

**Period 39:****UNIT 5: GLOBAL WARMING****Lesson 1: Getting started - A presentation about global warming****I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *Global warming*.
- Gain vocabulary to talk about climate change.
- Get to know the language aspects: participle and past participle clauses.

**2. Competences**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

**3. Personal qualities**

- Understand the importance of protecting the environment.
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

Form	Pronunciation	Meaning
1. global warming (n)	/ˌɡləʊbəl 'wɔːmɪŋ/	a gradual increase in world temperatures
2. consequence (n)	/'kɒnsɪkwəns/	a result of a particular action or situation, often one that is bad or not convenient
3. temperature (n)	/'tempərətʃər/	the measured amount of heat in a place or in the body
4. atmosphere (n)	/'ætməsfiər/	the mixture of gases around the earth
5. fossil fuel (n)	/'fɒsəl ,fjʊəl/	fuels, such as gas, coal, and oil, that were formed underground from plant and animal remains millions of years ago
6. carbon dioxide (n)	/ˌkɑːbən daɪ'ɒksaɪd/	the gas formed when carbon is burned, or when people or animals breathe out

**Assumption**

Anticipated difficulties	Solutions
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Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of global warming.
- To set the context for the listening and reading part.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Earth quiz

##### c. Expected outcomes:

- Students can have an overview of global warming.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Earth quiz</b> <ul style="list-style-type: none"> <li>- Teacher shows the quiz.</li> <li>- Ss work in 4 groups. Each group raises their hands to take turns and answer the multiple-choice questions. The team gains bonus with every correct answer.</li> <li>- The team with highest points is the winner.</li> </ul>	List of answers: <ol style="list-style-type: none"> <li>1. True</li> <li>2. In the Northern latitudes</li> <li>3. All of the above</li> <li>4. Nitrogen</li> <li>5. Average rainfall increases</li> <li>6. Carbon Dioxide</li> </ol>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRESENTATION (7 mins)

##### a. Objectives:

- To get students learn vocabulary related to the topic.

##### b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

##### c. Expected outcomes:

- Students can use key language more appropriately before they read.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. Global warming (n)</li> </ol>

<ul style="list-style-type: none"> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding.</li> <li>- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ul style="list-style-type: none"> <li>2. Consequence (n)</li> <li>3. Temperature (n)</li> <li>4. Atmosphere (n)</li> <li>5. Fossil fuel (n)</li> <li>6. Carbon dioxide (n)</li> </ul>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

**3. ACTIVITY 2: PRACTICE (20 mins)**

**a. Objectives:**

- To help students get to know the topic.
- To introduce words and phrases related to global warming.
- To help Ss identify the causes and consequences of global warming.

**b. Content:**

- Task 1: Listen and read. (p.52)
- Task 2: Read the conversation again and complete the diagram, using the following phrases. (p.53)
- Task 3: Match the words to make phrases. (p.53)
- Task 4: Complete the sentences using words and phrases from exercise 1. (p.53)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen and read. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the pictures in the book (p.52) as well as the conversation and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What can you see in the picture?</li> <li>- How many people are there in the conversation?</li> <li>- What do you think they are discussing?</li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- the Earth, the Sun</li> <li>- 3 people</li> <li>- They are discussing global warming</li> </ul>
<b>Task 2. Read the conversation again and complete the diagram, using the following phrases. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work individually first and complete the diagram with the phrases. Encourage them to read the conversation again.</li> <li>- Then put them in pairs to compare their answers.</li> <li>- Check answers as a class. Encourage Ss to provide evidence from the conversation for their answers, e. g. Number 1 goes with choice c because Nam says, 'burnt for energy, fossil fuels release large amounts of carbon dioxide'. Number 2 goes with choice a, and the evidence is in Mai explanation 'they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space'.</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. c</li> <li>2. a</li> <li>3. d</li> <li>4. b</li> </ul>
<b>Task 3. Match the words to make phrases. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss look at the words in the two columns. Explain that these words are used to make phrases mentioned in the conversation in Activity 1.</li> <li>- Ask Ss to match the words individually.</li> <li>- Check answers as a class.</li> <li>- Elicit the meaning of any words or phrases Ss don't know or find hard to understand.</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. c</li> <li>2. e</li> <li>3. b</li> <li>4. a</li> <li>5. d</li> </ul>

<b>Task 4. Complete the sentences using words and a phrase from Task 1. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss to read the incomplete sentences and check comprehension.</li> <li>- Have Ss work individually. Encourage them to find the verb phrases in the conversation.</li> <li>- Check answers by having individual Ss read the sentences.</li> <li>- Ask them if they can name the grammar structure, i.e. present participle and past participle clauses.</li> </ul>	<b>Answer key:</b> 1. <i>Burnt</i> 2. <i>Trapping</i> 3. <i>adding</i>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: PRODUCTION (10 mins)**

**a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on effect of global warming.

**b. Content:**

- Discussion

**c. Expected outcomes:**

- Students can identify one effect of global warming that they have personally experienced.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5: Discussion.</b> What is one effect of global warming that you have personally experienced? (You can demonstrate more if possible)	<i>Students' own creativity.</i>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Prepare for the next lesson

**Period 40:                      UNIT 5: GLOBAL WARMING**  
**Lesson 2: Language**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use sentence stress appropriately to speak with a natural rhythm.
- Understand and use words and phrases related to global warming.
- Use present participle and past participle clauses correctly.

