**LESSON PLAN: TALKING ABOUT COMPUTER PROBLEMS**

***Notes:***

- Teachers need to call students in random orders for different parts of the lesson.

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| INTRODUCTION  ***1 minute*** | Let students get to know the teacher | - Teacher reveals some information about him/herself. | *Before we start the lesson, I would like to introduce myself..* | ***30 seconds*** | Listen |  |
| Introduce the lesson | - Introduce the lesson and explain a bit about it. | *- Our lesson today will be about “****TALKING ABOUT COMPUTER PROBLEMS****”*  *- If you have any questions, please feel free to ask. I’m here to support you guys!* | ***30 seconds*** | Listen |  |
| LESSON OBJECTIVES  ***30 seconds*** | Tell students what they will gain after the lesson | - Read the lesson’s objectives on the slide  - Use tools to emphasize key objectives on the slide | *- After today’s lesson, you will be able to:*  *…* | ***30 seconds*** | Listen |  |
| WARM UP  ***4 minutes*** | Get students ready to learn. | - Ask students to watch the video and **answer the questions (ask 3-4 students to answer the questions)**  - Teacher can give extra questions. | 1. ***Have you ever been angry at your computer? Why?*** 2. ***What would you do if your computer had a problem?***   ***Link:*** [*https://www.youtube.com/watch?v=2aOICtMyKTk*](https://www.youtube.com/watch?v=2aOICtMyKTk)  *\*Teacher can ask some extra questions below:*  ***3. Would you fix your computer or buy a new one when it has a problem?***  ***4. How many computer brands do you know?*** | ***1 minute 30 seconds*** | **Watch the video and answer the** questions | ***25 seconds/ student = 2 minutes 30 seconds*** |
| FREE TALK  ***6 minutes and 30 seconds*** | Warm-up the atmosphere and encourage students to speak | - Pair up students and ask them to make a conversation about the context on the slide.  - Remind students to pay attention to other students' conversations.  - Do not correct students’ mistake | *- In this part you guys will work in pairs. Let’s choose one role and act it out with your partner in 2 minutes.*  *- Read the situation for students.*  *- Please pay attention to other students’ conversations, I might ask you some questions about them.* | ***30 seconds*** | Have a short conversation with a partner. | ***2 minutes/pair = 6 minutes*** |
| DIALOGUE  **5 *minutes*** | Let students know about useful sentences in the context | - Read out loud the conversation and explain the meaning of the bold words on the slide  - Choose students to practice the dialogue. (Recommendation: Depends on the number of students in the class, you can choose the weakest students or students who didn’t get to speak in the warm-up slide to practice the dialogue with you, or pair up students and ask them to practice the dialogue together) | *I will read the conversation first and you guys will have to pay attention to it. Take note if necessary.* | ***30 seconds*** | - Listen to teacher’s explanation and take note | ***30 seconds*** |
| *Ok, I would like to invite some of you to practice the conversation with me. And the others, please pay attention to the dialogue, my intonation and pronunciation.*  *- Could you practice the conversation with me? I will be…. And you will be….* | ***1***  ***minute 30 seconds*** | - Chosen student will practice with the teacher.  - The rest of the class will listen and take note | ***1 minute/pair = 3 minutes*** |
| SPEAK OUT LOUD +  PRONUNCIATION  ***7 minutes*** | Let students pronounce the sounds correctly | - Let students in turn read out loud all the words on the slide.  Make sure all students get to pronounce the words. | *Now I’d like you guys to read all the words below:* | ***30 seconds*** | - Listen and practice | ***20 seconds/ student = 2minutes*** |
| - Explain and correctly pronounce the words for the students and ask them to repeat  - Let students practice until they pronounce correctly (maximum three times) | *It seems that you all still have some pronunciation mistakes with the* ***sounds***  ***/s/ and /z/***  *- Let’s practice and I will correct your pronunciation*  *..* | ***2 minutes 30 seconds*** | ***20 seconds/ student = 2 minutes*** |
| CONVERSATION  ***16 minutes*** | Let students practice the conversation | - Let the students choose a context and practice it with them.  - You can correct their mistakes after the conversation.  - Practice with all the students. | *Now you guys will practice what you have learnt with me.*  *Remember to use the sentences/words we have learnt.* | ***4 minutes*** | - Make a conversation with your teacher. | ***2 minutes/ student = 12 minutes*** |
| ASSESSMENTS  + HOMEWORK  ***5 minutes*** | Give feedback to each student | - Give comments on students’ performance **in detail** (which words they pronounced incorrectly…)  - Evaluate each student’s performance  - Ask if students have any questions related to the lesson. | **\*\* Teacher has to remind students about their biggest strength and 1-2 mistakes that they need to improve.**  **( sandwich method)**  *-Write down students’ feedback in the assessment form.*  *-*  Remind students: "You need to finish homework soon after this lesson by opening the Outline and clicking on the link on page 10.”  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/594a5c881ce6850bc399509e/>  Link Thailand: <http://homework.topicanative.edu.vn/local/lemanager/index.php> | ***3 minutes*** | - Take note of teacher’s comments;  - Ask the teacher questions (if necessary) | ***2 minutes*** |