

🕒	STAGE & ACTIVITY	➔ ➔	REASON
	<p>Before the lesson: Make sure computer room is booked, empty, computers are turned on and if possible Word file open. Prepare floppies to save letters Flip chart or A3 paper to write on in PC room?</p> <p>-> Write <u>finish time</u> on the lesson plan / board !!!</p>	T	Making sure that lesson proceeds smoothly
5	<p>Lead-in: Anecdote (flight from San Diego to Frankfurt with a stop-over in New York. Problem: First flight overbooked, second flight – long delay, hot in aeroplane, “minor” technical problems, we felt unsafe).</p> <p>Have you ever had problems with an airline? (very briefly) Did you complain?</p> <p>We will write a letter of complaint to an airline company today. Should we write a formal (official style) or informal letter?</p>	T – SS SS - T	<p>Getting students attention and interest Activating students' schematic knowledge</p> <p>Involving students Activating students' schematic knowledge</p> <p>Introducing the topic of the lesson</p>
5	<p>Jumbled up letters (not about complaint!) Instructions Ss work in pairs and organise them in a <u>formal</u> and <u>informal</u> letter</p> <p>Hand out copy of both letters in correct order (WB p. 92)</p>	T – SS S - S	<p>A kind of diagnostic test to find out what they know already Cut-ups easier to rearrange and group, good for kinaesthetic L. type Taking away pressure from individual students and giving them an opportunity to speak Developing student autonomy by self-correction; not putting students on the spot</p>
5	<p>What helped you decide? Differences between formal and informal letter (prompt, elicit)</p> <ul style="list-style-type: none"> - layout - language (phrasal verbs, one-word verbs /passive, active / complicated language, frequent words) - opening and closing - abbreviations / contractions 	SS-T- SS	<p>Activating previous knowledge Helping to notice</p> <p>I will not go into teaching vocabulary here (unless asked) as this is not relevant for the task and also not for the writing task later on.</p>
10	<p>a) Worksheet: Look at first letter of complaint (airline) – What's wrong with it? (Help! Point at differences listed on board). Briefly! How does it sound?</p> <p>b) 2nd letter – Underline the more formal version and fill the gaps with the correct word or phrase</p> <p>c) Organisation: Label !(reason for writing; complaint(s) and justification,</p>	SS - T S / S-S T - SS	<p>Helping notice “tone” of letter which is inappropriate at times and other problems partly listed in previous stage.</p> <p>Providing students with more useful formulaic phrases Providing students with a good model for their writing</p>

	suggested action to be taken, closing remarks) Vocabulary		
5	Move to computer room	T - SS	Writing on PC is more realistic, editing is easier, it gives students more time for writing and is easier to read and make suggestions at the peer-correction stage (they can also use different colours for their corrections or suggestions)
15	Instructions – Set time limit Point out list of possible problems In pairs students write a complaint letter to an airline. -> Monitor and help	T - SS S – S	Making sure students have ideas to write about and do not lose time which they need for writing To foster team work, give opportunity to speak and help weaker students Giving students individual attention; helping during the writing process which is far more effective than afterwards (Hedge, T. 2005)
5	Set time limit (5 min) Read other pairs letter – make suggestion or corrections in different colour – > <i>Look at list of differences</i> – <i>Is the sequencing clear? Do you understand what the problem is? How would you react if you were the airline company and received this letter?</i>	S – S	Providing opportunity for peer correction (fosters collaborative working and self-reliance)
5	Come together and give each other feedback	SS-SS	Providing a communicative focus in the lesson.
5	Get feedback on usefulness / relevance of task Did you enjoy it? Tell, I will print out their letters and give them back with written feedback. Give links: http://www.bbc.co.uk/consumer/how_to_complain/ http://www.airsafe.com/podcasts/castinfo.htm Show #7 (AE)	SS – T T – SS T – SS	Providing students with a record of their work and giving individual written feedback to help them improve. Helping students become autonomous learners. Help learners with intrapersonal intelligence who prefer to learn alone in their pace Providing appropriate authentic listening material for extensive listening outside the classroom and to consolidate vocabulary learned in class