**LESSON PLAN**

**LIGHT POLLUTION AND ITS IMPACTS**

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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 lesson today is: **Light pollution and its impacts** 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 **“Light pollution”** as possible. Who gets the most correct words will be the winner. Your words must be different from others’.  **The teacher can suggest some causes, effects of light pollution to students.** | **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 causes light pollution?**  **Suggestions:**  **+** Unnecessary - Lights that have no useful purpose or are lit when not needed.  + Excessive - Lights which are too numerous or simply too bright.  + Badly designed - Lights which are not properly shielded or have no shield at all.  + Badly installed - Lights which are poorly directed or situated. | **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 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. **“Discuss with your partner some solutions to light pollution.”**  **Suggestions:**   * Use new lighting technology * Buy more energy-reduced light * Improve visibility in the night without splashing too much light into the sky * Install motion sensor-lights and bulbs in their homes * Garden and landscape lights must be used effectively * Education of light pollution and its consequences are stepped up and taught in all schools * Etc. | **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.  **Suggestions:**  More light = more energy = more electricity = more carbon dioxide | **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/583848c51ce68553a648ed24/> | **30 seconds** | Listen to teacher. |  |