**LESSON PLAN**

**THE DEPLETION OF THE OZONE LAYER**

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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 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: “**The depletion of the ozone layer”** 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. | **1. Vocabulary game: In one minute, list as many words related to the topic “Ozone layer” as possible. Who gets the most correct words will be the winner. Your words must be different from others’.**  **Suggestions: ultraviolet, stratosphere, troposphere, CFCs, atmosphere, filter, crucial, etc.**   1. ***Susceptible (adj)*** */səˈseptəbl/* [*easily*](http://dictionary.cambridge.org/dictionary/english/easily)[*influenced*](http://dictionary.cambridge.org/dictionary/english/influence)*or*[*harmed*](http://dictionary.cambridge.org/dictionary/english/harm)*by something* 2. ***Cardiovascular (adj)*** */ˌkɑːrdioʊˈvæskjələr/ connected with the heart and the blood vessels (= the tubes that carry blood around the body)* 3. ***Wheeze (v)*** */wiːz/ to breathe noisily and with difficulty* 4. ***Radiation (n)*** */ˌreɪdiˈeɪʃn/* *powerful and very dangerous rays that are sent out from radioactive substances* 5. ***Deplete (v)*** */dɪˈpliːt/* *to reduce something by a large amount so that there is not enough left* 6. ***Impairment (n)*** */ɪmˈpermənt/* *the state of having a physical or mental condition which means that part of your body or brain does not work correctly; a particular condition of this sort* | **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 would happen to the world if the ozone layer disappeared?**  Suggestions:   * **Decrease in our food chain** * **Bad effects on animals and plants** * **Etc.** | **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 “Some solutions to the depletion of the ozone layer” with your partner.**  Suggestions:   * **International agreements to protect the ozone layer** * **Reduce and control industrial emission of CFCs** * **Buy and use recycled products, save energy, use public transportation** * **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.  **Have a discussion about the depletion of the ozone layer:**   * **Causes:** increase in the level of chlorine and bromine gases in the upper stratosphere * **Effects**: health problems (skin and respiratory diseases), decrease in food, etc. * **Solutions:** education * **Reasons for doing the research** * **Benefits of doing the research** * **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 6 to practice more at home.*  *Link:d*  [*https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5ae2dfb31ce68528430ade90/*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5ae2dfb31ce68528430ade90/) | **30 seconds** | Listen to teacher. |  |