Dear judges. It's my honour to be here to present my lesson. I am number 12.The lesson plan I'm going to talk about is from Go for it, unit 13, "We're trying to save the earth." Section B 3a-3b, the writing lesson. My content consists of 10 sections, from material analysis to reflection.

Firstly, I'll introduce the analysis of the teaching material. In this lesson, I used the 'go for it' grade 9 textbook, revised according to the basic concepts of the "Curriculum Standards". The topic is human and nature. It also cultivates students' learning strategies, enriches their ways of thinking. In terms of linguistic content, this unit focuses on helping students review their prior learned language knowledge. For the non-linguistic content, students are expected to be able to develop cooperation skills through activities. Emotionally they will love their country and their hometown more. Intercultural communication is to know the etiquette of letters in English-speaking countries and choose the tone of writing according to their identity.

In unit 13, the writing tasks in 3a-3b provide material by filling out a form that allows students to think about the conditions of their surroundings, and then they are guided by straightforward questions that enable students to complete their writing. However, I found two gaps in this section. The first is there's no comparison of the past environments. Students are only asked to think about the current city environment but not guided to think about what these places used to be like. The second one is 'identity and tone'. The requirement is "writing a letter to the city mayor", but the given information does not remind students to use polite language. When writing a letter, it is essential to understand who you are writing to and which tone of voice you should choose.

As for the two gaps above, I have made some revisions to the tasks. The table design was changed to an environment in the past and now, comparing a different time in the same place to think more about the causes and narrow down students' problems to solutions. In response to the lack of the identity and tone section, I set up differentiated tasks by difficulty. Letter A retained the original textbook requirement but changed the mission to "a letter to the students of our school," which is more in line with the content of the writing. Letter B kept the textbook requirement to "write a letter to the mayor" but directed students to consider their identity and appropriate, polite language.

Then I'll introduce the analysis of the students. As the table shows, students have already learned the language needed for this writing lesson, and the topic is also an essential issue in the world today. In this case, learning Unit13, "We are trying to save the earth", is not difficult, and students can basically meet the writing requirements of this lesson. However, students' learning difficulties lie in their awareness of identity and tone, as this is something that requires not only students' language skills but also difficulties in cross-cultural communication.

Next, I will talk about the Teaching Objectives. They are helping students know how to write a persuasive letter and understand the basic structure of the text type. And after this class, students can choose the appropriate tone of writing according to their different identities. Students can realize the importance of environmental protection. The teaching important point is helping students use simple English to describe the situation, state the problem and make suggestions. The difficulty in learning is identity and tone. For this cross-cultural issue, a series of activities are designed to help students understand.

The writing teaching method I used in this lesson is Process Genre-based Approach. According to previous literature, This approach has the advantage of exposing students to different types of text. As for the learning methods, cooperative group learning, scaffolding learning and peer feedback were used. The findings of Aziz in 2019 suggest that scaffolded collaborative learning and feedback from teachers and peers help improve ESL students' writing in the classroom.

Now, I will present how I used these methods during my teaching procedures.

From a holistic aspect, the design of this lesson is based on the relationship between humans and nature, which I call the "3C" framework. The first stage is coexistence, where I try to get students to think about the beautiful environment of the past. The next stage is when humans try to challenge nature and so cause a lot of conflicts. In this section, I emphasize the question, "Why does this happen?" The last section is the "how", how to rebuild the relationship with nature. Finally, students are awakened to environmental awareness and given some ways to take action.

The detailed step is as follows. The first step is showing students some photos of the city's past and guiding them to describe them using the 'used to' structure. Then, show some pictures of the town again and ask students to compare these places and identify the problems.

Students have a group discussion about what changes have occurred in these parts of the city now. They can have a free talk during this procedure. Then they can fill in the form of task 3a.

As you can see, the students did a good job. However, there were some grammatical errors; the students started to think about specific environmental issues in our city; for example, this girl described the Baihua Lake in our area because people were throwing garbage everywhere. Hence, they just focused on a specific place in their real life.

To build a language scaffold for the students, I used a jigsaw reading method. First, four pieces of reading material about environmental protection measures were provided to each group, and then students were guided to extract critical information from these texts. These are the materials.

After reading, students were guided to share their notes in small groups and then the puzzle was completed with all students having at least four solutions based on the reading material.

As I mentioned before, the writing task was divided into two versions, one for school students, who only needed to complete the requirements in the textbook, and the other for the city mayor. Students who chose this version required to consider identity and tone, and I suggested that students could review the polite language in UNIT 3.

After students have chosen their writing assignment, they can get the writing worksheet to write. As shown, the simple version is the three-paragraph method, while the other five-paragraph process will ask students to describe more details. Since this is the topic for the next semester, students can use an electronic dictionary to look up words they want to use in their writing.

For the feedback section, I organized students to use this assessment checklist to assess each other. It was printed on the back of the writing worksheet and had no scores but had important information to check. This is where the students discuss the assessment criteria. When they are done reviewing the work, they can return the letter to the author, and if the author has questions, they can discuss them or ask the instructor for help.

In the conclusion section, I asked students to think again about their relationship with nature and then told them that the Earth had something to say to them, followed by the video "I am the Earth" for them.

This is my blackboard design. The Earth in the middle is the theme of the whole unit, and on the right is the structure of persuasive writing, which students can follow when writing. The left side is about content and provides some language information for students.

The ninth part is assignment design. Under the "double reduction" policy, I have tried to design assignments that suit the different learning styles of students. Thus, the compulsory task is to polish your essay based on the review; the optional assignment is to make an Earth Day commitment craft; or to do a "Reduce, Reuse, Recycle" survey, and the last one is to create a short video calling for people to care about the environment and upload it to their social media.

For a good lesson plan, both teachers and students can learn from each other. For example, in this lesson, I was pleased to see that the students did think deeply about environmental issues, but they still needed more time to write.

In the past, we said, "when the youth is strong, the country is strong", but now we say, "when nature thrives, civilization thrives". As a global citizen, China has always been brave enough to take international responsibility, and I hope that the students will also pay more attention to environmental protection in their future and show their image as a great nation.