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| **Reading Lesson Plan** | | | | |
| **TITLE** | Cover Letters | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| Hauri Park | Intermediate | 10 | Adult | 50 mins. |

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| **MATERIALS** |
| * White board and board markers * Sample resume with cover letter (10 copies) * Vocabulary Worksheet (10 copies) * Reading Text: 7 Secrets to Writing a Great Cover Letter (10 copies) * Two sample cover letters (10 copies each) * SOS plan - True or false questions (10 copies) * Reference - List of action verbs in writing resume and cover letters (10 copies) |

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| **AIMS** |
| * Students will practice their reading skills by reading the text on how to write cover letters; and by working on the vocabulary worksheets. * Students will learn vocabulary related to cover letters by studying the vocabulary presented; and reading and writing cover letters. * Students will enhance their writing skills by taking down notes during reading and vocabulary activity. * Students will improve speaking and listening skills by sharing ideas during the class discussion. |

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| **LANGUAGE SKILLS** | |
| Reading  Writing  Speaking  Listening | Reading text; vocabulary worksheet; sample cover letters  Making sentences (vocabulary activity)  Participating in class discussions; sharing ideas  Teacher's elicitation; other Ss' ideas during class discussion |

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| **LANGUAGE SYSTEMS** | |
| Lexis  Discourse  Phonology | Cover letter, tailor, personality, expertise, field, inexperienced, address, applicant  Class discussion  Correct pronunciation of the vocabulary words |

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| **ASSUMPTIONS** |
| Students are familiar with:   * the teacher's teaching style * the vocabulary words in the reading text as they are at an intermediate level * expressing their opinions in English * Korean job applications |

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| **ANTICIPATED ERRORS AND SOLUTIONS** |
| * Students may not know some vocabulary in the reading text (cover letter)   + Encourage students to guess from context; help them along during monitoring * Students may take longer to finish the task than expected   + Adjust the time allotted for other activities * If all activities finish early   + Make use of the SOS plan to further develop students' knowledge on the topic   + Review the topic and get feedback from students * If not all students have comprehended the topic   + Give out homework to further enhance their comprehension |

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| **REFERENCES** |
| http://busyteacher.org/8911-teach-esl-students-job-application-cover-letter.html  http://www.tefl.net/esl-jobs/functional-resume.htm  http://www.ocs.fas.harvard.edu/students/materials/resumes\_and\_cover\_letters.pdf |

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| **Lead-in** | | | | |
| **Aims**  To help Ss be familiar with the topic prepared | | | **Materials**  Whiteboard, markers, sample resume with cover letter | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5 | Class | Ss will talk about their own experience or their own way of applying for jobs, and submitting resumes. | | Greet Ss and open the discussion about applying for a job. Talk about what else should be submitted with a resume. |
| 5 | Class | Ss will guess what a cover letter is and give words commonly used in writing cover letters. | | Elicit some words related to cover letter. Introduce what a cover letter is. Introduce task. |
| **Notes**  Have Ss share their experience and ideas while eliciting some words that they will be using during the activity. Ss may not be familiar with what a cover letter is (not commonly written in Korea), talk about its similarities and differences with a self-introduction page on Korean resumes. | | | | |

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| **Pre-Activity** | | | | |
| **Aims**  To familiarize Ss with the vocabulary words in the reading text (cover letter) | | | **Materials**  Whiteboard, markers, vocabulary worksheet | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 10 | Individual/  Class | Ss will give the meaning they think is correct for each words in the worksheet. All Ss will participate in giving the correct definition of the words. | | Elicit vocabulary words and distribute worksheet. |
| **Notes**  Ss are at an intermediate level. They may be familiar with the vocabulary words already. Elicit from the Ss first. | | | | |

