**Lesson Plan**

**Literature L2-P1**

**Teacher: NGUYEN TRUONG PHONG**

**Class description:**

* Level: Intermediate – Advanced (B2 – C1)
* Age: 16
* Class size: 10

**Duration:** 60 minutes

**Objectives:** By the end of the lesson, students will be able to:

* Remember 8 vocab related to the lesson
* Complete the reading SAT problem by providing evidence-based choice.

**Assumed knowledge:** Students have already learned about the skimming and scanning techniques. Students have been familiar with different types of the reading section. Students possess an extensive range of words in their vocabulary.

**Anticipated problems & Solutions:**

* Problem: Lack of time for all activities & there are different types questions.
* Solution: Focus on typical questions of each type

**Teaching aids:** textbook, visual aids (PowerPoint slides)

**Procedure:**

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| **Stages** | **Activities** | **Interaction pattern** |
| **Warm-up**  **(5 minutes)** | * T shows a picture related to ballroom * Asks students to describe the picture * Asks students to guess the setting of the reading passage * Leads into the lesson | **T - Whole class** |
| **Vocabulary teaching**  **(15 minutes)** | **Vocabulary game:**   * T divides the class into two groups: the explanation (E) group and the guessing (G) group. * E group will be given a vocabulary list and have two minutes to find the definitions of these words * Each round, one student from E will explain a word without using that word or any part of it and the student from G group will guess the word * T will be awarded if the score is high * T will be explained the correct definitions of the vocabs. | **T - Whole class** |
| **Reading for details**  **(7 minutes)** | * T asks students to do exercise B in pairs in 3 minutes. * Keeps time and stops students when time is up * Asks students to give their answer * Asks students to explain for their answer * Corrects students’ answer and provides further explanation if necessary | **T - Whole class** |
| **Investigating pollution types**  **(22 minutes)** | **Activity 2.1: Getting to know different types of pollution (7 minutes)**   * T divides the class into 4 groups * Explains the rule of the game:   *“Now, I am going to show on the slide different pictures about different types of pollution. What you have to do is to guess what type of pollution is depicted in the picture. To gain the right to answer, type “Me” in the chat box. The one who types in first will have the chance to answer. Each correct answer will give your group 1 point. The group with the most points in the end wins the game!”*   * Facilitates the activity   **Activity 2.2: Group Presentation (15 minutes)**   * T divides students into 6 groups of 4 and 2 groups of 3 * Gives students the link to the Padlet. * Explains the activity: “Now, in this padlet, you can see there are 8 columns for 8 types of pollution we have just learnt about in the previous activity. Each group has been assigned one type of pollution. What you are going to do is to: (1) Find some pictures about this type of pollution, (2) Match the correct description into this type of pollution and (3) Give some examples of this type of pollution in your living area. You will have 7 minutes to do this” * Keeps time and assists students if needed * Asks each group to talk about their pollution type * Asks for class’ questions and feedback * Gives comments and feedback if necessary * Repeats the procedure for the rest of the groups | **T - Whole Class**  **Ss - Ss** |
| **Wrap up**  **(3 minutes)** | **-** T asks students to name 8 types of pollution they have learnt in the lesson  - Asks students to list out signs of each type  - Assigns Homework | **T - Whole class** |