**Lesson plan: AT THE OFFICE**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (6 minutes)** | To let students get to know each other and their teacher | Teacher: - reveals some information about him/herself. - asks all students to introduce themselves using the suggestions in the slide | - Welcome class! My name is.. I’m … years old and I’m your teacher for this class.  - Now I would like you guys to take turn and introduce yourself using the following information:  - Nice to meet all of you! During the lesson, if you have any questions, please let me know. Thank you! | 50 seconds | - Introduce yourself using the following information. | 45 seconds/student |
| To introduce the lesson | - Teacher introduces the topic of today’s lesson | Today we will have a discussion about **the topic: “At the office”**  - I hope after today’s lesson you will be able to communicate more confidently when you are in this kind of context. | 30 seconds |  |  |
| **Class rules (1 minute)** | To let students understand the class rules | - Teacher reads the rules for students | Before starting today's lesson, here are three rules I want you guys to follow:  … | 1 minute |  |  |
| **Teacher - Student (15 minutes)** | To let students practice structures they have learned in LS classes and express their ideas about the topic with the teacher. | Question 1: Teacher:- explains the game,  - gives students some new words. | 1. **Vocabulary game: Fill in the blanks to complete the words.**   **Answers:**  **OFFICE ROUTINE TASK PROMOTION PROJECT CONSERVE**  - Congratulations on the winners. | 1 minute |  | 1 minute/student |
| Question 2: Teacher: - asks all students in the class to answer  - knows when to stop students when they go off topic.  - uses suggestions in brackets to train students to speak one short paragraph. | And here is the question number 2: **What is your job and what is your office like?**  **Suggestions:**   * **I’m working as an accountant at ...company. I love working in this office, as I can get to do what I love to do.** * **I am a doctor. I work at a hospital. I am familiar with the atmosphere there. Some people may hate hospitals I think** | 1 minute | Each student talks 3-5 sentences | 1 minute/student |
| - Fixes common grammatical mistakes arise for students. | After listening to your talks, I could see some common mistakes that you need to correct it and now I will correct them | 1 minute | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current and the previous contexts | Question 3: Teacher: - Lets students work in pairs  - Stops students politely when they speak more than the allowed amount of time. - Gives suggestions if necessary (write in chat box). | 1. Ok let's start with question 3: you guys will work in pairs.   **Discuss with your partner the following questions: Do you agree with the statement: “We spend more time at the office than at home.”? Why/Why not?**  => If in the case of s**t**udents do not have experience of the situation, the teacher can give suggestions:   * **I agree. I leave home at 8:00 a.m. and go back at 7:00 p.m. I want to change my job. I think two part-time jobs are equal to one full-time job.** * **I often work overtime. It’s true that I spend more time at the office than at home.** | 45 seconds | Have a short conversation with a partner. | 1 minute 30 seconds /student |
| - Corrects most common mistakes | Instead of using “..” , you can say “..” | 45 seconds | Listen and take note of teacher’s comments. |  |
| Question 4: Role-play:  Teacher: - Explains the situation. - Lets student practice with their partner - Gives suggestions if necessary - Corrects most common mistakes | In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes. - Read the situation for students  **A: Your friend has just been promoted at work. Ask him/her for some advice.**  **B: You are student A’s friend. Talk with him/her.**  **A:**   * **I’ve heard that you’ve just been promoted. Is that true?** * **Congratulations! How could you get promoted in such a short period of time?** * **How?** * **That sounds great. I hope someday I can be like you.**   **B:**   * **Yes, I’ve just been promoted to a management position.** * **Well, I’ve been trying and working very hard. I also showed my manager that I deserved a promotion.** * **I proved to my manager that I could consistently handle my own projects from start to finish. I also made myself indispensable.**   You will have a conversation **about at the office.**  Remember to use the structures and words that you have learnt in previous lessons.  Teacher can suggest students some structures to ask and answer:  - | 1 minute 30 seconds | Summarize what you have learnt in last lessons to practice with a partner | 1 minute 30 seconds /student |
| **Wrap-up**  **2 minutes** | To let students understand what they learnt after the lesson | - Summarize the knowledge learnt in the lesson;  - Remind students to do homework. | - Today you guys did pretty great job in using structures in last lessons  - Finally, I kindly request you guys to open the Outline and click on the link on page 5 to practice more at home.  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5911cc8c1ce6854f42c86f7d/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php | 2 minutes |  |  |