

**CEP Lesson Plan**  
**Reading**

Teacher/s: \_\_\_\_\_ Ran An \_\_\_\_\_  
Level: \_\_\_\_\_ Intermediate 2 \_\_\_\_\_ Date/Time: \_\_ Nov 19 \_\_

**Goal:** Students can plan a one-day trip to NYC for their friends.

**Objectives (SWBAT):**

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

Use expressions of giving advice and scanning skill by planning a one-day trip to NYC for their friends.

Theme: \_\_\_\_\_ Give Advice \_\_\_\_\_

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<p><b>Activity:</b> <b>One-day trip to NYC</b></p>	<p><i>1 Pre-Stage:</i></p>		
	<p>1.1.1 Ask Ss to fill out a <i>My Friend</i> form (appendix 1) about one of their friends who has never come to NYC.</p> <p>1.1.2 Form a group of 3. Tell Ss their friends are going to visit NYC during Thanksgiving. Share their friends' info in group and choose one to be the visitor.</p>	<p>T-SS</p> <p>T-SS SS-SS</p>	<p>3mts</p> <p>4mts</p>
	<p><i>2. During Stage:</i></p> <p>Give Ss two handouts: <i>planning form</i> (appendix 2) and reading <i>New York City's Top 16</i>.</p> <p>In a group, student A is the visitor's friend, s/he needs to provide more info about the visitor to student B&amp;C. Student B&amp;C give advice and plan a one-day trip to NYC for A's friend.</p> <p>a. All the scenic spots should be chosen from the reading.</p> <p>b. Since it is a one-day trip, choose 4 scenic spots.</p> <p>c. Reason column: Reason 1 should come from <i>My Friend (hobbies)</i> and partner's further description.</p>	<p>T-SS SS-SS</p>	<p>12mts</p>

	<p>Reason 2 should come directly from the corresponding description of reading. (match reason 2 with friend's hobby)</p> <p><i>3 Post-Stage:</i>  Student A stays, B&amp;C go to the next group (closewise). Student A shares the plan with "new" B&amp;C.  Use "advice expressions" to share:  <i>We think my friend should...</i>  <i>We advise my friend to...</i>  <i>It might be a good idea to...</i>  Student B&amp;C give advice to the group.  Rotate until B&amp;C listen and give advice to all plans.</p> <p><u><i>Tangible Outcome:</i></u>  <i>My Friend form</i>  <i>Planning Form</i>  <u><i>T. feedback/peer feedback:</i></u>  <i>Peer feedback on post-stage</i></p>	<p><i>T-SS</i>  <i>SS-SS</i></p>	<p>10mts</p>
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Materials:

*On Target 1*

*New York City's Top 16 (Lonely Planet)*

*My Friend form*

*Planning Form*

Anticipated Problems & Suggested Solutions:

Students do not understand the reading.

Let them check the dictionary or ask teachers.

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

Exit ticket

Post-Lesson Reflections:

The activity went well with all students participated actively. The reading might be a little difficult to students, but they could figure it out with teamwork.

*Appendix 1*

*My Friend*  
who has never come to NYC

Name	
Where is s/he from?	
Job	
Hobbies (as many as you know)	

## Appendix 2

### One-Day Trip to NYC for \_\_\_\_\_'s Friend

Planner:

Instruction:

1. All the scenic spots should be chosen from the ***New York City's Topic 16*** list.
2. Since it is a one-day trip, please choose ***4 scenic spots***.
3. Reason 1 should come from the ***My Friend*** form or your partner's description  
Reason 2 should come from the corresponding description of ***New York City's Topic 16***.

	Time	Scenic spot	Reasons
1.			1) 2)
2.			1) 2)
3.			1) 2)
4.			1) 2)
5. (extra)			1) 2)

## Speaking

Teacher/s:    Ran An   

Level:    Intermediate 2         Date/Time:    Nov.1, 2014   

**Goal:** Students know how to ask about experiences using present perfect tense.

**Objectives (SWBAT):**

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

1. Use “have you ever...” to make sentences and raise follow-up questions by doing a “Have you ever...” activity.

Theme:    Experience   

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<p><b>Activity:</b> “Have you ever...”</p>	<p><i>1 Pre-Stage:</i> Introduction            -T gives each pair 10 verb cards (appendix) and let them write down the past participle on it.            -Then, Ss exchange with other pair to see whether the past participles are correct.            -Ss choose 3 verbs and write a sentence starting with “have you ever...” for each verb on the paper.            -Ss put 3 verb cards face down in a pile on T’s desk.            -T does a demonstration</p>	<p>T-SS SS-SS</p>	<p>11mts</p>
	<p><i>2. During Stage:</i>            -Team A picks up one card from Team B, Team B ask the corresponding “Have you ever...”question. Team A must answer yes.            -Team B then asks 3 follow-up questions.            -Team B decides whether Team A’s answer is true. Then Team B picks up one card from Team A and does the same procedures.            -The team who guess the correct answer wins a point. However, if it’s wrong, another Team wins a point. The team w/ most points wins.</p>		<p>18mts</p>
	<p><i>3 Post-Stage:</i></p>		<p>2mts</p>

	<p>T gives feedback to the activity and highlights the mistakes they make.  <u>Tangible Outcome &amp; T. feedback/peer feedback:</u>  <i>cards with verbs and their past participles</i>  <i>a list of follow-up questions</i>  <i>T and peer feedback in during and post-stage</i></p>		
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Materials:

On target 1  
 Verb cards

Anticipated Problems & Suggested Solutions:

Some groups finish writing down the past participle of words earlier.  
 Give these groups more verb cards.