**2. Core competence**

- Be collaborative and supportive in pair work and team work.
- Access and consolidate information from a variety of sources.
- Actively join in class activities.

**3. Personal qualities**

- Be able to speak with a natural rhythm.
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Present Participle</b>	<b>Past Participle</b>
<p>The present participle is used to form a participle clause when the participle and the verb in the main clause have the same subject and the action is done by the same person or thing.</p> <p>The present participle is a verb form ending in -ing and it has an active meaning.</p>	<p>The past participle is a verb form usually ending in -ed, which normally has a passive meaning.</p> <p>Similar to present participles, past participles can form past participle clauses, but with a passive meaning.</p>

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
<p>Students are reluctant to work in groups.</p>	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
<p>Students may lack vocabulary to deliver a speech</p>	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the global warming.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Video watching

##### c. Expected outcomes:

- Students can have an overview of global warming.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups.</li> <li>- Teacher shows a video about causes and effects of global warming.</li> <li>- All teams watch the video and answer questions.</li> <li>- Teacher checks answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<p><b>Link:</b> <a href="https://ed.ted.com/lessons/climate-change-earth-s-giant-game-of-tetris-joss-fong">https://ed.ted.com/lessons/climate-change-earth-s-giant-game-of-tetris-joss-fong</a></p> <p><b>Suggested questions and answers:</b></p> <ol style="list-style-type: none"> <li>1. Which game was mentioned?           <ul style="list-style-type: none"> <li>- Tetris</li> </ul> </li> <li>2. What else do we call Carbon Dioxide?           <ul style="list-style-type: none"> <li>- Greenhouse gas</li> </ul> </li> <li>3. Why do people cut down trees?           <ul style="list-style-type: none"> <li>- To make room for agriculture</li> </ul> </li> <li>4. How much have the amount of CO2 increased in the atmosphere since 1750?           <ul style="list-style-type: none"> <li>- by 40%</li> </ul> </li> </ol>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRONUNCIATION (12 mins)

##### a. Objectives:

- To help Ss recognise and practise stress appropriately.

##### b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.53)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.53)

##### c. Expected outcomes:

- Students can speak with a natural rhythm.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Play the recording and ask Ss to listen to the sentences. Have them pay attention to the sentence stress (the stressed words in bold) and rhythm (the combination of stressed and unstressed syllables).</li> <li>- Play the recording again, pausing after each sentence for Ss to repeat.</li> <li>- Have Ss read the notes in the <b>Remember!</b> box. Check understanding by asking individual Ss to briefly explain what words to stress in their spoken sentences to sound natural and fluent.</li> </ul>	<p><i>Students' practice</i></p>

<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs, taking turns to read the sentences. Call on some Ss to read them out loud.</li> </ul>	
<p><b>Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the information in the Remember! box carefully.</li> <li>- Have them quickly look through the sentences, underline the stressed words, and practise saying the sentences with a natural rhythm.</li> <li>- Play the recording for Ss to check if they have correctly underlined the stressed words. In stronger classes, ask Ss to mark the word stress, e.g. <b>'village, com'pletely, de'stroyed.</b></li> <li>- Check answers as a class.</li> <li>- Play the recording again, pausing after each sentence for Ss to repeat.</li> <li>- Ask Ss to work in pairs, taking turns to practise reading the sentences. Call on some Ss to read them out loud.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. The <u>village</u> was <u>completely destroyed</u> by <u>floods</u>.</li> <li>2. Some <u>gases</u> are <u>released</u> in the <u>air</u> through <u>human activities</u>.</li> <li>3. Has the <u>earth's temperature increased</u> in the <u>past few years</u>?</li> <li>4. Some <u>environmental disasters</u> will <u>become</u> more <u>frequent</u>.</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

**3. ACTIVITY 2: VOCABULARY (12 mins)**

**a. Objectives:**

- To introduce words and phrases related to global warming.
- To help Ss practise the words in meaningful contexts.

**b. Content:**

- Task 1: Match each word with its meaning (p.54.)
- Task 2: Complete the sentences using the words and phrases in task 1(p.54)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in meaningful context.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Match the words with their meanings. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss that the words / phrases in the activity are related to global warming.</li> <li>- Teacher has Ss match each word with its meaning.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. e</li> <li>2. c</li> <li>3. d</li> <li>4. a</li> <li>5. b</li> </ol>
<p><b>Task 2. Complete the sentences using the words and phrases in task 1 (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.</li> <li>- Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner.</li> <li>- In weaker classes, have Ss look up the words in the glossary if necessary.</li> <li>- Check answers as a class by having Ss call out the missing word first, then read the whole sentence.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. renewable</li> <li>2. waste</li> <li>3. released</li> <li>4. coal</li> <li>5. fossil fuels</li> </ol>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: GRAMMAR (13 mins)**

**a. Objectives:**

- To help Ss recognise and practise present participle clauses.
- To help Ss recognise and practise past participle clauses.