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| **Main Activity** | | | | |
| **Aims**  To enhance their reading skills | | | **Materials**  Reading Text, sample cover letters | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 10 | Individual | Ss will read the text on how to write cover letters | | Instruct, distribute the text and monitor the class. |
| 5 | Class | Ss will share ideas about writing a good cover letter - what they think are the most important details to be included. | | Instruct and write down their key words on the board. |
| 10 | Individual/ Class | Ss will read the two cover letters and share their ideas to tell which a better written cover letter was. | | Instruct, distribute the worksheet and monitor the class. |
| **Notes**  Encourage Ss to share their ideas about writing a cover letter. Give conditional situations where if they had to write one, what important details they would include in their cover letters. If the activity finishes early, use the SOS plan to further check their comprehension. | | | | |

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| **Post Activity** | | | | |
| **Aims**  To confirm the effectiveness of the activity and to check whether Ss have enjoyed the activity | | | **Materials**  Whiteboard, markers, homework | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5 | Whole Class | Ss will give their feedback and share their opinions about the effectiveness of the lesson/task. | | Ask if Ss enjoyed the activity. Review. Ask about the application of the lesson learned.  Distribute the list of action verbs for their reference. |
| **Notes**  While Ss are giving their feedback, monitor to check if all the Ss have understood the lesson. If the teacher feels that not all Ss have understood the lesson, ask the Ss to further enhance their skills by writing their own cover letter for homework (write your own cover letter). Give them the list of action words for reference. | | | | |

**Sample Cover Letter and Resume**

**Dean Brown**

3345 Garden Place, Sarasota, FL 34231  
941-332-9989 dbrown@home.com

April 16, 2015

Human Resource Department

Times Tesol

1234 Gangnam Drive

Seocho, Seoul 123-456

Dear Human Resource Manager,

I read with interest your posting for ESL teaching position on your website. I believe I possess the necessary skills and experience you are seeking and would make a valuable addition to your company.

As my resume indicates, I possess more than 9 years of progressive experience in the field of education. My professional history includes teaching in prominent language schools for more than 5 years and currently is tutoring students from different age group.

My responsibilities as an ESL teacher match the qualifications you are seeking. I have worked with students not only ranging from elementary students to adult learners, but I have also taught learners with different cultural and social background. Furthermore, I have experiences working in Korea as a volunteer teacher back in 2005.

I have attached my resume for your review and I look forward to speaking with you further regarding your available position.

Sincerely,

Dean Brown

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| **Dean Brown** 3345 Garden Place Sarasota, FL 34231 941-332-9989 dbrown@home.com  **Objective:** Seeking a position in a non-profit industry where my extensive teaching and communication experience will be used in full.  **Qualifications:**   * Strong writing, editing, and presentation skills * Proficient in organized and environmentally friendly administration * Ability to develop rapport with people of all cultures and ages   **PROFESSIONAL SKILLS**  **Writing Skills**   * Wrote and edited sections of *Andrews Language Academy* company website and newsletter from 2010-2012. * Addressed student concerns and inquiries via e-mail help desk. * Researched motivational learning techniques in relation to multicultural groups and composed essays using MLA format. Presented findings in various workshops from 2012-2016. * Created and contributed to an International Teacher's Group Blog, titled *Show Don't Tell*. Blog was featured in *China News Daily* in May 2015.   **Leadership Skills**   * Served as *ELT Wonderschool* representative in Job Fair 2009. * Coached new and returning students at monthly intake day sessions at *Andrews Language Academy*. * Designed and taught an Advanced writing course for business learners for *ELT Wonderschool* in 2014.   **Organizational Skills**   * Used computer skills including Microsoft Word, PowerPoint, Adobe PhotoShop, and HTML to aid in systematic and creative lesson planning. * Developed and maintained reusable teacher files to save time and money, and reduce environmental waste. * Met and exceeded daily, weekly, and monthly deadlines for newsletters, test writing, and student records in various teaching positions.   **Interpersonal Skills**   * Motivated hundreds of students to become proficient readers in North America and Asia. * Developed active listening skills during ten years of teaching ESL in paid and volunteer positions. * Maintained an open door policy during all positions as a senior teacher. * Participated in panel interviews with administrators during teacher recruiting sessions.   **EMPLOYMENT HISTORY**   * *www.homestyleenglish.com* (tutoring and editing) present * *ESL Wonder School* 2012-2014 * *Andrew Language Academy* 2009-2012 * *Beijing Baby Preschool* (Volunteer) 2005-2006 * *Seoul English Camp for Kids (Volunteer)* 2005   **EDUCATION**   * *TESL Nation Certification*, Florida, 1995 * BA, Dramatic Arts *University of Florida* 1994 |

