The Impact of Technology on Daily Life

**** Basic **** Intermediate ****  Advanced

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| **Business/Materials** | **Lesson Objectives** | | | | |
| * A 500-word article: “The Impact of Technology on Daily Life” (printed or digital copies) * Whiteboard/markers or digital board * Handout with comprehension questions (intensive reading) * Graphic organizer (e.g., a table to compare pros and cons of technology) * Handout for a close passage activity (short excerpt with blanks and a word bank) * Reading log template (for tracking reading progress) * Timer for activities * Access to a dictionary (physical or digital) * Visuals or descriptions of a cozy reading zone (e.g., a slide with images of libraries, comfortable chairs) | * Identify the main idea and key details of the article (intensive reading). * Summarize the article in their own words (extensive reading). * Discuss the pros and cons of technology in daily life, using vocabulary from the article. * Break down at least one word into its morphemes and identify parts of speech in a sentence (intensive reading). | | | | |
| **Warm-up and Objective Discussion (5-7 minutes (Extensive))** | | | | | |
| * Warm-up (5 minutes) – Reading Zone Simulation (Coach Hare): Start by showing a slide or describing a cozy reading zone: “Imagine you’re in a library corner with colorful posters, comfy chairs, and books all around. Let’s create that vibe today!” Then, ask students: “How does technology affect your daily life? Give one example of something you love and something you don’t like.” Students share in pairs for 2 minutes, then 2-3 pairs share with the class (newspaper corner technique). * Objective Discussion (2 minutes): Write the lesson objectives on the board and explain: “Today, we’ll read an article about technology’s impact on daily life. We’ll focus on understanding details, summarizing, analyzing language, and discussing your thoughts.” | | | | | |
| **Instruct and Model (10 minutes)** | | **** R | **** W | **** L | **** S |
| * Pre-Writing Activity:   + Brainstorming: On the board, create two columns labeled “Pros” and “Cons.” Demonstrate how to brainstorm by providing one example for each column (e.g., “Pro: Technology makes communication easier.” “Con: Technology can be distracting.").   + Vocabulary Preparation: Introduce 3-5 key terms from the article (e.g., “innovation,” “distraction,” “efficiency”) and model how to use a dictionary to define them.  1. Reading (Skimming):    * Students skim the article silently for 3 minutes to get the gist (extensive reading). 2. Model Writing:    * Write a one-sentence summary of the first paragraph on the board: “Technology has both positive and negative effects on daily life.” | | | | | |
| **Guided Practice (15 minutes)** | | **** R | **** W | **** L | **** S |
| Writing Activity:   * + Divide students into small groups and assign each group a section of the article (e.g., intro, benefits, drawbacks, conclusion).   + Each group writes a short paragraph (4-5 sentences) about their assigned section, incorporating one key term from the vocabulary list.  1. Peer Feedback:    * Groups exchange paragraphs and review each other’s work. Provide guiding questions: “Is the main idea clear? Are the pros and cons explained well?” 2. Jigsaw Sharing:    * Groups share their findings with the class, while others listen and take notes. | | | | | |
| **Independent Practice (15 minutes)** | | **** R | **** W | **** L | **** S |
| * Post-Writing Activity:   + Students revise their paragraphs based on peer feedback. Encourage them to improve organization, clarify ideas, or add supporting details.  1. Sharing:    * Volunteers read their revised paragraphs aloud. The class provides constructive feedback, focusing on one strength and one area for improvement. | | | | | |
| **Assessment (10 minutes)** | | **** R | **** W | **** L | **** S |
| * Reading Quiz:   + Students complete a short quiz with 3 questions: 1 multiple-choice (main idea), 1 short-answer (key detail), and 1 open-ended (personal opinion on technology).  1. Final Writing Task:    * Students write one sentence using a new vocabulary word and explain its part of speech (e.g., “Innovation (noun) drives progress in society.”). 2. Reading Log:    * Students fill out a reading log entry: title of the article, a 1-sentence summary, and a goal (e.g., “Next time, I’ll write about technology in education.”). | | | | | |