

CEP Lesson Plan Template

Teacher/s: Peggie & Yuki

Level: I2 Date/Time: 3/30/15 10:00-12:00

Goal: to be able to listen to the details; to understand the format of thank you letter.

Objectives (SWBAT):

Students **Will Be Able To...**

1. express their own thoughts by comparing their own sentence and the sentence from the listening.
2. understand the detail of listening by filling out the form.
3. gain knowledge of how to write thank you letter.

Theme: Job interview and Thank you letter

Extensions: Reviewing session

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Review or Preview (if applicable)</i>	<i>Linking & Transitioning to rest of lesson:</i>	<i>(for example : SS-T)</i>	
<p><i>Activity 1:</i></p> <p><i>Transition to #2: We have learned how to write the application. And today, we will be learning how to write the cover letter.</i></p>	<p><i>1.1 Pre-Stage: "stuntman"</i></p> <p><i>T will ask what does "stuntman" mean?</i></p> <p><i>What do stuntman do?</i></p> <p><i>T will ask Ss to discuss about the following question:</i></p> <p><i>What are the qualifications to be a stuntman?</i></p> <p><i>1.2. During Stage: Listening: A job interview.</i></p> <p><i>"Before I am going to play the listening audio, discuss in your group what questions will the interviewer ask?"</i></p> <p><i>1st listening:</i></p> <p><i>Ss will listen to the questions.</i></p>	<p>T-Ss</p> <p>SS-Ss</p>	

	<p><i>2nd listening:</i> <i>Ss will fill the form in textbook p70, practice2.</i></p> <p><i>1.3 Post-Stage: Checking answer and discussion</i> <i>Ss will share the answers.</i></p> <p>“Now with your same group, talk about the following questions”.</p> <p><i>Would you want to be the stuntman?</i> <i>Why or why not?</i> <i>If no, what other movie related jobs would you like to apply?</i></p> <p><u><i>Tangible Outcome & T. feedback/peer feedback:</i></u> <u><i>Giving a specific purpose of listening will develop Ss listening skills as well as to increase their confidence of listening to English.</i></u></p>	<p>Ss-Ss</p> <p>Ss-Ss</p>	
<p>Activity 2: Format for the cover letter.</p> <p><i>Transition to #3: Now let's look at deeper side of how to write a cover letter.</i></p> <p>http://jobsearch.about.com/od/coverlettersamples/a/coverlettersample.htm</p>	<p><i>2.1 Pre-Stage: Reasons for the cover letter.</i></p> <p>“Have you written the cover letter? Why do we need to write a cover letter? What do we need to include in the cover letter?”</p> <p>Possible answers: - to advertise yourself. - need to include 1. which position you are applying it for. 2. share your skills and experience to show you passed the requirements.</p> <p><i>2.2. During Stage: Putting in the right order.</i></p> <p><i>T will give a packet to each group.</i> <i>Ss need to put it in a correct order.</i></p> <p>“Now I will give you this packet and what I want you all to do is..... put it in a correct order. Talk with your teammate and come up with the possible format for the cover letter”.</p>	<p>T-Ss Ss-Ss</p> <p>Ss-Ss</p> <p>Ss-Ss</p>	

	<p><i>2.3 Post-Stage: Outlining</i></p> <p><i>Ss will fill the outline by analyzing the cover letter that they formed on during stage.</i></p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: Showing the format of cover letter will help students to image the overview of the target contexts.</i></u></p>		
<p>Activity 3: Writing the outline and cover letter.</p> <p><i>Transition to Wrap-up:</i></p>	<p><i>3.1 Pre-Stage: Supporting details.</i></p> <p><i>T will share some job ads in class.</i></p> <p><i>3.2. During Stage: Create an outline</i></p> <p><i>T will ask Ss to write outline and to add detail according to the job requirement.</i></p> <p>“By looking at the job requirements, create an outline and try to add details”.</p> <p><i>3.3 Post-Stage:</i></p> <p><i>T will ask Ss to bring it on Wednesday.</i></p> <p><u><i>Tangible Outcome & T. feedback/peer feedback: The outline will help students to practice adding detail in writing.</i></u></p>	<p>T-Ss</p> <p>Ss-Ss</p>	
<p>Wrap-up</p>	<p><i>Lesson Evaluation Procedures:</i></p> <ul style="list-style-type: none"> - Write some questions or confusions that you have for this Unit. - Some comments for us. 		

Materials:
Worksheet
PowerPoint

Anticipated Problems & Suggested Solutions:

Problem- For some students, they may never hear of cover letter.

Solutions- T will show actual cover letter so Ss can visually guess what the cover letter looks like.

Contingency Plans (what you will do if you finish early, etc.):

Ask students to polish their outline and share in group.

Post-Lesson Reflections:

Activity 1:

- The prediction activity helped students to naturally prepare for the newly topics.
- Students were able to develop their critical thinking skill by predicting situation in the photos.
- Allowing students to guess and create questions before the listening provided a good opportunity preparing them for the listening.
- For listening activity, giving specific contexts provided an easier time for students to understand the main idea of the listening.

Activity 2:

- Asking questions based on the cover letter was able to observe students' knowledge of the cover letter. Since, none of them were unfamiliar with the cover letter, we changed the group discussion to the class discussion.

- During activity: Putting the order assisted students to be familiar with the format by allowing them to predict first rather immediately providing the answers.

Activity 3:

- By introducing how to write the outline, students were able to practice adding more details on their paper and learn the writing organization skill.