**NOISE POLLUTION**

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|  | Attitude | Teacher's action | **Skills** | **Elements** | **Levels** | | |  | |
|  |  |  | **Basic** | **Intermediate** | **Advanced** |
| 1 | Topica keeps promise | -Let students watch a warm-up video  -Introduce name and nationality while profile is being shown  -Ask students to send feedback to advisor | **Listening** | Vocabulary | Can understand isolated words: | Can understand simple words and phrases: **Adversely, Disturbance, Aggravating, Mental, Annoyance, Impair, Calm (sb/sth) down, On the quiet.**  Can understand words or phrases in a text regardless of the location in the spoken exchanges | Can understand all words and phrases in extended spoken exchanges | **Vocabulary and pronunciation** | Words:  **Adversely, Disturbance, Aggravating, Mental, Annoyance, Impair, Calm (sb/sth) down, On the quiet.** |
| 2 | Respectful and serious in class | -Indicate the objectives of the lesson | Grammar | Can understand simple sentences made up from simple grammatical structures | Can understand complex sentences made up from lesson grammar | Can understand extended spoken exchanges using grammar form of lesson |
| 3 | Dare to say, not be shy | -Encourage and give suggestions when students can't answer questions | Can hear the targeted sounds in the extended spoken exchanges |
| 4 | Seriously study LP | -Point out and correct students’ mistakes immediately.  -Show the assessment form for student to review their mistakes | **Speaking** | Vocabulary | Can speak isolated words, phrases and short sentences with the help of teacher | Can use some complex sentences to support opinion | Can flexibly use advanced words and phrases in the lesson to conduct extended spoken exchanges |
| 5 | Actively take part in activities | -Be friendly, willing to answer and create opportunities for students to speak | Grammar | Can speak a simple sentence using targeted grammar: | Can speak complex sentences using targeted grammar:  **To be/get upset about something.**  **To be/get upset that + S + V.** | Can conduct extended spoken exchanges using targeted grammar | **Grammar** | Structure:  **To be/get upset about something.**  **To be/get upset that + S + V.** |
| 6 | Confident | -Avoid negative comments/feedback; make the task easier by making examples, giving suggestions and translation into Vietnamese | Can conduct extended spoken exchanges using targeted sounds |
| 7 | Comfortable | -Be funny, easy going, flexible, helpful and avoid pressure on students  -Show the warm-up video | **Conversation** | Vocabulary | Can create a 5- sentence conversation using simple vocabularies | Can create a medium conversation (about 10 - 12 sentences) using phrases or complex sentences | Can create an extended conversation using lesson vocabularies |
| 8 | Be respectful | -Pronounce students’ names;  -Acknowledge students' study history -Avoid interrupting students' talk, answer students' question, no swear words  -Take note of students’ mistakes in the assessment form. | Grammar | Can create a 5-sentence conversation using targeted grammar. | Can create a medium conversation (about 10 - 12 sentences) using targeted grammar in complex sentences | Can create an extended conversation using lesson grammar |  |  |
| 9 | Practical | -Give student more chances to speak/practice, refer to social knowledge | Can create an extended conversation using targeted sounds |  |  |
| 10 | Happy | -Tell a joke related to the topic, use humorous words/actions, facial expressions and body language |  |  |
| 11 | Friendly | -Regard students as friends, smile and avoid formal words |  |  |  |  |  |  |  |

**Detailed description**

***Notes:***

- Teachers need to call students in random orders for different parts of the lesson.

- If there are fewer than 6 students in a session, let the students answer all the questions using all the suggestions in each section. For example, in the “Wear your word” part, each student will define one word, if there is only one student; let him/her try to define all words.

- Try to take note of students’ answers on the board as much as possible for each section and correct the mistakes (if any).

- Before moving to a new section of the lesson, remember to tell the link between this section with the topic or with the previous section.

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| **Slide** | **Activities** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestion** | **Timing** | **Performance** | **Timing** |
| Getting to know  ***4 minutes*** | Teacher’s introduction | To help teacher and students to make acquaintance with each other. | - Teacher reveals some information about him/herself. |  | ***30 seconds*** |  |  |
| Students’ introduction | - Ask the students **to answer the given questions** | *- To start our lesson, I would like you to* ***answer the given questions:***   * ***What is noise pollution?*** * ***What sound annoys you the most in daily life?*** | **Answer the given questions** | ***30 seconds/ student*** |
| Topic introduction | To introduce the lesson topic and objectives. | - Introduce the topic and aims of the lesson. | *- Here is what we will learn today: some vocabularies and useful structures to talk about the topic:*  ***Noise pollution*** | ***30 seconds*** |  |  |
| Speak up  ***7 minutes*** | **Students watch the video and answer a question** | To warm up the atmosphere and get students ready to learn. | - Ask students to **watch the video and answer the given question** | *- Now, I would like you to* ***watch the video and then answer the given question: What are the most common sources of noise pollution?*** | ***1 minute*** | - **Watch the video and answer the given question** | ***60 seconds/ student*** |

