**Lesson plan: TECHNOLOGY**

**WHAT IS YOUR FAVORITE PIECE OF TECHNOLOGY?**

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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 **What is your favorite piece of technology?**  - 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:** Fill in the blanks to complete the words.  **Answers:**  **TECHNOLOGY**  **WHAT**  **TIME**  **CHAIR**  **IT**  **CHECK**  **CATCH**  **BENCH**  - 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: **What is your favorite piece of technology? Why do you like it?**  **Suggestions:**   * **Computers. A computer enables me to do everything I need. With a computer I can read things, watch things, learn things, stay connected to my friends and family, etc. computers allow us to do so much with little effort and time.** * **A smartphone. It is very useful, you can take it with you and it helps you find the places you want to go and allows you to get in touch with your friends, your relatives.** | 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 are some advantages and disadvantages of using technology? (laptops, smartphones…)**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **How often do you use your computer, your phone?** * **Have you ever seen someone who kept using his/her a phone and ignored people around him/her?** * **Advantages: Using a laptop, I can connect to the internet whenever I want, I can play games or chat with my friends** * **Disadvantages: But it leads to bad eyesight. Also, if you spend too much time on using laptops/computers, you will be addicted to them and be more irritable and unsociable.** | 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 friend about your favorite piece of technology.**  **B: You are student A’s friend. Talk with him/her.**  **A:**   * **What is your favorite piece of technology?** * **Yeah, phones are great. They are easy to carry around and they help us keep in touch with other people** * **It is definitely my iPad. I can do a lot of things with it, like checking email, surfing the internet or relaxing with games.**   **B:**   * **Probably my phone because I use it all the time. I always have it with me.** * **Yeah, so what about you? What is your favorite device?** * **Yeah. I like it too.**   You will have a conversation **talking about your favorite of technology.**  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/  - 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/585879bd1ce6850ec649d4d7/>  Link Thailand: <http://homework.topicanative.edu.vn/local/lemanager/index.php>  .. | 2 minutes |  |  |