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

Walk students through present perfect tense.

Post-Lesson Reflections:


Students seemed to enjoy the game very much. The questions they made were also every interesting. In this game, they not only practiced past participles of verbs but also the sentence pattern “Have you ever...” Additionally, raising questions correctly is a headache to students. This game helped them practice asking questions and pinpoint their problems in raising questions.

# Appendix

## Verb Cards



go	fly	drink	win	lose
give	make	buy	take	see
break	sleep	drive	have	swim
touch	sing	ride	meet	watch



visit	find	write	take	cook
eat	fall	go	lose	watch
feel	hear	break	talk	drink
meet	travel	see	run	feel

**CEP Lesson Plan**  
**Listening**

Teacher/s: Ran An

Level: Intermediate 2 Date/Time: Sep.25, 2014

**Goal:** Help students get familiar with the background, useful words and expressions of dangerous disasters.

**Objectives (SWBAT):**

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

1. recognize words and expression about dangerous disasters.
2. listen for the main idea.

Theme: Close Calls

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<p><b>Activity:</b> <i>Listening-close calls</i></p> <p><i>Transition to #2: How do you know about these dangerous situations if you are not there?</i></p>	<p><i>1 Pre-Stage: Lead -in</i> T introduces “close calls” by playing a video(<a href="https://www.youtube.com/watch?v=96DLgFImPjI">https://www.youtube.com/watch?v=96DLgFImPjI</a>) and leads student to the definition of “close calls”.</p>	<p><i>SS-T</i> <i>SS-SS</i></p>	2mts
	<p>Then T asks Ss (in a group of 3) to brainstorm keys words from 6 different dangerous situations. In the last two minutes of brainstorming, e-dictionary is allowed.</p>		5mts
	<p>After that, Ss share their words with the whole class. T add some words which they might miss.</p>	12mts	
	<p><i>2. During Stage: Listening</i> Ss listen to one conversation each time. Then T asks the key words. If they don't understand the conversation well, play the conversation again.</p>	10mts	
<p><i>3 Post-Stage: Checking understanding</i> T helps check understanding, then give Ss the audioscript. Ss should write down new words and useful expressions below each conversation (appendix). T asks them to check the meaning of the words and expressions and make sentences about them. Bring</p>	5mts		



	<p>back the copy and share with classmates next class .</p> <p><i>Tangible Outcome</i></p> <p><i>Audioscript with new words and useful expressions</i></p> <p><i>T. feedback/peer feedback:</i></p> <p><i>Teacher gives feedback when checking students' understanding of the listening.</i></p>		
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Materials:

On target 1

Audioscript of the listening

Anticipated Problems & Suggested Solutions:

Computer is out of work.

Call media service

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

Walk students through the knowledge they have learned in this class.

Post-Lesson Reflections:

The video served as a good lead-in for students. Audioscript is also a useful material for students to pick up high frequency words used in oral English.

## *Appendix*

### *Close Calls-Listening*

#### *Conversation A*

A: Where is your car?

B: In the garage. A truck almost hit me while I was driving to school. I had to turn so quickly that I hit a tree.

A: Were you hurt?

B: No. My car was damaged, but I'm all right.

A: That was really a close call!

New words:

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Useful phrase/expression:

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#### *Conversation B*

A: What's that?

B: The smoke alarm! Come on! We have to get out of the house!

A: Don't go that way! The curtains are burning!

B: We can go out the back door. Hurry up! It's getting hot in here!

New Words:

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Useful phrase/expression:

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#### *Conversation C*

A: Where were you when the thunderstorm started?

B: My husband and I were playing golf.

A: Didn't the lightning strike near you?

B: Too close! We were so afraid we ran under the nearest tree!

A: You're kidding!

New words:

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Useful phrase/expression:

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***Conversation D***

A: Hurry up, honey. That cloud is coming closer and closer/

B: At least in the basement we'll be safe from winds.

A: Yes, I just hope it won't cause as much damage as last time. Remember all the trees that were blown down?

New Words:

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Useful phrase/expression:

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***Conversation E***

A: We had a close call last weekend when we went skiing. We got caught in a blizzard.

B: That's awful! What happened?

A: Well, we couldn't drive-there were huge snowdrifts and we couldn't see at all. It was freezing cold and the winds were really strong.

B: I'm glad you got home safely!

New words:

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Useful phrase/expression:

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**CEP Lesson Plan**  
**Writing**

Teacher/s: Ran An

Level: Intermediate 2 Date/Time: Oct 5, 2014

**Goal:** Students knows how to express and give advice to problems in informal letters.

**Objectives (SWBAT):**

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

1. write down their problems and advice to others in prose by doing a writing activity.