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| Wear your words  ***10 minutes*** | Learn single words | To learn some vocabularies related to the topic and make sentences with them | - Read the words, and ask each student to repeat all of them on his/ her turn.  - Then, make a sentence using one of the words. | *- In this part, you will learn some vocabularies related to the topic.*  *- Firstly, listen to those words. Then, I will call one by one to repeat all of them.*  *- Now, define one of the words, and make a sentence using one of the words.*  *- Definitions of words:*   1. ***Adversely (adv) /ədˈvɜːrsli/****in a way that is negative and unpleasant and not likely to produce a good result* 2. ***Disturbance (n) /dɪˈstɜːrbəns/****actions that make you stop what you are doing, or that upset the normal state that something is in; the act of disturbing somebody/something or the fact of being disturbed* 3. ***Aggravating (adj) /ˈæɡrəveɪtɪŋ/****making an illness or a bad or unpleasant situation worse* 4. ***Mental (adj) /ˈmentl/*** *connected with or happening in the mind; involving the process of thinking* 5. ***Annoyance (n) /əˈnɔɪəns/*** *the feeling of being slightly angry* 6. ***Impair (v) /ɪmˈper/*** *to damage something or make something worse*   *-Example:*  *His behavior caused great* ***annoyance*** *to his colleagues.* | ***30 seconds*** | - Repeat the words after the teacher.  - Choose one word to define. Then, make a sentence using one of the words. | ***50 seconds/ student*** |
|  | Learn to use some phrasal verb and idiom | To learn some phrasal verb and idiom and make sentences with them | - Ask students to look at the definition of the given phrasal verb and idiom and make a sentence using the given phrasal verb or idiom | *-After learning some vocabularies, we learn some related* phrasal verb and idiom  *- Firstly, look at the meanings of the* phrasal verb and idiom*. Then, make a sentence using one of the given* phrasal verb or idiom  *+* ***Calm (sb/sth) down (phrasal verb)****:* *to become or make somebody become calm.*  *+* ***On the quiet (idiom)****: without telling anyone.*  *Examples:*   * *We waited inside until things* ***calmed down****.* * *He met her* ***on the quiet****.* | ***30 seconds*** | - Look at the definition of the given phrasal verb and idiom and make a sentence using one of the given phrasal verb or idiom | ***40 seconds/student*** |
| Essential structures  ***10 minutes*** | Make sentences using grammar structure | To learn how to use the given structure | - Introduce the grammar structures to students.  - Ask students to make a sentence using the given structure. | *- Now, you will learn how to use:*  ***To be/get upset about something.***  ***To be/get upset that + S + V.***  *- Next, make a sentence using the given structure.*  *- Examples:*   * ***There's no point getting upset about it.*** * ***She was upset that he had left without saying goodbye.*** | ***1 minute*** | - Make a sentence using the given structure. | ***90 seconds/ student*** |
| Raise your voice  ***10 minutes*** | Make a conversation on the topic | To let students talk about the topic | - Discuss the given topic | *- Now, you have learnt useful vocabulary and structures; let’s use them to have a conversation.*  ***In 180 seconds, discuss the following question with your partner: “How does noise pollution affect people?”*** | ***1 minute*** | - Work in pairs to discuss with your partner the topic.  - Try to use the vocabularies and useful structures learnt in the lesson in their conversations. | ***180 seconds/ pair*** |
| Assessment  ***3 minutes*** | Assess students’ performance | Let students know their progress after each lesson | - Give comments on students’ pronunciation, grammar, vocabulary;  - Ask if students have any questions related to the lesson. | *-Write short comments on the assessment form* | ***3 minutes*** | - Take note of the teacher’s comments;  - Ask the teacher if there is any question. |  |
| What we gain  ***1 minute*** | Put things together | Let students know what they learnt in the lesson | - Summarize the knowledge learnt in the lesson;  - Remind students: "Finally, I kindly request you guys to finish homework by opening the Outline and clicking on the link on page 9."  Link:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5ad089bf1ce685367c37846b/> | *- So, let’s have a look at the board for what we learnt today and take notes if necessary.* | ***1 minute*** | - Remember what they learnt and do homework. |  |