**Vocabulary Worksheet**

Write down the meaning and the example sentence of the words discussed. Make your own sentence using the word.

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| **Word** | **Definition** | **Sentences** |
| cover letter (n) |  |  |
| tailor (v) |  |  |
| personality (n) |  |  |
| expertise (n) |  |  |
| field (n) |  |  |
| inexperienced (adj) |  |  |
| address (v) |  |  |
| applicant (n) |  |  |

**Reading Text**

**7 Secrets to Writing a Great Cover Letter**

Here are seven golden rules of writing a cover letter somebody will actually want to read.

**1) Address somebody**Address your letter to a specific person if you can. If you do not know the name of the person in charge, use "Dear Hiring Manager" or "To Whom It May Concern."

**2) Do some research**Do some research on the company you are applying for and tailor your letter to fit that company.

**3) Keep it short**  
Less is more. Your letter should be no more than a single page. Keep it short and factual. Avoid using fancy words.

**4) Don't repeat a resume**Your cover letter is not paragraph form of your resume. It should show your personality, curiosity, expertise and interest in the field you are applying for. Convince the reader that you are ready and able to do the job.

**5) Send it as a PDF**  
Not every office computer can read .docx or .pages files. Sending your file as PDF will allow readers to open your file without any conversion. Make sure your resume and cover letter are prepared in the same font type and size.

**6) Close strong**  
Finish off by quickly explaining how your experience or worldview will help you at the job. That’s key. That’s the closer. And it can be done in one to two seconds. If it goes any longer, you’re just rambling.

**7) What to put in your cover letter**  
 1. Your name and contact details

2. Date

3. Add the recipient's name and address

4. Greeting

5. Opener - generate interest

6. Letter Body - sell your skills

7. A Call for Action - finish with a request for an interview

8. Closer - include closing, signature and printed name

**Class Discussion - Cover Letter 1**

**Dean Brown**

①

3345 Garden Place, Sarasota, FL 34231  
941-332-9989 dbrown@home.com

②

April 16, 2015

③

Human Resource Department

Times Tesol

④

Dear Sir/Madam,

I am writing to apply for the role of ESL teacher and have attached a copy of my resume for your consideration.

⑥

⑤

As you can see from my resume, I have already had extensive experience in teaching, and I am now looking for an opportunity to build on this.

⑦

I am currently working in as an English tutor.

Please do not hesitate to contact me if you would like any further information.

⑧

Yours faithfully,

Dean Brown

**Class Discussion - Cover Letter 2**

**Dean Brown**

①

3345 Garden Place, Sarasota, FL 34231  
941-332-9989 dbrown@home.com

②

April 16, 2015

Ms. Ellie Wells

Human Resource Manger

③

Times Tesol

1234 Gangnam Drive

Seocho, Seoul 123-456

④

Dear Ms. Wells,

I have read your job advertisement in your website and am very interested in the job that you are offering. I believe I have the needed skills and experience that you are seeking and would make a valuable addition to your company.

⑤

I have more than 9 years of experience in the field of English education. I have been teaching in prominent language schools in America catering to International students learning English as their second language. Currently, I am tutoring English to International students from different age group. I was awarded as the "Teacher of the Year" for three consecutive years at Andrew Language Academy for developing English curriculums for adult learners for maintaining 96% re-enrollment rate.

