

ZOOM

Level: A2-B1**Age: 16+ years old****Time: 45-55 minutes**

Lesson Focus and Goals

This is an optional online lesson that should be done only after an introductory class. It focuses on the use of Zoom and common vocabulary associated with it. At the end of the class students should feel confident using basic Zoom tools. Lesson starts with learners working in small groups, discussing questions about their general use of Zoom. It is followed by pre-teaching Zoom vocabulary, predicting the missing words and correcting true or false sentences based on a Zoom video tutorial. Students follow teacher's instructions that test their understanding of basic Zoom tools. Teacher performs a short whiteboard/screen annotation tutorial which is followed by students annotating the screen. Learners discuss advantages and disadvantages of online learning and write some ideas of how the classes can be improved. The class ends by answering the questions stated at the beginning of the class - how proficient are you at using Zoom?

Materials Needed

- Questionnaire: How well do you know Zoom?
- Worksheet: A Participants Guide to Zoom
- Worksheet: Can you annotate on Zoom?
- Video: [A Participants Guide to Zoom](#)

Learning Objectives

- To learn about and understand Zoom online tools
- To learn how to use Zoom
- To solve Zoom problems

Structure

Lead in: If you haven't done that before class, send a questionnaire PDF in the chat. Divide students into pairs and send them to breakout rooms. Learners discuss the questions about their general Zoom experience. Switch off your camera, mute your audio and hide non-video participants. Go between the rooms and monitor the activity. When everyone comes back to the main room, focus on the last question about students proficiency at using Zoom on a scale from 1-10. **(4'-6')**

Pre-teach vocabulary: Before watching a video tutorial, go over the main Zoom vocabulary. Students match the icons with their English names and discuss their functions (exercise 1). **(2'-4')**

Listening for gist: Students complete the sentences with vocabulary from exercise 1 and watch [the video](#) to check the answers (exercise 2). **(5'-7')**

Listening for detail: Students read true or false sentences (exercise 3) and watch [the video](#) again to correct the sentences. If the sentences are false, students correct them. Students check the answers by discussing them as a group. **(5'-7')**

Following instructions: Say different Zoom related instructions and see if students can follow them, e.g. mute/unmute yourself, switch your camera on/off, raise your hand up, etc. You can turn it into a game or give instructions progressively quicker. **(3'-5')**

Teaching whiteboard and annotations: Share your screen and show different tools used to write on a whiteboard/to annotate the screen. Follow this tutorial by students following a set of instructions on the whiteboard, e.g. draw a red circle, put a star stamp, etc. and finish by showing a worksheet *Can you annotate on Zoom?* **(4'-6')**

Oral practice: Divide students into two groups - one group will think of advantages and the other of disadvantages of learning English via Zoom. Mix students to share and discuss their ideas. **(5'-7')**

Writing practice: Ask everyone to come back to the main room. Get general feedback of advantages and disadvantages, to make the task easier write the prompts on the whiteboard. Give students some time to think and write their solutions to disadvantages of learning English online in the chat. Students should write one or two sentences each - some prompts may repeat. **(5'-7')**

Class revision: Share your screen with exercise 1 - Zoom icons. Ask different questions, e.g. What do I need to click to give thumbs up? What do I need to click to turn my camera on/off. Students give answers by stamping/annotating the icons. **(2'-3')**

Poll: Finish the class by conducting the poll by answering the question *How proficient are you at using Zoom?* Students click the numbers 1-10, check and discuss the answers. **(2'-3')**