



The Erindale Academy

Tel: 905-232-1576

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| 1576 Dundas St West, Mississauga, ON L5C 1E5

Daily Lesson Plan



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| | | |
|--|---|--------------------|
| Course Name: Simplified Chinese | | Course Code: LKBDU |
| Grade Level: 12 | Duration: 3 | Lesson #: 2.9 |
| Unit #: 2 | Lesson Title: Lesson 2.9 Mock job interview | |
| Overall Expectations (<i>Directly from The Ontario Curriculum</i>) A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2 | | |
| Specific Expectations (<i>Directly from The Ontario Curriculum</i>) A1.1 A1.2 A2.1 A2.2 A2.3 A3.1 B1.1 B1.2 B1.3 B2.1 B2.2 C1.1 C1.2 C1.3 C2.1 C2.2 C3.1 D1.2 D2.2 D2.3 | | |
| Learning Skills & Work Habits (<i>Check all that apply; Select from the following list and describe the activity(ies) you plan to track</i>) Responsibility: Know class rules and expectations Organization: Prepare for quizzes and other assignments on the way Independent Work: Review of learnings in class; do homework independently Collaboration: Pair work and group work in role play, discussion, and games etc. Initiative: Engage in class actively; preview and review lessons Self-Regulation: Obey the class rules; do assignments in time | | |
| Learning Goals (<i>What do I want the students to know and/or be able to do?</i>) Today you (students) will: 1) Have knowledge of job interviews and learn how to perform well in job interviews 2) Improve listening and speaking skills 3) Use new vocabulary appropriately 4) Learn to analyze and give feedback to peers' interview performance 5) Improve self-introduction and self-promotion skills 6) Improve presentation skills 7) Enhance teamwork and public speaking skills | | |



Success Criteria (*Based on the application of the lesson, how will I know students have learned what I intended? Recording Devices: anecdotal record, checklist, rating scale, rubric, etc...*)

By the end of this lesson I (students) can:

- Learn how to perform well in job interviews
- Group work in mock job review practice
- Speak in public (Presentation and self-promotion)

Materials and Resources

Lian, S. (1993), *Contrastive Studies of English and Chinese*. Beijing: Higher Education Press.

Shao, Z. & Shao, W. (2013). *Contrastive Studies between English and Chinese*. Shanghai: East China University of Science and Technology Press.

Wheatley, J. K. (2011). *Learning Chinese: A Foundation Course in Mandarin*. New Haven & London: Yale University Press.

Relevant job interview questions

Lesson Structure and Activities

| Timing (minutes) | Content |
|------------------|--|
| ~5-10 minutes | ICEBREAKER & WARM-UP QUESTIONS <i>Check attendance</i> Warm-up questions: How are you today? Any updates/ news to share? |
| ~15-20 minutes | Part 1 Review of Lesson 2.8 e-Portfolio presentation Homework check – cover letter writing & job interview tips |
| ~5-10 minutes | Part 2 – Explaining the three steps of the activity <ul style="list-style-type: none">• Form groups |



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| | |
|---|--|
| | <ul style="list-style-type: none">• Practice within groups• Practice in front of the class |
| ~45-50 minutes | Part 3 Form groups Practice within groups |
| 15 minutes | Break |
| ~70 minutes | Part 4 – Practice in front of the class Feedback and suggestions |
| ~10-15 minutes | ASSIGN ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. Write two cover letters – one in Chinese and one in English for a summer intern/ part-time position with the template given- Due by 8:00pm this Sunday, June 16.- 2. Group presentation on a cultural topic:<ul style="list-style-type: none">- Titled: Chinese culture vs Western culture: ...- a. in groups of 2-3- b. 10-15 minutes- c. With engaging slides- d. next Friday (June 21) |
| ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. Write two cover letters – one in Chinese and one in English for a summer intern/ part-time position with the template given- Due by 8:00pm this Sunday, June 16.- 2. Group presentation on a cultural topic:<ul style="list-style-type: none">- Titled: Chinese culture vs Western culture: ...- a. in groups of 2-3- b. 10-15 minutes- c. With engaging slides- d. next Friday (June 21) | |
| EXIT CARD Short Survey | |
| TEACHER'S REFLECTIONS (What do I need to do to become more effective as a teacher in supporting student learning?) After the lesson: | |



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Check all that apply in each list (Teacher may modify the list)

| Assessment Strategies | | |
|--|---|---|
| For Learning | As Learning | Of Learning |
| Student product: Diagnostic tests Practice quiz Pop quizzes Homework Class notes Peer feedback Practice questions Practice tests Observation: Class discussions Peer feedback Conversation: Student teacher conferences Small group discussions | Student product: Learning logs Self-assessment sheet Homework Self-analysis sheet Peer-analysis sheet Observation: Whole class discussions Group discussions Conversation: Student teacher conferences Small group discussions Pair work | Student product: Assignments Tests Exam Case studies Business report Observation: Student-led discussion/debate Presentation Performance tasks Conversation: Student teacher conferences Question and answer session |
| Lesson Tools | | |
| Direct Instruction Structured overview Lecture Compare & contrast Socratic method Demonstrations | Indirect Instruction Problem solving Case studies Reading for meaning Inquiry Reflective discussion Writing to inform Concept formation Concept mapping Concept attainment | Instructional Skills Explaining Demonstrating Questioning |



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| Interactive Instruction | Independent Study | Experiential Learning |
|---|---|---|
| PowerPoint Video clip Debates Role playing Brainstorming Peer partner Learning/analysis Discussion Laboratory groups Cooperative learning Groups Jigsaw Problem solving Conferencing | Essays Computer assisted Instruction Journals Learning logs Reports Learning activity packages Correspondence lessons Learning contracts Homework Research projects Assigned questions Learning centers | Field trips Conducting Experiments Simulations Games Story telling Focused imaging Field observations Role-playing Model building Surveys Case studies |