

LESSON PLAN - Intention and evaluation

Name: Sarah Miller **Length of TP:** 55 mins **Date:** February 22, 2017

Estimated no. of ss: 12 **Level:** Intermediate **Coursebook:** None

Lesson type: Productive Skills: Writing

Materials needed: Lesson Plan, pencils, whiteboard, 2 of each sentence strip w/s, 12 copies of good and bad emails, 6 copies of do/don't handout, 6 copies of brainstorm handout, 6 copies of email writing prompt

Main aim(s): By the end of the lesson the students will have had practice in writing, revising, and editing semiformal emails.

Anticipated problems and solutions

- Students may have a hard time distinguishing between what writing is appropriate in formal, informal, and semi-formal emails. We will study each of these types of emails so students know what is appropriate. They also will be given a good and bad example to follow while writing.
- Students may struggle in finding ideas to write about. I will give students a brainstorming handout to help them organize their ideas.

Areas of my teaching performance I want to work on:

- Following the lesson plan closely to ensure that everything has had thought and serves a purpose.
- Teaching writing. This will be my first writing lesson. I want to focus on being able to help students self and peer revise and giving them answers as to why they need to make the changes they do.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:05	<p>Introduction: To introduce the topic of writing to students.</p>	<ul style="list-style-type: none"> - Say: We are going to do something a little bit different today than we have been doing. We are going to practice writing. I think you all are probably great writers, but we are going to focus on sending emails, because this is a very important skill for you to have in life. Zoe, is an email a hand-written note? No! What is used to write emails? The internet. But we are going to practice hand-writing emails today. - Tell students about my winter holiday travels. - Say: This winter I had the chance to do some traveling before I came to teach you all. I went to Shanghai, Xiamen, and Taiwan. There were many things considered before deciding where exactly I wanted to travel to. What do you think were some things that helped me decide where to travel to? <ol style="list-style-type: none"> 1. Cost 2. Things to do 3. Food 4. Weather 5. Comfort - Say: I had never been to any of the places I was travelling to before. How do you think I got information about the places I wanted to visit before going? (e.g. guidebooks, Internet, recommendations from friends). - Ask: Have you ever emailed a tourist information center before a holiday? - Say: In this lesson you will be emailing a tourist information center in a city of your choice to get information about that place. - Put the students into pairs and tell them to try to decide on a place in the world that they would both like to visit. Give them a few minutes to discuss. Allow students to look at the map to get ideas if necessary. - Ask students to share their travel destinations with the class. 	<ul style="list-style-type: none"> - Ss listen to teacher - Ss answer Ts questions about travel considerations and information. - Ss talk in pairs to decide a place they'd like to travel to. - Ss share travel destination with class. <p>T-C, S-S, S-C</p>
:10	<p>Students read models To distinguish the differences Between formal, informal, and semi-formal emails.</p>	<ul style="list-style-type: none"> - Say: Before you write your emails, we are going to go through some of the rules of email writing. - Elicit the three types of emails from students - Ask: What style of writing would you use if you were writing a letter to a prospective employer? - Write formal=employer on board. - Ask: What style of writing would you use to email a good friend? - Write informal=good friend 	<ul style="list-style-type: none"> - Listen to T - Answer Ts questions about types of emails - Work in pairs to put emails in correct order - Rotate and guess which emails are formal/informal/semi-formal.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<ul style="list-style-type: none"> - Ask: What style of writing would you use if emailing a company for information about a product or service. - Write semi-formal=information from a company - Ask: What style of writing will you use to write an email to a tourist information center? <p>Split the class into 6 pairs. Give two of the groups the formal email sentence strips, two groups the semi-formal email sentence strips, and the last two groups informal email sentence strips.</p> <p>Say: Put your strips in the correct order and guess whether the email you have is formal, semi-formal or informal.</p> <ul style="list-style-type: none"> - Say: Stand up. Move with your partner one place to the right so you are looking at a new email. People on ends of tables will move to the opposite end of the table. - Say: Read the new email and decide with your partner whether it is formal, semi-formal, or informal. - Rotate again. - Tell students to go back to original seats and sit down. - Review answers as a class. - Ask: Which email was formal, semi-formal and informal? How could you tell? <p>- Say: We are going to focus on the semi-formal email today because this type of emailing has become the most common way to communicate, so it is important to learn this model.</p>	<ul style="list-style-type: none"> - Tell guesses to class/T T-C, S-S, S-C
:15	<p>Students study models</p> <p>To establish rules for writing semi-formal emails.</p>	<ul style="list-style-type: none"> - Split students up into new pairs. - Give the pairs a copy of the good and bad emails. - Say: Quickly look at both emails. Decide which is an example of the good semi-formal email, and which is an example of a bad semi-formal email. - Ask: Which is the good one? Which is the bad one? - Say: Now read the emails. With your partner, come up with rules of "Dos" and "Don'ts" for semi-formal emails. What should you do? And what should you not do? - Give students Do's and Do's t-chart. <p>- Come together as a class.</p> <ul style="list-style-type: none"> - Ask each group for a rule they found. Say: Zoe, What is one "Do" you wrote? How about one "Don't"? - Write all of the do's and don'ts on the whiteboard. 	<ul style="list-style-type: none"> - Read emails - Talk about do's and don'ts in pairs. - Share do's and don'ts with class. S, S-S, S-C

