



## Optimise, Level A2, Unit 5: Technology talks

### Lesson: Vocabulary

This lesson plan, based on pp. 75–76 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video conferencing tool like Skype or Zoom.

**Length:** 45–60 minutes

#### Learning outcomes:

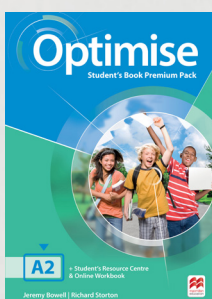
Understand the correct usage of:

- words connected with communication and technology
- noun + noun word formation (compound nouns)
- verb + noun collocations

#### Materials:

- Student's Book pp. 51 & 159
- Teacher's Book, pp. 75–76
- Audio tracks 2.02–2.05

Some resources above can be downloaded **here**



For further preparation, you could watch these teacher development webinar from the Macmillan 'Teach from Home' webinar series <https://www.macmillanenglish.com/us/training-events/webinar-archive>.



## Procedure: A three-step approach

**The first step** is a warmer, followed by an introductory explanation and then instructions for specific tasks that students will complete individually or in pairs or small groups. During this step, you should also consider checking for understanding, or maybe asking some students to repeat or paraphrase what you have presented or instructed them to do. There should also be some time for students to raise questions. Then you can answer the questions, or better still, get other students to answer them if possible.

**The second step** consists of the tasks or practice activities which students will complete individually or in pairs or small groups.

**The third step** includes a wrap-up or summary of the previous steps, a revision of the learning outcomes targeted and achieved, and a general conclusion. This is also a suitable time to talk about homework or things that can be prepared for another session or cycle. Depending on the duration of your session, you can repeat this cycle several times.

High-tech teaching and learning environments:

If you and your students are using a video conference platform such as Zoom, Adobe Connect or Google Meet, and if you all have a strong connection, you can conduct the first step with all participants, then go into breakout rooms for the second step, and finally reconvene with all participants for the third step.

## Before the lesson:

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes on pp. 75–76 in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
<p><b>Warmer and instructions</b> (whole group)</p>	<p>Play the memory game <i>In my room at home I have...</i> with the class. In this game, the student has to repeat the sentence from the previous student and add an extra item. Start by providing a model sentence, for example 'In my room at home I have a lot of papers.' Nominate a strong student to repeat the sentence and add an item, for example '...a lot of papers and some books', and then another student, for example '...a lot of papers, some books and a computer'. Highlight that every item they should use a suitable quantifier.</p> <p>During the first game make sure everyone's microphone is on mute. Unmute the microphone of the nominated student.</p> <p>Once students understand the game, you can put them in breakout rooms (if available) in small groups to play.</p>

<b>Stage 2</b>	
<b>Words connected with communication and technology</b>  (Exercise 1)	<p>Ask the students to open their Student's Books at p. 51.</p> <p>Ask them to do exercise 1 individually. You can use audio track 2.02 to check or you can simply check as a group.</p> <p><b>Extension</b></p> <p>Ask students how many of the things they have at home. Ask them to describe where they have them and how they are organised/placed.</p>
<b>Stage 3</b>	
<b>Complete the text</b>  (Exercise 2)	<p>Ask the students to complete the blog text with the words from the box. If you have access to breakout rooms, you could put the students in small groups to complete this task.</p> <p>If you don't have breakout rooms, ask the students to complete this task individually.</p> <p>Once everyone has completed the task, you can play audio track 2.03 to check.</p> <p><b>Extension</b></p> <p>Ask the students to talk about blogs they regularly read. You can allow confident students to do this in front of the whole class. If you have access to breakout rooms, you can put students into small groups to talk about this.</p> <p>Refer students to p. 159 for more information on the vocabulary.</p>
<b>Stage 4</b>	
<b>Compound nouns</b>  (Exercises 3 and 4)	<p>You can do exercise 3 as a group.</p> <p>Read each line out, asking, 'What word goes with... (for example, CD, DVD, MP3)?' The students must type the correct word (1. <i>Player</i> 2. <i>Phone</i> 3. <i>Web</i> 4. <i>Computer</i>) in the chat box.</p> <p>Point out that 'website' is written as one word, but that all the other words are written as two. Highlight that for most of these items, the main stress is on the first word, except for mobile phone, laptop computer and personal computer, where the main stress is on the second word.</p> <p>For exercise 4 ask the students to circle the correct word in their Student's Book.</p> <p>Check the answers as a group.</p>
<b>Stage 5</b>	
<b>Collocations with verbs</b>  (Exercises 5 and 6)	<p>Ask students to close their books.</p> <p>Ask the students to write the following words on separate pieces of paper/Post-it notes: <i>download, open, make, send, start, take</i></p> <p>Tell the students you will say a word and they must decide what verb goes with it. Sometimes there is more than one correct answer. They need to hold up the piece(s) of paper with the corresponding verb to their webcam.</p> <p>Say the words in a random order, selecting from the list in exercise 5 in the Student's Book: <i>a phone call, a piece of software, a file, a photograph, a text message, a conversation.</i></p>

	<p>Now ask the students to open their books and complete exercise 5 individually.</p> <p>If you have access to breakout rooms, ask the students to complete exercise 6 in small groups. Otherwise, ask them to do it individually. Check as a group.</p>
<b>Extension</b>	<p>Ask students to think about the words presented in the Vocabulary page and their equivalent in the student's first language (L1). How many of the words are the same in their L1? How many have a translation? Which are the same but pronounced differently?</p> <p>Ask students to make and complete a chart with three columns: words that are the same in their L1 and English, words that are the same and pronounced differently, words that are translated.</p> <p>Have them complete the chart and compare with other students.</p>
<b>Homework</b>	<p>Assign homework: Vocabulary exercises 1, 2 and 3 on pp. 38–39 of their Workbook.</p>

### For asynchronous lessons with self-study tasks set by the teacher:

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- Clarify the objective of the lesson.
- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson.
- If possible, use a separate comment/discussion thread for each of the lesson sub-stages.
- Students can post answers to questions in online discussions.
- If students are able to post their homework ideas to an online chat with the Learning Management System, ask each student to comment on a least two other contributions.