**Lesson plan: AT THE OFFICE**

**CONSERVING ENERGY AT WORK**

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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 **Conserving energy at work.**  - 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. | **Vocabulary game:**   * 1. **Each student tries to pronounce correctly all the words below.**   **Suggestions:**  **Switch /swɪtʃ/**  **Light /laɪt/**  **Change /tʃeɪndʒ/**  **Habit /ˈhæbɪt/**  **Chair /tʃer/**  **Thermostat /ˈθɜːrməstæt/**  **Heat /hiːt/**  **Temperature /ˈtemprətʃər/**  - Congratulations on the winner. | 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: **Why should we save energy at the workplace?**  **Suggestions:**   * **The energy we use today is derived from fossil fuels. Saving energy is saving fuels.** * **We save energy to prevent global warming and air pollution.** * **Conserving energy at the workplace is saving money of the company.** | 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 what you can do to conserve energy at the workplace.**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Turn off unnecessary lights, turn off the lights as you leave a room, unless you’re coming straight back.** * **Use natural light.** * **If you’re not going to use your computer for a while, switch it off rather than leaving it in screensaver mode.** * **Switch off equipment when not in use. (printers, scanners, microwave, lights, air conditioners).** | 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: Talk with your colleague about conserving energy at the workplace.**  **B: You are student A’s colleague. Talk with him/her.**  **Suggestions:**  **A:**   * **Do you know that our company has to pay $70,000 in expenses for our annual water and electricity bills?** * **Yeah. I think it’s because of our bad habits of going home and not turning off the lights.** * **I passed by our company at 3 a.m. after my night out last week, the lights were still on.** * **That is a great idea.**   **B:**   * **Really? That’s a huge amount of money.** * **I agree. Sometimes, I can’t even find where the light switches are.** * **I think our company should install sensors and thermostats.** * **Yeah, I will propose that to our manager.**   You will have a conversation **about conserving energy at work.**  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 /ʧ/ and /t/  - 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/591185a71ce6854f40c86fc8/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php | 2 minutes |  |  |