|  |
| --- |
| **Listening**  Speaking  Reading  Grammar  Writing |
| **Topic:**  Technology: Friend or Foe? |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Rosa Kim | Level:  Upper-intermediate | Students:  17 | Length:  **40 Minutes** |

|  |
| --- |
| Materials: CD, CD player, worksheets for fill-in-the-blank activity, |

|  |
| --- |
| Aims:  -Main Aim: To enable Ss to improve their listening skills by having Ss discuss the culture of modern technology in context to exposing Ss to learn the use of figurative language.  -Secondary Aim: Students will talk about technology by having Ss do a fill-in-the-blank worksheet, engaged in listening the reasons of four people complaining about computers.  -Personal Aim: I want to practice on teaching pace.  I want to improve on the smooth transition from eliciting to CCQs. |

|  |
| --- |
| Language Skills:  -Writing: Ss will be engaged in short sentence writing activities and filling in the blank worksheets.  -Listening: Ss will listen about each person’s complain about computers.  -Reading: Ss will read worksheets and will read listening script belongling to Greg and Lydia.  -Speaking: Ss will talk about technological issue with classmates. Ss will compare their answers with group members. |

|  |
| --- |
| Language Systems:  Grammar: n/a  Lexis: technology  Phonology: n/a  Function: complaining about technology. Presenting personal opinion.  Discourse: 10 words or phrases such as “forward,” “compatible” |

|  |
| --- |
| Assumptions:  -All Ss often use computers or cell-phones in daily life.  -All Ss have experienced or heard of technological problems coming out from using computers.  -All Ss have done a video game or know a person who have. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Anticipated Problems and Solutions:   |  |  | | --- | --- | | **Problems** | **Solution** | | Due to the T.M., Ss must learn 10 lexical expressions in the pre-activity which they might have too many questions for me to answer. | I will follow the one-third rule when Ss present and give the rest of the answer on a wall chart. I will tell the Ss that they will hear a listening passage and see if they will be able to infer what the expression means. If they still have questions, I will answer the questions during break time or after school. | | For the listening activity, the CD player might fail due to some technical problems. | I will read the script instead of the player. | |

|  |
| --- |
| References:  *Impact Listening 3*, Kenton Harsch and Kate Wolfe-Quintero (Pearson Longman) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | T-Ss | Ss answer to the Qs. | Hello everyone, how was your weekend?  \_\_\_\_\_\_\_\_, what is your favorite color?  (+ follow-up Qs)  \_\_\_\_\_\_\_\_, what would you like to eat today for your dinner? (+ follow-up Qs)  Okay, today, we will listen to some people who are complaining about computers. But first, we will learn some words that the speakers use. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: vocabulary worksheets, board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | T-Ss  S-Ss  (T-Ss) | Answers:  Fill in the blank  5 minutes  Individually  Answers:  No  Do the activity individually.  Come up to the board and write and say answers on the board. | Demonstration: Here’s a magazine article about modern technology. You will write the missing words and phrases. Look at #1. “… Program developers are constantly changing their soft-ware, and you might need to pay to get the newer ‘updates.’” So write down ‘updates’ in the blank.  Instructions: So, you will write the missing words and phrases, finding from the list. You have 5 minutes to do this. Each of you will do this individually.  ICQs:  What are we going to do?  How much time do we have?  Are you working in pairs? Or individually?  Explicit Instruction: now I will give you the papers. Please don’t turn it over and don’t start doing it until I say ‘begin.’  Explicit ICQs: Are you going to begin when I give you the paper?  Runs:  (Passing out worksheets) Now, begin.  (Monitor walking around the Ss. Answer if they ask questions.)  Give time warning: 1 min, 30 sec.  Close:  Time’s up!  (Check answers.) Let Ss write correct vocabulary on the board. (#1 already written by T.)  (Explain the meaning if necessary.)  Post Activity:  Unscramble the word ‘Technology’.  Write ‘technology’ on the board, dividing by syllables tech/nol/ogy.  Now we will hear these expressions from the listening. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: CD, CD player, Listening worksheet, pictures of the speakers, board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 min | T-Ss  S-S  S-S | Pronounce ‘technology’  Move to their groups  board  Tech nol ogy  1. 1. 1.  2. 2. 2.  3. 3. 3.  4. 4. 4.  Give answer to the class | Grouping: Let’s pronounce ‘technology.’ Tech/nol/ogy  (Make each S pronounce one syllable at a time.)  Those who said ‘tech,’ please come to the left side. Those who said ‘nol,’ please come to the right side. And those who said ‘ogy,’ come the middle.  (call Ss’ names in the same group to prevent any confusion)  **1. Listening for the Main Idea (general understanding)**  Instructions: Look at the pictures of 4 people on the worksheet. We will listen to the tracks and match with the pictures.  ICQ: What are we going to do?  (Play tracks 1 through 4 without stopping)  Do you want to listen again?  -Yes -> Have them listen one more time  -No -> Have them share their thoughts  Who would be the speaker 1?  Who would be the speaker 2?  (same for speakers 3&4)  **2. Listening for Details**  Instructions: Now listen to the speakers one by one this time. Answer the questions on the worksheet as you listen. Work individually.  ICQs:  What are we suppose to do?  Are you working alone?  Run:  (Play track 1)  (Let Ss write answers as they listen.)  Do you need to listen again?  -Yes-> play track 1  -No-> play track 2  (Follow the same cycle until finished with track 4)  Now compare the answers with your group members. When you have an agreement, send a representative up front and have them write your answer on the board.  (Write team names and numbers 1 through 4 under each name while Ss are checking their answers with each other. )  (Check answers as a whole class after the group representatives write the answer on the board.)  Group tech, can you tell your answer for #1?  (same for #2, 3, 4)  Listen to the tracks one last time. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | T-Ss | Answers:  Write, ask Qs, and write  Write down their own opinions and ask questions to group members. | Demonstration: now we will discuss our own issues about technology. In this worksheet, there are six issues related to the modern technology. For #1, do video games cause violence? I personally think, yes, I think they cause violence because there are many violent visuals involved in the games. I write my opinion, and ask a friend in my group about her opinion.  "Do you think video games cause violence?" I listen to her response and write down her opinion briefly.  Instruction: so, write your opinions for 3 minutes first, and then ask questions to your group members for 5 minutes and write the responses on the worksheet.  ICQs:  What are we doing?  How much time do you have?  Are we working individually?  In groups?  Run: let's begin.  Close: Time's up. Let's share our thoughts all together.  Group 'tech,'\_\_\_\_\_\_, can you tell us your members' thought about video games?  Group 'nol,' \_\_\_\_\_\_, can you tell us your members' thought about acceptable and inacceptable talk on a cell-phone?  Group 'ogy,' \_\_\_\_\_\_, can you tell us your members' thought about meeting online friends in person?  (Take 2-3 volunteers if running out of time.) |