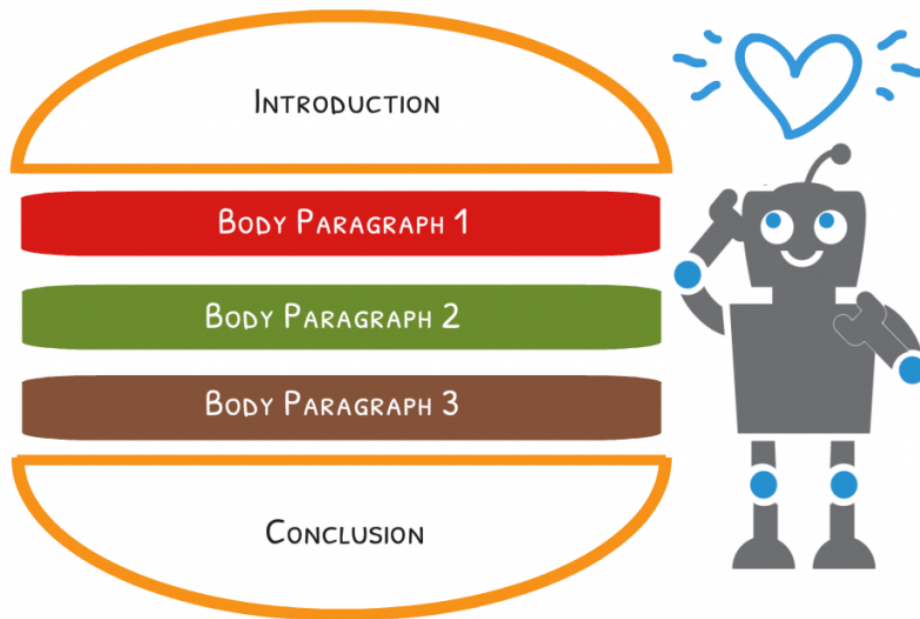
3. Start the process of writing by including not only sentences, but also linkers, connectors, phrases, etc.
4. When students are halfway of the writing process, they stop to make a quick count of the words they have used so long. With this stop, they have enough time (if they are in a test) to rearrange their writing in order to finish with the correct number of words. At the same time, they check if the information provided up to this point is enough or more examples or reasons should be included.
5. Check the work to find any spelling mistakes.

**Assessment:** The students can use their laptops or dictionaries to check vocabulary. They can also have a list of expressions useful for guided writing.

**Expected results:** The students have to finish their assigns in time (as Cambridge assesses) and format (not exceeding the fixed amount of words)

**Notes:** By providing students with a fixed schedule in writing an essay, they will only have to focus on writing itself. This process is quite difficult if they students don't know how to do it. So, this will help them structure their ability to write.

<https://www.cristinacabal.com/writing/opinionessay.pdf>



## The Hamburger Essay