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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: Technology** | | | |
| Instructor:  Linda | **Students Competency Level**  **Pre-intermediate** | **Number of Students:**  **12** | **Lesson Length:**  **50 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * White board and markers * Worksheet (ad and disad of developing technology) * Flash Cards (Life Style Convenience Products) * Car * Air-condition * Bulb * Computer * Smart phone * Refrigerator * TV * Elevator * Microwave * [Washing machine](javascript:endicAutoLink('washing%20machine');) * Microscope * Air plane * Camera * Mattress * Wheel chair | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Motivating and enjoyable students to learn English by activity that the last person guesses the word that other members explained. * Improve listening skill by listening group member’s explanation. * Improving Students’ vocabulary by pre-activities that T will explain the words. . * Improve speaking skill by word guessing activity that requires students explaining words to team members. | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   The name of products   * Listening:**(Where did listening occur in the lesson?)**   Teacher talk, activity (listening what group members say)   * Speaking: **(Where did speaking occur in the lesson?)**   Activity during explanation of words, discussion about development of technology   * Writing: **(Where did writing occur in the lesson?)**   doing worksheet (write Ss opinions about development of technology) | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Activity (Ss explanation), teacher talk   * Function:**(situation)**   Answering question (Discussion part)   * Lexis: **(meaning)**   Meaning of words and knowing where we use it.   * Grammar:**(language structure)**   During the word guessing activity which requires explaining to group member. For understanding an explanation, accurate grammar is required.   * Discourse: **(communication)**   Explanation during activity, discussion that what are advantages and disadvantages of technology based products. | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * All Ss participates actively in class and have strong desire to learn English. * All Ss have opinion about technology based product. * All Ss know what technology is. | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * Problem 1: If Ss may not clearly understand what activity is.   Solution 1: T explains again and show examples.   * Problem 2: If Ss may not understand the definition of words   Solution 2: T explain the meaning again and gives the example of situation that where can we use it.   * Problem 3: If some Ss get wrong answer and depressed   Souldtion3: T encourages and gives chance to challenge again. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**   * None | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  4min  3min | Whole  Whole  Whole | Ss greet the teacher  Ss listen to teacher  Ss talk their opinion | Greeting  Tell T’s stories about event that makes T realize the importance of technology.  Which technology or product that you think the most important in life? (Transition) |

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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**   * White board and markers * Flash Cards (Life Style Convenience Products) * Car * Air-condition * Bulb * Computer * Smart phone * Refrigerator * TV * Elevator * Microwave * [Washing machine](javascript:endicAutoLink('washing%20machine');) * Microscope * Air plane * Camera * Mattress * Wheel chair | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min  3min  2min  1min | Whole  Whole  Whole  Whole | Ss listen to T  Ss listen to T  Ssmove into group  Ss listen and see | Explain the name of product and where we use it.  Introduce the activity and setting flash cards (power point).  Divided Ss into 2 groups  Demonstrate an example of activity that other people explain the word in English to a person who don’t know the word and need to say answer |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**   * White board and markers * Flash Cards (Life Style Convenience Products) * Car * Air-condition * Bulb * Computer * Smart phone * Refrigerator * TV * Elevator * Microwave * [Washing machine](javascript:endicAutoLink('washing%20machine');) * Microscope * Air plane * Camera * Mattress * Wheel chair | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  4x  5min  3min | Whole  Groups  Groups  Whole | Ss get ready for activity  Everything below happens several times  A S who stand the first of line only can see the picture and then need to elicit it to behind team member (Do not say the name of product). Continues same thing until the last person.  The only last person can say the name of product (If says correct answer, the group will get point).  Ss listen to T | T gives instruction for each group to come front of class and start activity  Everything below happens four times  T shows flash cards to Ss and monitor who says the name of product. (If someone say the name of product, the group that included the person will lose marks)  T gives positive feedback and comments. Listen class member’s feedback |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**   * White Board and Markers * Worksheet (ad and disad of developing technology) | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1min  4min  5min  1min | Whole  Group  Group  Whole | Ss listen to T and moves into group  Ss think and prepare to say their opinions  Talk their opinion  Ss listen to T | T divides Ss into 2 groups and gives the question which is about advantages and disadvantages of developing technology  Gives Ss time to complete worksheet and let students present their opinions  T monitor and listen their opinion  Close by what we learned today and we need to be thankful for small and insignificant things. Also T gives feedback about their improvement. |

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