**Lesson plan: TECHNOLOGY**

**TALKING ABOUT COMPUTER PROBLEMS**

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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 **Talking about computer problems.**  - 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 – e**  **2 – d**  **3 – a**  **4 – f**  **5 – c**  **6 - b**  - 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: **Talk about some advantages and disadvantages of computers.**  **Suggestions:**  **Advantages:**   * **People are using computers to perform different tasks quickly and easily.** * **It also saves time and effort and reduces the overall cost to complete a particular task.** * **Many organizations are using computers for keeping the records of their customers.** * **Students can use computers to learn and access to learning materials.** * **Computers are being used in every field of life such as medical, business, industry, airline and weather forecasting.**   **Disadvantages:**   * **Computer reduces the need of people and increases unemployment in society.** * **Many people use computers without positive purposes. They play games and chat for a long period of time. It causes wastage of time and energy.** * **Computers affect negatively young generation. Young generation is now spending more time on social media websites like Facebook, Twitter, etc.** * **The improper and prolonged use of computer can result in injuries or disorders of hands, wrists, elbows, eyes, necks and back.** * **The computer manufacturing processes and computer waste are polluting the environment. The wasted parts of computer can release dangerous toxic materials.** | 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 a computer problem you hate the most and explain why.**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **My computer restarted suddenly many times. It took a lot of time to restart and I couldn’t finish my work.** * **My computer got infected with a virus. I lost all my documents. And I had to pay a huge amount of money to fix it.** | 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 at your office and your computer doesn’t work. Ask your colleague about your computer problem.**  **B: You are student A’s colleague. Talk with him/her.**  **A:**   * **Hey Jimmy. Are you busy now?** * **I’m having some problems with my computer. It just stopped working.** * **I have already restarted it thousands of times but that didn’t help. I seem to have lost some documents.** * **So, can you fix it?**   **B:**   * **No. What’s wrong?** * **Have you tried restarting your computer?** * **Calm down. I will check it out for you.** * **Oh, sorry Katy. The screen keeps freezing. I think you should call IT Support.**   You will have a conversation **about computer problems.**  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 /s/ vs /z/  - 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/594a5c881ce6850bc399509e/>  Link Thailand: <http://homework.topicanative.edu.vn/local/lemanager/index.php> | 2 minutes |  |  |