

Learning Scenario Template

Title	Writing a Blog Post
Subject	English language, writing.
Grade Level	Age:15-18 years old, Language Level: B1-B2
Duration	50 minutes
Objective(s)	<p>Students will:</p> <ul style="list-style-type: none"> • outline the parts of a blog entry • revise transitional phrases • detect the writing techniques used in a sample blog post • select some appropriate transitional phrases
Pedagogical Methods	<p>Analytic Learning: students identify the components of a sample blogging text</p> <p>Collaborative learning: group work</p> <p>Inquiry-based learning: students search the text in order to understand cohesion and explore effective writing techniques.</p>
Structure	<p>STEP 1. Introduction: Discussion (5 minutes) Brief discussion about what blogs are. Students share what they enjoy reading about and what makes a blog engaging.</p> <p>STEP 2. Presentation: Classwork (15 minutes) 2a. Overview of a Blog Post Structure: Students recognize and complete the basic plan of a blog post and write it down in their notebooks.</p> <p>2b. Analysis of a Sample Blog Post: Group work (20 minutes) Students work in groups to spot transitional phrases and writing techniques in a sample blog entry, discuss cohesion and they report their findings in class.</p> <p>STEP 3. Practice: Classwork (5 minutes) Exercise on transitional and connecting phrases.</p> <p>STEP 4. Wrap-up (5 minutes) Summarize key points when writing a blog post. Students suggest interesting topics for a student blog post.</p>
Materials/Resources	<ul style="list-style-type: none"> • Computer and overhead projector, internet access (optional), notebooks, pens, photocopies of a sample blog post.



	<ul style="list-style-type: none">• Online exercise on transitional phrases or a ChatGPT generated one using selected phrases.• Optional: AI Text-to-Speech generator (e.g. naturalreaders.com)
Pre-requisites	Basic understanding of blog posting, cohesion and writing styles.
Activities & Procedures	<p>STEP 1. Introduction: Discussion (5 minutes)</p> <p>Introduce the topic.</p> <p>Ask students: Do you know what blogs are? Who writes them? Why?</p> <p>Do you read blogs? What blogs do you enjoy reading?</p> <p>Tell the students that they are going to explore how a blog post is written.</p> <p>STEP 2. Presentation: Classwork (15 minutes)</p> <p>2a. Overview of a Blog Post Structure:</p> <p>Distribute a photocopied page of a sample blog post to the students. Students read silently. Project the sample blog post and ask the students to comment on any obvious structure. Terms like Title, Headings, Conclusion may come up. Help the students complete the basic plan of a blog post and write it down in their notebooks: Title, Introduction, Body (with headings if necessary), Conclusion, Call to action (optional).</p> <p>2b. Analysis of a Blog Entry: Group work (20 minutes)</p> <p>Project the following questions and tell the class that they will have to consider them for the next part of the lesson:</p> <ol style="list-style-type: none">1. How does the writer introduce the topic of the blog post? Can you think of any other ways?2. Does the writer describe any personal experiences? What is the effect?3. Does the writer list his ideas and suggestions? How?4. How does the writer conclude the blog post?5. What language/tone does the writer use?6. Mention two features that make this blog post easy and/or engaging to read. <p>Divide students into small groups. Each group will:</p> <ul style="list-style-type: none">• Spot and underline transitional phrases or structures in the text and discuss their role in creating cohesion. (e.g. First, Next, Moreover, On the contrary etc)• Analyze writing techniques, such as tone, engagement strategies, and clarity by considering the questions that the teacher provides.• Note down their findings and share with the rest of the class. <p>STEP 3. Practice: Classwork (5 minutes)</p> <p>Multiple choice exercise on transitional and connecting phrases. Project the exercise for the whole class to contribute the correct answers.</p> <p>(The teacher can project an online exercise or one of their own, or use ChatGPT to tailor one to the students' level and needs)</p>

	STEP 4.Wrap-up (5 minutes) <ul style="list-style-type: none"> Summarize key points: the parts of a blog entry, transitional phrases and cohesion, writing techniques. Ask students to suggest interesting topics for a student blog post.
Assessment/Evaluation	<ul style="list-style-type: none"> Participation in the group activities Contribution in class work Content and quality of the group's contribution Completion of written tasks
Extensions/Modifications	<p>To extend this scenario, the teacher can ask students to produce a blog entry in the next class session, or ask them to use ChatGPT to generate blog entries in different language styles (e.g. formal, conversational, scientific etc) as a homework exercise.</p> <p>To modify this scenario for different learners, the teacher can use an AI Text-to-Speech generator to have the sample blog post read aloud. Additionally, the teacher can use Diffit Me to create differentiated blog text worksheets for advanced learners.</p>
Additional Notes	<p>A sample blog post can be generated with ChatGPT or found in efl sites :</p> <p>https://learnenglish.britishcouncil.org/skills/reading/b1-reading/social-media-influencers</p> <p>https://blogs.cardiff.ac.uk/insiders/5-hobbies-to-start-at-university/</p>
Attachments/Links	<p>https://chatgpt.com/</p> <p>https://www.naturalreaders.com/index.html</p> <p>https://app.diffit.me/packet/7b8338df-8463-4ca4-95d3-f418b2e8c4c9</p>