**b. Content:**

- Task 1: Find and correct the mistakes in the following sentences. (p.55)
- Task 2: Rewrite these sentences using past participle clauses. (p.55)

**c. Expected outcomes:**

- Students know how to use participle clauses in sentences.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Find and correct the mistakes in the following sentences. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Focus Ss' attention on the structure of the present participle clause (a verb form ending in -ing). Ask Ss to paraphrase the first example in the Remember! box 'Trapping too much of the sun's heat, greenhouse gases stop it from escaping back into space' =&gt; 'As / Since greenhouse gases trap too much of the sun's heat, they stop it from escaping back into space' and the other example, e.g. 'Walking on the beach, they picked up litter' =&gt; 'While they were walking on the beach, they picked up litter'.</li> <li>- Ask Ss to focus on the subject in each sentence and ask questions to elicit that the participle and the verb in the main clause have the same subject and the actions are done by the same person or thing.</li> <li>- Have Ss correct the sentences individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Was waiting -&gt; Waiting</li> <li>2. Saw -&gt; Seeing</li> <li>3. were planting -&gt; planting</li> </ol>
<b>Task 2. Rewrite these sentences using past participle clauses. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the explanation and examples in the Remember! box carefully and check their understanding. Tell them to pay attention to the form of the past participle (a verb form usually ending in -ed) and two main uses of past participle clauses (i.e. giving the reason for an action and expressing a condition).</li> <li>- Have Ss study the example before asking them to do the activity individually. Walk round the class and offer help if necessary.</li> <li>- Put Ss into pairs and have them compare their sentences.</li> </ul> <p>Check answers as a class.</p> <ul style="list-style-type: none"> <li>- In weaker classes, have Ss write the sentences on the board and explain the paraphrases.</li> </ul>	<p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. Not kept cool in hot weather, farm animals can suffer from heat stress.</li> <li>2. Worried about the consequences of deforestation, some farmers stopped burning trees to create farmland.</li> <li>3. Produced in huge amounts, carbon dioxide causes air pollution and climate change.</li> </ol>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises on workbook.
- Prepare for Lesson 3 - Reading.



**Period 41: UNIT 5: GLOBAL WARMING****Lesson 3: Reading - The UN Climate Change Conference****I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Develop reading skills for general ideas and for specific information in news items about UN Climate Change Conference.

**2. Competences**

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

**3. Personal qualities**

- Acknowledge and understand more about a conference.
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Assumption**

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**III. PROCEDURES****1. WARM-UP (6 mins)****a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on the categories of climate change;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.


**b. Content:**

- Describing game

**c. Expected outcomes:**

- Students can find out all the words as well as the key word based on the definitions given by the teacher.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Describing game</b></p> <ul style="list-style-type: none"> <li>- Students work in 3 groups</li> <li>- Students look at the pictures and describe the situations before and after.</li> <li>- Ss raise hands to get turn and describe the pictures.</li> <li>-Teacher leads into the new lesson.</li> </ul>	<p><b>WARM-UP</b></p> <p>Work in groups. Look at the pictures and describe the situations before and after.</p> 

**e. Assessment**

- Teacher observes the groups, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-READING (5 mins)**

**a. Objectives:**

- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Lead students in the reading passage;
- Task 1. Work in pairs. Look at the pictures and discuss the environmental problems you see. (p.55)

**c. Expected outcomes:**

- Students can use key language more appropriately before they read.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Work in pairs. Look at the pictures and discuss the environmental problems you see. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to discuss the pictures and identify the environmental problems.</li> <li>- Ask some guiding questions, e.g. <i>What can you see in the pictures? Do you think human activities like farming can cause any negative impact on the environment? How does deforestation contribute to global warming? Have you heard about global efforts to deal with climate change?</i></li> <li>- Invite individual Ss to share their answers with the class.</li> <li>- Introduce the topic of the reading text.</li> </ul>	<p><i>Student's practice</i></p>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

**3. ACTIVITY 2: WHILE-READING (22 mins)**

**a. Objectives:**

- To help Ss practise reading for main ideas in an article about the climate change conference.

