**Lesson plan: AT THE OFFICE**

**ASKING A COLLEAGUE HOW TO USE A DEVICE**

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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 **Asking a colleague how to use a device.**  - 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: Put the words into the boxes to have the correct pronunciations.**   **Answers:**   * **/p/: Printer, Press, Power, Projector, Paper** * **/b/: Button, Better, Box**   - 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 devices do you usually use at the office?**  Suggestions:   * **Computer** * **Calculator** * **Printer** * **Telephone** * **Projector** * **Copy machine** * **Fax machine** | 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). | Ok let's start with question 3: you guys will work in pairs.  **Discuss with your partner the problems you had when using equiment at the office.**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **What was the problem?** * **Could you solve that problem or you asked someone to help?** * **The photocopier isn’t working.** * **Paper jams inside the copier.** * **You can’t turn on the projector, computer.** * **The printer prints lines or spots on the page.** | 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 have to prepare some documents for a meeting. Ask your colleague how to use the printer to print the documents.**  **B: You are A’s colleague. Talk with him/her.**  **Suggestions:**  **A:**   * **I’m preparing some documents for the meeting this evening, but this is the first time I’ve used it and I’m having a problem. Could you give me a hand with it?** * **Yes, of course.** * **Great! Thank you very much!**   **B:**   * **Oh, I see. Let me show you how to use it. Did you connect your computer to it?** * **Okay. First, you have to press the power button to turn it on, put the paper here, then click Print and choose this printer on the screen…. See, now you have printed documents.** * **You’re welcome!**   You will have a conversation **about the topic: “Asking a colleague how to use a device”** 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 **/p/ and /b/**  - However, I kindly request you guys to find homework to practice more at home  Link Vietnam: <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/55b281caa8615a5a90c69c62/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php | 2 minutes |  |  |