**LESSON PLAN**

**INDUSTRIALIZATION AND POLLUTION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 lesson today is “**Industrialization and 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 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: **“Pollution**” as possible. But remember that your words must be different from others’.  **Suggestions:**  atmostphere, dead, harmful, poison, pollutant, decay, factory, damage, litter, destruction, etc. | **1 minute** |  | **1 minute/student** |
| Question 2: Teachers  - asks all students in the class and know when to stop the student when they go off topic. | What are some types of pollution? What are some ways that you can do to reduce pollution in your country?  Suggestions:  **Some types of pollution: air pollution, water pollution, soil pollution, noise pollution, thermal pollution, visual pollution**  Solutions:   * **Use public modes of transportation** * **Conserve energy** * **Understand the concept of Reduce, Reuse and Recycle** * **Emphasize clean energy resources** * **Use energy efficient devices** | **1 minute** | Students will present, recounted experiences related to the topic (from 3 to 5 sentences) to apply the vocabulary, structures they have learned. | **1 minute/student** |
| Teacher fixes grammatical mistakes arise for students. | You will correct mistakes (grammar, vocabulary, pronunciation) which related to the topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current also the previous topics | 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. **“What are some effects of industrial pollution?”**  => In case students do not have experience of the situation, the teacher can give some suggestions:   * **Respiratory and heart problems** * **Global warming** * **Acid rain** * **Effect on Wildlife** * **Depletion of ozone layer** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Corrects 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 from the previous lesson to practice and act in the context. Teacher: - Explains the situation. - Lets student practice with their partner/classmate. - Gives suggestions if necessary - Corrects 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 - Let two students talk with each other.  Suggestion:  **Living in industrial areas is associated with poorer psychological health.** | **1 minute 30 seconds** | Summarize what you have learnt in last lessons | **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/u/login/?next=/activities/lesson/by-resource/5aa8ed4e1ce6853b9c6a44c0/> | **30 seconds** | Listen to teacher. |  |