**b. Content:**

- Task 2. Read the article and choose the best title for it. (p.55)
- Task 3. Read the article again. Match the highlighted words with their meanings. (p.56)
- Task 4. Read the article again and choose the correct answers A, B, or C. (p.56)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<b>Task 2: Read the article and choose the best title for it. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read the whole text quickly to get an overall idea. In weaker classes, go through the answer options and check understanding.</li> <li>- Ask Ss to work in pairs to compare their answers. Walk round the class and provide help if necessary.</li> <li>- Remind them that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).</li> <li>- In weaker classes, have Ss read the article and find the most important pieces of information and summarise them. This can help them recognise the right title.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> C
<b>Task 3. Read the article again. Match the highlighted words with their meanings. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the article. Focus their attention on the context of the highlighted words and have them look for clues offering direct or indirect suggestions about their meanings, e.g. <i>CO<sub>2</sub></i> in paragraph 2 suggests that <i>emissions</i> are gases while <i>methane</i> is a gas as in paragraph 5 it is defined ‘a greenhouse gas’. Preposition <i>between</i> used after <i>balance</i> prompts equal things in a situation.</li> <li>- Check answers as a class.</li> <li>- Ask Ss to make sentences with each of the words to check understanding if time allows.</li> </ul>	<b>Answer key:</b> 1. <i>d</i> 2. <i>c</i> 3. <i>b</i> 4. <i>a</i>
<b>Task 4. Read the article again and choose the correct answers A, B, or C. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read the multiple-choice questions. Check Ss’ understanding and explain new or difficult vocabulary if necessary.</li> <li>- Ask Ss to read the article again. Have Ss work individually to answer the questions. Encourage them to discuss and compare their answers with a partner.</li> <li>- Check answers as a class. Have Ss explain the answers by providing evidence from the article, e.g. Choices A and B in question 1 are (the paraphrases of) key goals 2 and 3 while choice C is not (Paragraph 5 says, ‘The last key goal is to reduce methane emissions’).</li> </ul>	<b>Answer key:</b> 1. <i>C</i> 2. <i>A</i> 3. <i>C</i> 4. <i>B</i> 5. <i>B</i>

#### e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

#### 4. ACTIVITY 3: POST-READING (9 mins)

##### a. Objectives:

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

##### b. Content:

- Task 5: Discussion (p.56)

##### c. Expected outcomes:

- Students can use the ideas and language in the reading passage to talk about their opinions and give reasons

##### d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Task 5. Discussion	<i>Suggested solutions</i>

<ul style="list-style-type: none"> <li>- Ask Ss to work in groups of three or four.</li> <li>- Tell Ss to brainstorm and suggest some possible solutions to global warming. Have Ss think about things they can do as individuals to help fight global warming.</li> <li>- Suggest that Ss make use of graphic organisers for brainstorming, e.g., spidergrams. An example is at <a href="https://www.savecoastalwildlife.org/solutions-to-global-warming">https://www.savecoastalwildlife.org/solutions-to-global-warming</a></li> <li>- Ask Ss from different groups to share their ideas with the rest of the class. Encourage them to explain how each action will help limit or stop global warming, e.g., Use less energy at home (less greenhouse gas emissions); Plant trees (more oxygen, less CO<sub>2</sub>)</li> <li>- Praise for workable solutions and fluent delivery.</li> </ul>	<ol style="list-style-type: none"> <li>1) <i>Use less energy at home</i></li> <li>2) <i>Plant trees</i></li> <li>3) <i>Walk, bike, or use public transport</i></li> <li>4) <i>Eat more vegetables and less meat</i></li> <li>5) <i>Choose eco-friendly products</i></li> <li>6) <i>Switch to green power</i></li> <li>7) <i>Follow 4Rs: Reduce, reuse, repair, recycle</i></li> </ol>
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**e. Assessment**

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Write a short paragraph about effective methods to live healthily and increase life expectancy.
- Do exercises on workbook.
- Prepare for the next lesson – Speaking.

**Period 42:                      UNIT 5: GLOBAL WARMING**  
**Lesson 4: Speaking – Human activities and global warming**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Present ideas clearly in a discussion.
- Talk about human activities and global warming.

**2. Competences**

- Gain some language expressions to ask for and give opinions.
- Talk about the steps to ask for and give opinions.
- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

**3. Personal qualities**

- Acknowledge and be able to know why human activities can affect the environment.
- Develop self-study skills.
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 4, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"><li>- Provide vocabulary and useful language before assigning tasks.</li><li>- Encourage students to work in groups so that they can help each other.</li><li>- Give short, clear instructions and help if necessary.</li></ul>

**III. PROCEDURES**

**1. WARM-UP (6 mins)**

**a. Objectives:**

- To stir up the atmosphere and activate students' knowledge on cause-effect relation.
- To set the context for the speaking part;
- To help Ss warm up and get ready for the lesson by providing some background information.

**b. Content:**

- Matching game

**c. Expected outcomes:**

- Students can follow the instructions to perform the task successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Matching game</b> - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raise hands to take turn and match the causes with the correct effect. - The team with highest points is the winner.	<p>WARM-UP</p> <p>1. What is the effect of deforestation?          2. What is the cause of global warming?          3. What is the effect of global warming?          4. What is the cause of deforestation?</p> <p>1. It leads to global warming.          2. It leads to deforestation.          3. It leads to global warming.          4. It leads to deforestation.</p>

### e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

## 2. ACTIVITY 1: CONTROLLED PRACTICE (12 mins)

### a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

### b. Content:

- Introducing tips to give instructions.
- Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (p.56)
- Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (p.57)

