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| <b>Main aim</b>                                                                                           | Students gain speaking fluency practice in the context of talking about technology | <b>Subsidiary aims</b>                                                                                                                                                                                                               | * students are learn vocabulary related to technology                                 |
| <b>Materials</b>                                                                                          | discussion questions, technology cards, GoogleSlides                               | <b>Signposting</b>                                                                                                                                                                                                                   | <i>Process language for speaking will be posted on the Google Slides Presentation</i> |
|                                                                                                           |                                                                                    |                                                                                                                                                                                                                                      |                                                                                       |
| <b>Anticipated problems</b> (lateness, class size, dynamics etc.)                                         |                                                                                    | <b>Solutions</b>                                                                                                                                                                                                                     |                                                                                       |
| Lateness is an issue. It is possible that at the beginning of class there may be only one or two students |                                                                                    | The section based out of the book will be a listening, so it will be difficult for students arriving late for this section to fully participate. But the lesson will restart with different material at approximately 15 mintues in. |                                                                                       |

## LESSON PLAN

| Time / Interactio | Aim (why) | Procedure<br>(what you and / or students and/or TA will do) | Observer comments |
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| <p>Discussion questions</p> <p>20 min</p> <p>Interaction:<br/>Ss--Ss</p>                  | <p>* Another lead-in to the topic of inventions</p> <p>* To give students fluency practice</p>            | <p>Teacher posts discussion questions around the room (related to technology and inventions.)</p> <p>Students walk around the room discussing the questions.</p> <p>Teacher monitors for any mistakes, and does delayed correction at the end.</p>                                                                                                                                                                                                                                                            |  |
| <p>Introduce new vocabulary</p> <p>5 min</p> <p>Interaction<br/>Slideshow--Ss</p>         | <p>* To give students the vocabulary for inventions that they will need to do the rest of the lesson.</p> | <p>Teacher shows the students a picture on the Slideshow. Students yell out the vocabulary. Teacher shows them the answer, and advances to the next slide.</p>                                                                                                                                                                                                                                                                                                                                                |  |
| <p>Discussion of the order of inventions</p> <p>10 min</p> <p>Interaction:<br/>Ss--Ss</p> | <p>* For Students to practice presenting their opinions and reaching agreement</p>                        | <p>Teacher introduces the new task: Students will arrange their cards in the order that the inventions were invented.</p> <p>Students are given useful language for completing the task on the Slideshow.</p> <p>Students are put into groups and given sets of cards which they arrange.</p> <p>Teacher monitors.</p> <p>When the students have completed the task, the teacher gives them the correct answers (on the Slideshow). Followed by delayed feedback on any errors picked up during the task.</p> |  |

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| <p>Discussion of the date of inventions</p> <p>10 min</p> <p>Interaction: Ss--Ss</p>     | <p>* For Students to practice presenting their opinions and reaching agreement</p> | <p>Teacher tells students they are going to play a game for guessing the exact date of each invention. Students are told that the closest date for each invention will get one point. Students are given useful language for completing the task. Students discuss in groups. Teacher monitors.</p> <p>During class feedback, the teacher collects answers from the class. The closest answers are given points, and at the end a winner is declared.</p> <p>Teacher does delayed correction of any mistakes observed during the activity.</p> |  |
| <p>Discussion of the role of the inventions</p> <p>10 min</p> <p>Interaction: Ss--Ss</p> | <p>* For students to get speaking fluency practice</p>                             | <p>Teacher shows discussion questions (on Google slides). Teacher gives students useful language to discuss with. Students discuss questions in groups.</p> <p>Teacher monitors for mistakes, and does delayed feedback afterwards.</p> <p>Class feedback is done by calling on individual students.</p>                                                                                                                                                                                                                                       |  |
| <p>Guess the card game.</p> <p>(20 min)</p> <p>Interaction: Ss-Ss</p>                    | <p>* For students to get speaking practice describing something.</p>               | <p>In the first stage, the teacher demonstrates the game by describing the cards himself. The students are divided into groups/teams, and compete to guess first the invention the teacher is describing.</p> <p>In the second stage, the students are given the cards, and must describe the cards to their groups.</p> <p>After explaining the game, the teacher gives the class</p>                                                                                                                                                         |  |

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|                                                                              |                                                                     | <p>useful language, and then students play the game in their group.</p> <p>Teacher does delayed feedback on any mistakes</p>                                                                                                                  |  |
| <p>Backs to the board game:</p> <p>20 min</p> <p>Interaction:<br/>Ss--Ss</p> | <p>* For students to get further practice describing something.</p> | <p>Students are put into teams. One member from each team sits with their back to the Slideshow presentation. The other students must describe the slide on the board, and the first team member to write down their answer gets a point.</p> |  |

\* Example, T – Class, Class – T, Pairwork, Groups of 3 or 4,