Theme: Advice

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<p><b>Activity:</b> <i>Writing an informal letter</i></p>	<p><i>1 Pre-Stage:</i> Ss are asked to write down a problem they would like to share. Then, read a sample informal letter (appendix 1) inquiring for advice and answer the following questions:</p> <ol style="list-style-type: none"> <li><i>1. Where does the writer put the greeting? What about the closing?</i></li> <li><i>2. How did the writer order the information in the letter? Write 1 to 3</i> _____ request for advice _____ identification of problem _____ explanation of the problem</li> </ol> <p><i>Then, read a second sample article and ask Ss to highlight the sentences which request for advice, identify problem and explain problem.</i></p>	<p><i>SS-T</i> <i>SS-SS</i></p>	<p>10mts</p>
	<p><i>2. During Stage:</i> Ask Ss to follow the order in sample articles to write more about their problem. Ss exchange article with partner to check whether they have mistakes.</p>		<p>15mts</p>
	<p><i>3 Post-Stage:</i> Ss read two sample articles of giving</p>		<p>7mts</p>

	<p>advice (appendix 1) and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How did Andy and Lynn start giving advice (What is the first sentence of these two article used for)?</li> <li>2. How did they end their articles?</li> <li>3. What words can we use to give advice? Please find these words in the first article and write them down.</li> </ol> <p>Then, Ss go to another table to read the problems first and then write down their advice in prose.</p> <p><u>Tangible Outcome &amp; T. feedback/peer feedback:</u></p> <p>4 sample articles on handout and a writing instruction peer feedback and teacher feedback in during and post-stage.</p>		
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Materials:

On target 1

Four sample articles

Writing instruction

Anticipated Problems & Suggested Solutions:

Computer is out of work.

Call media service

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

Ask students to reflect on the key elements of an informal letter.

Post-Lesson Reflections:

Student used more time than expected and some letters were too short. Next time, more things should be taken into account when planning the time and give students a more detailed instruction including how many words they should write.

## *Appendix 1*

### *An Informal Letter Ask for advice*

#### *1*

Dear Andy Summers,

My wife and I have been married for only a few weeks but we are having a lot of problems. We love each other but we have very different lifestyles. I like to get up late and she likes to get up early. She likes to go to the theater but I like to watch TV. She likes to go to fancy restaurants but I like pizza and hamburgers. I like to listen to rock music but she only likes classical music. We love each other a lot but we are driving each other crazy. I'm afraid that if we don't solve our problems, we are going to break up. What should we do?

Sincerely,

In Love But Not Happy

1. Where does the writer put the greeting? What about the closing?  
Greeting: left top; Closing: at the end of the paragraph
2. How did the writer order the information in the letter? Write 1 to 3.

  3   request for advice  
  1   identification of problem  
  2   explanation of the problem

#### *2*

Hello Olga,

I have a huge problem. I want to marry my boyfriend but I know my parents will be very upset. (I'm twenty-one years old and a university student. My boyfriend is twenty-seven and has a good job. My parents think that he is too old for me. My mother won't talk to him and my father can't stand him. But we really love each other, and he wants to get married. My boyfriend earns a good salary, and he says I can continue with school.) What do you think I should do?

Best wishes,

Lisa

3. Please use “      ” to highlight the “identification of problem”, use “( )” to highlight “explanation of problem” and use “          ” to highlight “request for advice”.

## *Appendix 2*

### *An Informal Letter Give advice*

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Dear In Love,

It's good to hear that with all of your problems, you are still in love. To solve your problems, you and your wife ought to have a talk. You should agree to get up a little earlier and your wife ought to agree to get up a little later. You should go to the movies with your wife once in a while and she ought to stay home with you and watch TV once in a while, too. You shouldn't eat pizzas and hamburgers all the time. This food is bad for your health. Also, you and your wife should find some restaurants that you both like. You shouldn't listen to rock music all of the time. No one can relax when rock music is playing. Maybe you ought to throw away your rock albums and start listening to classical music. I hope my advice can help you solve the problems.

Sincerely,  
Andy Summers

4

Hello Lisa,

I'm sorry to hear about this, but I think you can solve the problem. Here, I have some advice for you. The same thing happened to me when I was young. I got married when I was still in college. I was still very young. My husband and I were very happy for the first six months. Then the problems started. We broke up after a year, and I never finished college. I think that you should think very carefully about marriage, and maybe you should take your parents' advice this time. I hope my story can help you make your decision.

Best,  
Lynn

1. How did Andy and Lynn start giving advice (What is the first sentence of these two article used for)?

*They both start with a sentence to express their understanding/ concern to the problems. (It's good to hear that with all of your problems, you are still in love.) (I'm sorry to hear about this, but I think you can solve the problem.)*

2. How did they end their articles?

*They both end with a concluding sentence hoping that the problems can be solved.*

3. What words can we use to give advice? Please find these words in the first article and write them down.

Should, shouldn't, ought to, I think...