### c. Expected outcomes:

- Students can use key language more appropriately when they speak.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (5 mins)</b>	
- Ask Ss to have a look at the activities and their possible effects on global warming. Check understanding. Explain any new words or phrases. - Have Ss match the activities with their effects on the environment. Ask them to discuss and compare answers with a partner. - Check answers as a class.	<b>Suggested answers:</b> 1. c, e 2. a, d 3. b, f
<b>Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (7 mins)</b>	
- Ask Ss to focus on the sentences in the box and make sure they understand their meaning. Have Ss read through the incomplete discussion about the reasons why cutting down or burning forests is the most serious problem causing global warming. - In weaker classes, ask questions to elicit the answers. <i>e.g. Mark starts the conversation by asking Mai for her opinion. Which of the options in the box expresses her opinion? Mark wants to know why she thinks that or the reasons. Which of the options is a suitable answer?</i> - Check answers as a class. - Have Ss read the explanations and examples in the Tips box. Focus their attention on the tips useful for presenting ideas clearly in a discussion and ask which of the tips and which words / phrases Mai has used (all the tips; words / phrases: <i>I think, There are two main reasons, First</i> ). - Ask Ss to practise the conversation in pairs.	<b>Suggested answers:</b> 1. B 2. D 3. A 4. C

### e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

## 3. ACTIVITY 2: LESS CONTROLLED PRACTICE (10 mins)

### a. Objectives:

- To provide a model conversation in which speakers discuss which human activity contributes most to global warming and practise presenting ideas clearly.

- To give Ss an opportunity personalise the model conversation and discuss other causes of global warming.

**b. Content:**

- Task 3 Work in pairs. Talk about the other human activities that contribute to global warming. Use the ideas in task 1, the model and the tips in task 2 to help you. (p.57)

**c. Expected outcomes:**

- Students know how to present ideas clearly.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 3. Work in pairs. Talk about the other human activities that contribute to global warming. Use the ideas in task 1, the model and the tips in task 2 to help you.</b>	
<ul style="list-style-type: none"> <li>- Explain the task and remind Ss of the tips for presenting ideas clearly in a discussion.</li> <li>- Ask Ss to work in pairs. They should talk about other human activities and how they contribute to global warming.</li> <li>- Remind Ss to use the expressions in the Tips box to state ideas, agree or disagree and introduce arguments.</li> <li>- Walk round to provide help if necessary.</li> <li>- Encourage them to swap roles so that each student has a chance to ask and answer about human activities and global warming.</li> <li>- Invite some pairs of Ss to role-play their conversation in front of the whole class. Praise for good effort, clear pronunciation, well-structured questions and interesting answers.</li> </ul>	<i>Students' practice</i>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: FREE PRACTICE (15 mins)**

**a. Objectives:**

- To give Ss an opportunity to take part in a group discussion about global warming, then report their discussion to the whole class.

**b. Content:**

- Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class. (p.57)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit protect the environment.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class.</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups to prepare a discussion about human activities and global warming.</li> <li>- Tell groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind group members that they need to listen without interrupting their classmates, wait for their turn to speak, take notes, and contribute ideas.</li> <li>- Walk round the class to provide help when necessary and encourage quiet group members to get involved.</li> </ul>	<i>Students' practice.</i>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>- Invite some groups to present their discussion in front of the class and answer any questions from the rest of the class.</li><li>- Praise groups who present their opinions and arguments clearly.</li></ul> |  |
|---|--|

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises on workbook.
- Prepare for the next lesson – Listening.



**Period 43:                      UNIT 5: GLOBAL WARMING**  
**Lesson 5: Listening – Black carbon and global temperature**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- listen for main ideas and specific information in a talk about black carbon and global temperature
- Memorize vocabulary to talk about climate change.

**2. Competences**

- Develop listening skills: listening for the main idea and listening for specific details.
- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

**3. Personal qualities**

- Develop self-study skills;
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. Soot (n)	/sɒt/	a black powder composed mainly of carbon, produced when coal, wood, etc. is burned
2. Soil (n)	/sɔɪl/	the material on the surface of the ground in which plants grow; earth
3. Crop (n)	/krɒp/	a plant such as a grain, vegetable, or fruit grown in large amounts on a farm, or the total amount gathered of such a plant
4. Melt (v)	/melt/	to turn from something solid into something soft or liquid

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>
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### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic.
- To set the context for the listening part.

##### b. Content:

- Climate change quiz

##### c. Expected outcomes:

- Students can join the quiz and gain knowledge on the topic.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Climate change quiz</b> - Teacher shows the questions about climate change. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	<b>Key:</b> 1. True 2. All of the above 3. When the gases in our atmosphere trap heat and block it from escaping our planet 4. All of the above

##### e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

#### 2. ACTIVITY 1: PRE-LISTENING (10 mins)

##### a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

##### b. Content:

- Pre-teach vocabulary related to the content of the lesson.
- Task 1: Work in pairs. match the words with their meanings. (p.57)

##### c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching (5 mins)</b>	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	<b>Vocabulary:</b> 1. Soot (n) 2. Soil (n) 3. Crop (n) 4. Melt (v)
<b>Task 1. Work in pairs. Match the words with their meanings. (5 mins)</b>	
- Ask Ss to look at the picture and try to elicit the pollutant, e.g. <i>Open fires release black carbon or soot.</i>	<b>Key:</b> 1. c 2. a

