

Lesson plan | Technology is **GREAT**

Objectives:

- To practise language used to describe a city
- To practice reading for gist and detail
- To use vocabulary to describe business
- To be able to present a product (extension activity)

Level: Intermediate+

Time: 60-90 mins

Procedure

Warmer: 20 mins

- Display images from **Task 1** through a data projector or hand out the task. Ask students to look at the images and elicit where they think they are from. Tell students that they are all pictures from London and ask them what they think the city is like.
- Put students in groups and ask them to discuss which adjectives fit the images shown. Hand out task if not done earlier. Students write adjectives underneath the pictures they think they apply to. Make it clear to students that each adjective can be used as many times as they want and also that there is no one correct answer, the key is that they discuss their opinions. The teacher can allow the use of dictionaries if needed or for differentiation.
- Now hand out **Task 2** and display on the whiteboard if possible. If you have the facilities show students the Tech City video hosted at <http://vimeo.com/27189869> (optional). Then ask students to look at the 'Technology is great' poster and ask them to discuss what impression they think the poster and video are trying to convey of London. Ask them to discuss how this compares to their own impressions. Capture students' thoughts on the board.

Reading activity (Gist): 10 mins

- Hand out **Task 3** and display through data projector (optional). Ask students to look at the word cloud and elicit predictions of what '*London Tech City*' could be. Allow discussion, but do not reveal the answer at this stage.
- Hand out **Task 4** and ask students to read quickly through the text to find out what Tech City is (reading for gist). Stress to the students that they should be reading through the text quickly and give them a time limit of two or three minutes. Allow for discussion in feedback.

Vocabulary: 10 mins

- Ask students to find the words in the left-hand column in the text in **Task 4**. Students should then work in pairs/small groups to match words to definitions using the text. The teacher should circulate and support - students should be encouraged to try to

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guess the definition from the context, but the teacher should allow dictionary use for differentiation.

Reading activity (Detail): 10 mins

- Ask students to answer the questions by finding information in the text in **Task 4**.

Cooler (Optional – Card Match): 10 mins

- **Option 1 (Short)** Cut up the Product and Client cards from **Worksheet 2**. Give the cards to students in small groups/pairs. Ask students to read the descriptions of products and clients and then to find a product for each client. Feedback with whole class and clarify any vocabulary questions which may emerge.

Extension 1 (Mingle): 15 minutes

- **NB, this should be done instead of the Cooler activity, rather than follow it.** Cut up the Product and Client cards from **Worksheet 2**. Divide class into 2 groups. Tell the first group that they are tech entrepreneurs and give them the Product cards (from **Worksheet 2**) – if IT is available students could be allowed to have a look at the actual websites/products. Tell the second group that they are the potential clients and give them the Client cards (from **Worksheet 2**). Tell learners to mingle, and find someone from the other group. The entrepreneurs and clients should ask each other questions about their needs and products to see if they are suitable.

Extension 2 (Pitch): 30 minutes

- Put students into groups of 3-5. Explain that they have to work together to design a new online product and to prepare a business pitch. If you have Internet access and a data projector, you might want to show clips of example pitches from the TV series *Dragons' Den* (available at <http://www.bbc.co.uk/dragonsden/entrepreneurs/>) for students to use as a model. Give students **Worksheet 3** and explain that this will help them to organise their ideas and support them with vocabulary. Circulate and support learners.
- Groups take turns to present their product to the class. Students then vote on which they think is best.
- Feedback on emerging language issues at the end of the session.

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Answers to Reading questions (Task 4)

Apparent	Clear, obvious, easy to see
Cutting-edge	Newest & best
Start-up	A new business
Thriving	Successful
Academia	Researchers and universities
Entrepreneur	A business owner who takes risks to make profit

- 1) IT
- 2) False
- 3) False
- 4) True
- 5) False