**Lesson plan: AT THE OFFICE**

**A NEW COLLEAGUE**

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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 **A new colleague**  - 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: Match column A to column B to complete the sentences.**   **Answers:**  **1 –b**  **2- a**  **3 – f**  **4- c**  **5 – d**  **6 - e**  - 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: **How did your colleagues welcome you on your first day at work?**  **Suggestions:**   * **I remember my very first time working in an office (it was an internship). My manager introduced me to everyone in the department and then my desk. After that everyone went back to work and the room went silent. I had no clue what to do and was wondering 'so this is what life outside of school is like”** * **I got introduced to everyone in the office. But that’s all. No one spoke to me, unless I asked about work.** * **I was welcomed by my new colleagues with a small party. Everyone is very friendly and nice. They helped me a lot on my first day at work.** | 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 question: What is the best way to welcome a new colleague?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Hold a small party** * **Have lunch together** * **Give your colleague a notebook and a pen** * **Etc.** | 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: You are going to have a new colleague tomorrow. Ask your friend about him/her.**  **B: You’re A’s friend. Talk with him/her.**  **A:**   * **Hey Jane! I’ve heard that we are getting a new colleague tomorrow.** * **She has an MA from RMIT in Australia, and she has been working in the finance industry for 3 years.** * **Yes, I do. I saw her photo. She’s very good-looking with big eyes and white skin.** * **Me too.**   **B:**   * **Really? What do you know about him or her?** * **Oh cool! Do you know what she looks like?** * **That sounds great! I can’t wait to meet her.**   You will have a conversation **about your new colleague.**  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  - In pronunciation part, you have understood the difference between /æ/ and /e/  - Finally, I kindly request you guys to open the Outline and click on the link on page 6 to practice more at home.  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/591126001ce6854f44c8708f/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php  .. | 2 minutes |  |  |