<ul style="list-style-type: none"> <li>- Write the phrase 'black carbon' on the board. Ask Ss if they know its meaning. Tell them it is also known as 'soot'.</li> <li>- Ask Ss to do the activity by matching the words with their meanings. Walk round the class and provide help if necessary. Point out the part of speech (v, n) and explain any difficult words or phrases.</li> <li>- Check answers as a class. Make sure Ss understand the words by asking Ss to make sentences with them.</li> </ul>	<p>3. <i>d</i></p> <p>4. <i>b</i></p>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

**3. ACTIVITY 2: WHILE-LISTENING (15 mins)**

**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;

**b. Content:**

- Task 2. Listen to a talk and choose the main idea. (p.57)
- Task 3. Listen to the talk again. Choose the correct answers A, B, or C (p.57)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Listen to a talk and choose the main idea. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to a talk about black carbon. Have Ss read the title options and check understanding.</li> <li>- Ask them to read the three ideas and check understanding. In weaker classes, make sure Ss understand more difficult vocabulary such as <i>produce, contribute, sources, emissions, affect</i>. Pre-teach them if necessary.</li> <li>- Ss listen to the recording and do as instructed.</li> <li>- T reminds Ss that incorrect choices are often "irrelevant" (i.e., not mentioned in the talk), "too narrow" (i.e., only representing part of the talk) or "too general" (i.e., too broad or too vague).</li> <li>- Check answers as a class. Explain why C is the correct answer (i.e., black carbon emissions come from several sources and affect the earth's temperature) and why other answers are incorrect (i.e., A, B are 'irrelevant' or not mentioned).</li> </ul>	<p><b>Answer key:</b></p> <p><i>C</i></p>
<b>Task 3. Listen to the talk again and choose the correct answers A, B, or C. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Give Ss some time to read through the questions and underline key words to help them work out the answers. Check if they understand all the vocabulary.</li> <li>- In stronger classes, ask Ss if they can answer the questions without listening to the conversation again.</li> <li>- In weaker classes, pre-teach some difficult vocabulary such as <i>consist of, previously thought, last, increase, speed of melting</i>.</li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> <li>- If time allows, ask Ss to discuss their answers in pairs.</li> <li>- Check answers as a class. Play the recording, pausing at the places where Ss can find the answers, e.g. choice B is the answer to question 1 ('these huge fires are the world's biggest source of soot'), choice C is the answer to question 2 ('it only lasts for a few days or weeks'), choice C is the answer to question 3 ('when black carbon falls onto ice or snow, it warms the surface and increases the speed of melting'), choice A is the answer to question 4 ('offering me the opportunity to talk about black carbon', 'So what do you think we should do').</li> </ul>	<p><b>Answer key:</b></p> <p>1. <i>B</i></p> <p>2. <i>C</i></p> <p>3. <i>C</i></p> <p>4. <i>A</i></p>

**e. Assessment**

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-LISTENING (12 mins)**

**a. Objectives:**

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To give Ss an opportunity to use the ideas and language in the listening to talk about sources of black carbon in their city or neighborhood.
- To give students authentic practice in using target language.
- To revise opinion phrases in Speaking section.

**b. Content:**

- Task 4. Work in groups and answer the questions. (p.57)

**c. Expected outcomes:**

- Students can use the language and information from the unit to present their own ideas.

**d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 4. Work in groups and answer the questions. (p.57)</b>	
<p><b>Question:</b></p> <ul style="list-style-type: none"><li>● Is black carbon found in your city or neighbourhood?</li><li>● If so, where does it come from?</li></ul> <p>- Ask Ss to work in groups. Have Ss decide if black carbon is found in their city or neighbourhood and give reason(s) for their answer. Tell Ss to note down their ideas.</p> <p>- In weaker classes, do the brainstorming with all Ss and write the best ideas on the board.</p> <p>- Invite some Ss from each group to present a summary of their discussions to the class.</p>	<p><i>Student’s practice</i></p>

**e. Assessment**

- Teacher’s observation on Ss’ performance, provide help if necessary.
- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises on workbook.
- Prepare for the next lesson –Writing.

**Period 44: UNIT 5: GLOBAL WARMING**

**Lesson 6: Writing – A leaflet about ways to reduce black carbon emissions**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about how to write a leaflet about ways to reduce black carbon emissions.

**2. Competences**

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion.
- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

**3. Personal qualities**

- Be convincing when writing a leaflet.
- Develop self-study skills.
- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Assumption**

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> <li>- Guide students to make an outline before they write.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**III. PROCEDURES**

**1. WARM-UP (5 mins)**

**a. Objectives:**

- To stir up the atmosphere and activate students' comprehension of leaflet.
- To set the context for the writing part.

**b. Content:**

- LEFT/RIGHT quiz.

**c. Expected outcomes:**

- Students can join the quiz and gain knowledge on the topic.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Quiz - "Left or Right?"</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the questions one by one, the whole class answer the questions.</li> </ul>	<p><i>Posters/ booklets/ poster/ banner/ leaflet</i></p>

<ul style="list-style-type: none"> <li>- After each question, teacher pauses for a moment to ask Ss to raise their hands to answer.</li> <li>- Teacher leads in the lesson by linking formal request to proposal.</li> </ul>	
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### e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

## 2. ACTIVITY 1: PRE-WRITNG (15 mins)

### a. Objectives:

- To help Ss build up ideas that they can later use for their writing.
- To familiarise Ss with the structure and language of a leaflet.