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Do</th> <th style="width: 50%; text-align: center;">Don't</th> </tr> </thead> <tbody> <tr> <td>Begin with Dear _____,</td> <td>Begin with Hello!</td> </tr> <tr> <td>Briefly say who you are and why you're writing</td> <td>Say your name.</td> </tr> <tr> <td>Write out every word. Ok to use contractions</td> <td>Abbreviate or use slang words.</td> </tr> <tr> <td>Write as concisely and organized as possible.</td> <td>Talk about things that are unrelated to your purpose of writing.</td> </tr> <tr> <td>Tell recipient what you need from them.</td> <td>Use caps lock, emojis, and other symbols.</td> </tr> <tr> <td>Ask for recipient to send you a response</td> <td>Sign with a nickname.</td> </tr> <tr> <td>Sign with Best Regards, _____</td> <td></td> </tr> </tbody> </table> <p>- Ask: Is there anything we are missing?</p>	Do	Don't	Begin with Dear _____,	Begin with Hello!	Briefly say who you are and why you're writing	Say your name.	Write out every word. Ok to use contractions	Abbreviate or use slang words.	Write as concisely and organized as possible.	Talk about things that are unrelated to your purpose of writing.	Tell recipient what you need from them.	Use caps lock, emojis, and other symbols.	Ask for recipient to send you a response	Sign with a nickname.	Sign with Best Regards, _____		
Do	Don't																		
Begin with Dear _____,	Begin with Hello!																		
Briefly say who you are and why you're writing	Say your name.																		
Write out every word. Ok to use contractions	Abbreviate or use slang words.																		
Write as concisely and organized as possible.	Talk about things that are unrelated to your purpose of writing.																		
Tell recipient what you need from them.	Use caps lock, emojis, and other symbols.																		
Ask for recipient to send you a response	Sign with a nickname.																		
Sign with Best Regards, _____																			
:02	<p>Brainstorming</p> <p>To brainstorm and organize ideas for writing.</p>	<p>- Say: You are going to write an email to the information center of the city you decided you want visit. You will ask them for any information you want to know or you think you might need before you go.</p> <p>- Put students back together with partners from beginning of lesson.</p> <p>- Give students a brainstorming worksheet to help them think of ideas and plan a letter. Allow them to brainstorm ideas for 2 minutes.</p> <p>- Say: Now that you have thought about what you want to write, begin writing your email. Use the model email as an example and follow the list of rules you have to help you write.</p>	<p>- Listen to T</p> <p>- Read brainstorming handout</p> <p>- Brainstorm ideas with partner</p> <p>S-S</p>																
:10	<p>Writing</p> <p>To provide students practice in writing semi-formal emails.</p>	<p>- Give students a sheet to write their emails on.</p> <p>- Say: You may begin to work together and write your emails.</p> <p>- Give students time to write and monitor as they are writing to help students who need extra support.</p>	<p>- Work together to write an email.</p> <p>S-S</p>																
:03	<p>Peer Editing/Revision:</p> <p>To provide students practice in looking for and finding errors in</p>	<p>- Stop students from writing.</p> <p>- Say: In a minute your group will exchange emails with another group and edit each other's email. It is important to not only look over your own writing when you are finished, but also to ask other to look over your writing. Even if you think others are not as good at writing as you are...they are</p>	<p>- Listen to T</p> <p>- Answer Ts questions</p> <p>T-C</p>																

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
	writing.	<p>a reader and can tell you if your writing is clear.</p> <ul style="list-style-type: none"> - Give students an example of how to edit/revise. - Write these sentences on the board: <ol style="list-style-type: none"> 1. She likes swimming! And listing to music. 2. Enyway, he is a very calm person. 3. Last night my friend comes for dinner. - Ask: What is the issue in the first/second/third sentence? - Say: Look at the little box in the bottom of your email prompt. If there is a punctuation error, you can write a 'p'. If there is a spelling error, you can write an 'sp'. If there is a verb tense error, you can write 't'. You can also be checking to make sure the email is an appropriate semi-formal letter. If it is too formal or informal, you can write and F or I. Do not fix the error, or else the writers will not learn how to fix it themselves. Just indicate where the error is with a letter. (Show example for sentences 1-3) 	
:10	Fixing/Correcting To provide students practice in fixing and correcting errors in their writing.	<ul style="list-style-type: none"> - Say: Pass your emails one group to the right. You will now edit another groups email. - Allow students time to edit and monitor to help those who need it. - Say: Give the email you are editing back to the group it belongs. Once you get your email back, look over the errors and work together to fix them. 	<ul style="list-style-type: none"> - Listen to Ts instructions - Exchange emails - Edit email - Return emails - Fix errors in own email. T-C, S-S

Writing Semi-formal Emails:

Do	Don't

Writing Semi-formal Emails:

Do	Don't

Brainstorm Ideas:

Where do you want to go?

What do you want to know about the city?

Possible things to ask about:

1. Places to stay
2. Food to eat
3. Things to do
4. Transportation
5. The life of locals
6. Anything else you can think of

Brainstorm Ideas:

Where do you want to go?

What do you want to know about the city?

Possible things to ask about:

1. Places to stay
2. Food to eat
3. Things to do
4. Transportation
5. The life of locals
6. Anything else you can think of

Subject:

Dear _____,

_____,

Error	Code
Spelling	sp
Verb tense	T
Punctuation	P
Too formal	F
Too informal	I

