Main aim	Students gain speaking fluency practice in the context of talking about technology	Subsidiary aims	* students are learn vocabulary related to technology
Materials	discussion questions, technology cards, GoogleSlides	Signposting	Process language for speaking will be posted on the Google Slides Presentation
Anticipated pro	<b>blems</b> (lateness, class size, dynamics etc.)	Solutions	
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 /	Aim (why)	Procedure	Oh a may a a managa ta
Interactio	Aim (why)	(what you and / or students and/or TA will do)	Observer comments

n			
Discussion	* Another lead-in to the	Teacher posts discussion questions around the room	
questions	topic of inventions	(related to technology and inventions.)	
		Students walk around the room discussing the questions.	
20 min	* To give students fluency	Teacher monitors for any mistakes, and does delayed	
Interaction:	practice	correction at the end.	
SsSs			
Introduce	* To give students the	Teacher shows the students a picture on the Slideshow.	
new	vocabulary for inventions	Students yell out the vocabulary. Teacher shows them	
vocabulary	that they will need to do the	the answer, and advances to the next slide.	
	rest of the lesson.		
5 min			
Interaction			
Slideshow			
Ss	* D C 1		
Discussion of the order	* For Students to practice	Teacher introduces the new task: Students will arrange their cards in the order that the inventions were invented.	
of the order	presenting their opinions and reaching agreement	their cards in the order that the inventions were invented.	
inventions	and reaching agreement	Students are given useful language for completing the	
III v CIICIOIIS		task on the Slideshow.	
10 min			
		Students are put into groups and given sets of cards	
Interaction:		which they arrange.	
SsSs			
		Teacher monitors.	
		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	
		1	
		during the task.	

Discussion of the date of inventions	* For Students to practice presenting their opinions and reaching agreement	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.	
Interaction:		Students discuss in groups. Teacher monitors.	
SsSs		During class feedback, the teacher collects answers from the class. The closest answers are given points, and at the end a winner is declared.	
		Teacher does delayed correction of any mistakes	
		observed during the activity.	
Discussion	* For students to get	Teacher shows discussion questions (on Google slides).	
of the role of the inventions	speaking fluency practice	Teacher gives students useful language to discuss with. Students discuss questions in groups.	
10 min		Teacher monitors for mistakes, and does delayed feedback afterwards.	
Interaction: SsSs		Class feedback is done by calling on individual students.	
Guess the card game.	* For students to get speaking practice describing something.	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	
(20 min)	describing something.	invention the teacher is describing.	
Interaction: Ss-Ss		In the second stage, the students are given the cards, and must describe the cards to their groups.	
		After explaining the game, the teacher gives the class	

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

<sup>\*</sup> Example, T – Class, Class – T, Pairwork, Groups of 3 or 4,