**LESSON PLAN**

**SOIL EROSION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 The place you live Hobby | **40 seconds** | Introduce yourself using the following information.  Name  Age  Job  The place you live  Hobby | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | The topic for the lesson today is: **Soil erosion** 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. | *- 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. ***Topsoil (n)*** */ˈtɑːpsɔɪl/ the layer of soil nearest the surface of the ground* 2. ***Landslide (n)*** */ˈlændslaɪd/ a mass of earth, rock, etc. that falls down the slope of a mountain or a cliff* 3. ***Fertility (n)*** */fərˈtɪləti/* *the quality of producing a large number of good quality crops* 4. ***Deposit (v)****/dɪˈpɑːzɪt/* *to leave a layer of something on the surface of something, especially gradually and over a period of time* 5. ***Silt (n)*** */sɪlt/ sand, mud, etc. that is carried by flowing water and is left at the mouth of a river or in a harbour* 6. ***Erosion (n)*** */ɪˈroʊʒn/ the process by which the surface of something is gradually destroyed through the action of wind, rain, etc.*   *-Example:*  *The house was buried beneath a* ***landslide****.* | **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. | *-After learning some vocabularies, we learn some related* idioms  *- Firstly, look at the meanings of the* idioms*. Then, make a sentence using one of the given* idioms.  *+* ***Not soil one’s hands (idiom)***  *: to not ​become ​involved in something ​unpleasant or ​bad*  *+* ***Work the land (idiom)****: to ​grow ​crops, esp. as a ​job*    *-Example:*   * *These were ​top ​lawyers, the ​kind who wouldn't ​normally****soil ​their ​hands****with ​police ​work or ​criminal ​law.*   *He's the fourth ​generation of his ​family to* ***have ​worked the ​land****.*  ***Should + S1 + V-infinitive, S2 + will (not) + V-infinitive.***  *- Next, make a sentence using the given structure.*  *- Example:*  ***Should loggers reduce the felling of trees, the number of landslides will decrease*** | **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.  **Talk with your partner about a landslide happening in your country.**  => In case students do not have experience of the situation, the teacher can give some suggestions:   * **Where it happened?** * **When it happened?** * **How many people were injured?** * **Damages to houses, crops, etc.** * **How did people overcome the landslide?** * **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:**  **A:**   * **Do you think that land in your area is being eroded?** * **Can you describe the situation?** * **Can you recommend some solutions?** * **Etc.**   **B:**   * **Describe the situation: damages to crops, landslides, mudslides, etc.** * **Solutions: plant trees, etc.** * **Etc.** | **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/59428ac91ce6850444ab84de/> | **30 seconds** | Listen to teacher. |  |