**LESSON PLAN**

**AIR POLLUTION**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (7 minutes)** | To let students get to know each other and their teacher | Teacher:  - Reveal some personal information. - Ask all students to introduce themselves based on the information on the slide | *Welcome class! My name is... I’m … years old and I’m your teacher for this class. Now I would like you guys to take turn and introduce yourselves using the following information.  Name: Age: Job:*  *Address: Hobby:* | **40 seconds** | Introduce yourself using the following information.  Name:  Age: Job:  Address:  Hobby: | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | *The topic for the discussion today is:* **Air pollution** *and I hope after today’s lesson you will be able to express your ideas related to the topic fluently.* | **20 seconds** |  |  |
| **Class rule (30 seconds)** | To let students understand the class rules | - Teacher reads three rules and makes sure the students understand all those rules. | *Before starting today's lesson, here are three rules I want you guys to follow:  - Use English only - Practice speaking about a topic under the guidance of the teacher - Don’t do personal things in the class* | **30 seconds** | Listen and follow the class rules |  |
| **Teacher - Student (16 minutes)** | To let students review the previous lesson and express their ideas about the topic with their teacher. | **Question 1:** Teacher explains the game, extends to the students some sentences using these words. | Vocabulary game: In **30** seconds, in turn list some words related to the topic: **“Air pollution”**. Who gets the most correct words will be the winner. Your words must be different from others’.  **The teacher can suggest some aspects related to “Air pollution”:**  **Suggestion: car, traffic, toxic, mask, asthma, dust, dioxide, lungs, smog, allergies, respiratory, gas, fuels, smoke…** | **1 minute** | List words and phrases | **1 minute/student** |
| **Question 2:**  Teacher explains the given question(s) to the students  Teacher can cut in politely students if they go off the topic. | **How does air pollution affect our agricultural production?**  => If students do not have any experiences in the situation, the teacher can give some suggestions:   * **Air pollutants cause losses in crops, trees, ornamentals and turf grass** * **Crops can be injured when exposed to high concentrations of various air pollutants** * **Injury ranges from visible markings on crop leaves, to reduced growth and yield, to premature death** * **In case of animals, it may lead to infection as a result of eating polluted feed and water.** | **1 minute** | Students apply the vocabulary, structures they have learned to answer the question(s)  (from 3 to 5 sentences) | **1 minute/student** |
| Teacher corrects students’ mistakes. | You will correct mistakes (grammar, vocabulary, pronunciation) which are related to the topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas related to the topic | **Question 3**: Teacher:  - Let students work in pairs  - Stop students politely when they speak more than the allowed amount of time. - Give suggestions if necessary (write in chat box). | *Ok let's start with question 3: you guys will work in pairs.* **What are some ways to reduce air pollution?**  => If students do not have any experiences in the situation, the teacher can give them some suggestions:   * **Conserve energy** * **Strict actions against polluting vehicles** * **Take the bus, subway or train** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Correct the most common mistakes |  | **45 seconds** | Listen and take note of teacher’s comments. |  |
| **Question 4:** Role-play: students will apply the knowledge they have learned and act in the context. Teacher:  - Explain the situation. - Let students practice with their partner/classmate. - Give suggestions if necessary - Correct the most common mistakes | *In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes.* - Read the situation for students **Suggestions:**   * Not only is catching public transport beneficial to your overall health and wellbeing, it also has positive effects on the environment. * Catching public transport may also improve your mental health. It's less stressful than driving, and you can read, listen to music or unwind on your daily commute. * Bus, train, ferry and tram travel reduces the reliance on fossil fuel supplies, making public transport at least twice as energy efficient as private cars. | **1 minute 30 seconds** | Do the requirements of the lesson.  Listen and take note of the teacher’s comments | **1 minute 30 seconds /student** |
| **Wrap-up**  **(30 seconds)** | Put things together | Let students have an overview of the aspects related to the topic they have discussed. | *- So, in today’s lesson, we have discussed …*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 5 to practice more at home.*  *Link:*  [*https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/59f7502e1ce68533df46f1c0/timestampquiz/*](https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/59f7502e1ce68533df46f1c0/timestampquiz/) | **30 seconds** | Listen to the teacher. |  |