### b. Content:

- Task 1: Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so. (p.58)
- Task 2. Work in pairs. Label the parts of the leaflet with the words in the box. Use the tips on page 59 to help you. (p.58)

### c. Expected outcomes:

- Students understand the reasons to reduce black carbon emissions.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs. Tell them to look at the ways to reduce black carbon emissions and the reasons.</li> <li>- Explain any new words. Ask Ss to do the matching, then discuss and check their answers with a partner.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. a, c, d</li> <li>2. f, g, i</li> <li>3. b, e, h</li> </ol>
<b>Task 2. Work in pairs. Label the parts of the leaflet with the words in the box. Use the tips on page 59 to help you. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and study the five-part structure of the sample leaflet.</li> <li>- Tell them to read the tips for writing a leaflet and check understanding.</li> <li>- In weaker classes, explain any new or difficult words, either in the tips or in the sample (e.g. <i>slogan, call for action, renewable energy, warming effect, run out, solid fuels, switch to, organic waste</i> etc.).</li> <li>- Ask Ss to look at the leaflet and label its parts, using the words in the box.</li> <li>- Walk round the class to provide help if necessary.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. a</li> <li>2. b</li> <li>3. d</li> <li>4. c</li> <li>5. e</li> </ol>

### e. Assessment

- Teacher observes Ss' work and gives feedback.

## 3. ACTIVITY 2: WHILE-WRITING (10 mins)

### a. Objectives:

- To help Ss practise writing a leaflet about ways to reduce black carbon emissions.

### b. Content:

- Task 3. You are organising your school's Green Fair. Write about 120–150 words to complete the leaflet in 2. Use the suggested ideas in 1, and the tips above to help you. (p.59)

### c. Expected outcomes:

- Students can write a complete message in which the language is clear, short and simple.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 3. You are organising your school's Green Fair. Write about 120–150 words to complete the leaflet in 2. Use the suggested ideas in 1, and the tips above to help you. (12 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Explain the task. Ask Ss to refer back to the suggested ideas in 1, and study the sample paragraph and tips in 2 carefully. Make sure Ss understand the structure and the language of a leaflet.</li> <li>- In weaker classes, provide the first paragraph of the suggested answer below as a model by reading it aloud or displaying it on the board. Check Ss' understanding.</li> <li>- Explain that they can use the ideas suggested in 1 when they develop their paragraphs.</li> <li>- Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph. Set a time limit for Ss to write in class.</li> <li>- In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help.</li> <li>- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.</li> <li>- Collect Ss' paragraphs and give face-to-face feedback in private, or give them back with some written feedback.</li> </ul>	<p><b>SAMPLE</b></p> <p><i><b>How dangerous is using solid fuels at home?</b></i>            Many people still use solid fuels like coal and wood for heating and cooking. However, when burnt at home, they produce black carbon and other pollutants. The tiny pieces of black carbon released from indoor stoves can enter the human body and cause serious health problems. Household air pollution kills millions of people every year.  <i>Use soot-free fuels!</i></p> <p><i><b>Renewable energy is the future!</b></i>            Renewable energy is clean and free of black carbon and greenhouse gases, so it does not pollute the environment. Renewable energy can replace fossil fuels because it is convenient and reliable. Fossil fuels will be used up in this century while renewable energy will never run out because it comes from the Earth's natural sources.  <i>Power the planet with renewable energy!</i></p>

#### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 4. ACTIVITY 3: POST-WRITING (10 mins)

#### a. Objectives:

- To do a cross-check and final check on students' writing.

#### b. Content:

- Students exchange their work for cross-checking.

#### c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. <i>Organization: .../10</i></li> <li>2. <i>Legibility: .../10</i></li> <li>3. <i>Ideas: .../10</i></li> <li>4. <i>Word choice: .../10</i></li> <li>5. <i>Grammar usage and mechanics: .../10</i></li> </ol> <p><i>TOTAL: .../50</i></p>

#### e. Assessment

- Teacher's observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

#### **4. CONSOLIDATION (2 mins)**

##### **a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

##### **b. Homework**

- Do exercises on workbook.
- Prepare for the next lesson – Communication and Culture.



**Period 45:****UNIT 5: GLOBAL WARMING****Lesson 7: Communication and Culture / CLIL****I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- To review expressions for giving warnings and responding.
- Understand the environmental impact of farming and how to reduce it

**2. Core competence**

- Be able to give warnings and responding;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

**3. Personal qualities**

- Be ready to share the awareness to help the Earth when necessary.
- Protect their surrounding environment.