⑥

I strongly believe that my responsibilities as an ESL teacher match the qualifications you are seeking. I have worked with students not only ranging from elementary students to adult learners, but I have also taught learners with different cultural and social background. Furthermore, this is will not be my first time to teach Korean students as I have experiences working in Korea as a volunteer teacher back in 2005.

⑦

I have attached my resume for your review and I look forward to speaking with you further regarding your available position. Please feel free to contact me anytime to arrange an interview.

⑧

Sincerely,

Dean Brown

**True or False Worksheet**

Write true or false.

1. \_\_\_\_\_\_\_ A cover letter should be short and flowery.

2. \_\_\_\_\_\_\_ A cover letter should be addressed to a specific person.

3. \_\_\_\_\_\_\_ A cover letter can be sent in any file format, whichever is convenient for the applicant.

4.. \_\_\_\_\_\_\_ A cover letter can be easily written by changing the name of the recipient and simply copying and pasting the contents of the letter.

5. \_\_\_\_\_\_\_ A cover letter should include the applicant's personality and expertise.

6. \_\_\_\_\_\_\_ A cover letter should include the applicant's personal contact details.

7. \_\_\_\_\_\_\_ A cover letter is better when written in long paragraphs explaining every detail about the applicant.

8. \_\_\_\_\_\_\_ A cover letter is to convince the reader that the applicant is fit for the job.

9. \_\_\_\_\_\_\_ A cover letter may be written in any font type and size as long as it fits in one page.

10. \_\_\_\_\_\_ A cover letter does not need to have applicant's contact details as they are available in the resume.

**Reference - Action Verb List for Resumes and Cover Letters**

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| **Management Skills** | **Communication Skills** | **Research Skills** | **Technical Skills** | **Teaching Skills** | **Financial Skills** | **Creative Skills** | **Helping Skills** | **Clerical Skills** | **Other Verbs** |
| administered  analyzed  assigned  attained  chaired  consolidated  contracted  coordinated  delegated  developed  directed  evaluated  executed  improved  increased  organized  oversaw  planned  prioritized  produced  recommended  reviewed  scheduled  strengthened  supervised | addressed  arbitrated  arranged  authored  collaborated  convinced  corresponded  developed  directed  drafted  edited  enlisted  formulated  influenced  interpreted  lectured  mediated  moderated  negotiated  persuaded  promoted  publicized  reconciled  recruited  spoke  translated  wrote | clarified  collected  critiqued  diagnosed  evaluated  examined  extracted  identified  inspected  interpreted  interviewed  investigated  organized  reviewed  summarized  surveyed  systematized | assembled  built  calculated  computed  designed  devised  engineered  fabricated  maintained  operated  overhauled  programmed  remodeled  repaired  solved  upgraded | adapted  advised  clarified  coached  communicated  coordinated  demystified  developed  enabled  encouraged  evaluated  explained  facilitated  guided  informed  instructed  persuaded  set goals  stimulated  trained | administered  allocated  analyzed  appraised  audited  balanced  budgeted  calculated  computed  developed  forecasted  managed  marketed  planned  projected  researched | acted  conceptualized  created  customized  designed  developed  directed  established  fashioned  founded  illustrated  initiated  instituted  integrated  introduced  invented  originated  performed  planned  revitalized  shaped | assessed  assisted  clarified  coached  counseled  demonstrated  diagnosed  educated  expedited  facilitated  familiarized  guided  motivated  referred  rehabilitated  represented | approved  arranged  catalogued  classified  collected  compiled  dispatched  executed  generated  implemented  inspected  monitored  operated  organized  prepared  processed  purchased  recorded  retrieved  screened  specified  systematized  tabulated  validated | achieved  expanded  improved  pioneered  reduced (losses)  resolved (problems)  restored  spearheaded  transformed |

From The Damn Good Resume Guide by Yana Parker, Berkeley: Ten Speed Press

Reference: http://hrweb.berkeley.edu/sites/default/files/attachments/action-verbs.pdf