**LESSON PLAN**

**DEFORESTATION: CAUSES, EFFECTS AND SOLUTIONS**

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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:  - reveals some information about him/herself. - asks all students introduce themselves based on the information in 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 yourself 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:* **“Deforestation: causes, effects and solutions”** *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 on 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, extend to the students some sentences using these words. | Vocabulary game: In **30** seconds, list as many words related to the topic “**Deforestation**” as possible. Who gets the most correct words will be the winner. Your words must be different from others’.  **Suggestion: clearing, logging, destruction, cutting, etc.** | **1 minute** | List words related to the topic | **1 minute/**  **student** |
| **Question 2:**  Teacher explains the given question(s) to the students  Teacher can stop politely students if they go off the topic. | **Why should tree planting be promoted?**  **Suggestions:**   * Trees improve air quality by producing oxygen. * Trees increase property value. * They provide shelter and food for wildlife such as birds, squirrels and bugs. * Trees make people feel good. Workers are more productive when they see trees along their commute routes and from their office windows. * Landscapes that include trees help relax us, lower heart rates and reduce stress. | **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 related to 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:  - Lets students work in pairs  - Stops students politely when they speak more than the allowed amount of time. - Gives suggestions if necessary (write in chat box). | *Ok let's start with question 3: you guys will work in pairs.* **Discuss with your partner how to stop deforestation and to guarantee food security at the same time.**  => If in the case of students do not have experience of the situation, the teacher can give some suggestions:  **There are tensions between the need to increase food production, feed a growing world population and halt deforestation.**  **Agricultural production should be increased without further deforestation. This requires improved land planning and substantial investment to increase yields on existing farmland.**  **Stepping up agricultural research to enhance agricultural productivity growth in a sustainable manner is another line to pursue.** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Corrects 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:  - Explains the situation. - Lets student practice with their partner/classmate. - Gives suggestions if necessary - Corrects 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  **Some possible solutions to logging.**   * Buy from companies that have a commitment to reducing deforestation through forest-friendly policies. * Educate your friends, family, and community about how our everyday actions can impact forests around the world. * Make informed food choices. Eating a plant-based diet or [reducing your consumption of animal products](http://www.greenpeace.org/usa/sustainable-agriculture/issues/meat/) like meat and dairy can help save forests. | **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/5a67305c1ce685778be7bf20/*](https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/5a67305c1ce685778be7bf20/) | **30 seconds** | Listen to teacher. |  |