**II. MATERIALS**

- Grade 11 textbook, Unit 5, Communication and Culture
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. leaflet (n)	/'li:.flət/	a piece of paper that gives you information or advertises something
2. sea level (n)	/'si: ,levəl/	the average height of the sea where it meets the land
3. farmland (n)	/'fɑ:.mlænd/	land that is used for or is suitable for farming
4. farming (n)	/'fɑ:.mɪŋ/	the activity of working on a farm or organizing the work there

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
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### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the impact of farming on the environment.
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Video watching

##### c. Expected outcomes:

- Students can identify keywords and information from the video to answer the questions.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups and watch the video.</li> <li>- There are 3 questions which relate to the video.</li> <li>- T asks Ss to raise hands and answer the questions.</li> <li>- The group which gets the more correct answer is the winner.</li> </ul> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Farm animals contribute less to the emission of CO2 than vehicles. True or False?</li> <li>2. How many kilograms of plant protein are used in order to produce 1 kilogram of animal protein?</li> <li>3. What can we do to reduce greenhouse gas?</li> </ol>	<p><b>Link:</b> <a href="https://www.youtube.com/watch?v=710v3LhKhQg">https://www.youtube.com/watch?v=710v3LhKhQg</a></p> <p><b>Suggested answer:</b></p> <ol style="list-style-type: none"> <li>1. False</li> <li>2. 6 kilograms</li> <li>3. We can consume fewer animal products or even go meat free.</li> </ol>

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

##### a. Objectives:

- To help Ss learn about ways to reduce the impact of farming on global warming.
- To provide Ss with a model conversation in which people give and respond to warnings.

##### b. Content:

- Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p 59)
- Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (p 59)

##### c. Expected outcomes:

- Students can use expressions for giving and responding to warnings.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</b>	

<ul style="list-style-type: none"> <li>- Ask Ss if their family have ever used a coal-burning stove for cooking or / and heating.</li> <li>- Tell Ss that they are going to listen to a conversation between two friends, Jane and Nga, about using a coal-burning stove. While listening, they should complete the conversation with the expressions they hear.</li> <li>- Give Ss some time to skim through the conversation and look for context clues for the missing expressions. In stronger classes, encourage them to work out the answers based on the context clues before they listen.</li> <li>- Play the recording for Ss to do the activity.</li> <li>- Check answers as a class. In weaker classes, play the recording again, pausing after each blank to confirm the correct answers.</li> <li>- Put Ss into pairs and have them practise the conversation.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. C</li> <li>3. B</li> <li>4. A</li> </ol>
<p><b>Useful expressions (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions to prepare for Task 2</li> </ul>	<p><b>Useful expressions</b></p> <ul style="list-style-type: none"> <li>- <b>Giving warnings</b> <ul style="list-style-type: none"> <li>● <i>I wouldn't... if I were you!</i></li> <li>● <i>watch out (for something)!</i></li> <li>● <i>I (must) warn you ...</i></li> <li>● <i>mind your ...</i></li> </ul> </li> <li>- <b>Responding to compliments</b> <ul style="list-style-type: none"> <li>● <i>thanks for (the) warning.</i></li> <li>● <i>I'll be (more) careful (next time). thanks.</i></li> <li>● <i>oh, really? I didn't know that. thanks so much</i></li> </ul> </li> </ul>
<p><b>Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Tell Ss that the words they used to fill in the gaps in Activity 1 are part of expressions for giving and responding to warnings.</li> <li>- Ask Ss to read the list of useful expressions and check understanding.</li> <li>- Put Ss in pairs and explain the task: to role-play conversations like the one in Activity 1 but based on the two situations. Ss should play the roles given in this activity.</li> <li>- Give Ss a few minutes to plan their conversations before they role-play it (e.g., who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.</li> <li>- Walk round the class and provide help when necessary.</li> <li>- Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of giving and responding to warnings and fluent delivery.</li> </ul>	<p><i>Students' activity</i></p>

**e. Assessment**

- Teacher observes Ss's work and gives feedback.
- Teacher gives score to evaluate Ss' performance.

**3. ACTIVITY 2: CLIL- REDUCING THE ENVIRONMENTAL IMPACT OF FARMING (20 mins)**

**a. Objectives:**

- To help Ss learn about ways to reduce the impact of farming on global warming.

**b. Content:**

- Task 1: Read the text and tick (✓) the pictures that show ways to reduce global warming. (p.60)
- Task 2: Work in groups. Discuss the following questions. (p.60)

**c. Expected outcomes:**

- Students understand and can relate what they have learnt about farming and global warming to their country.

## d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Pre-teach vocabulary</b> (4 mins)	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding and reveals that these words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words</b></p> <ol style="list-style-type: none"> <li>1. leaflet (n)</li> <li>2. sea level (n)</li> <li>3. farmland (n)</li> <li>4. farming (n)</li> </ol>
<b>Task 1. Read the text and tick (✓) the pictures that show ways to reduce global warming.</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Ask Ss some questions to find out what they already know about the topic, e.g. <i>Do you think farming causes global warming? Does it harm the environment? Does it emit any greenhouse gases? Which greenhouse gas comes from farming?</i></li> <li>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>Which farming activities contribute to global warming? How does raising farm animals makes the planet hotter? Why can growing rice heat the earth's atmosphere? How can land-use increase the global temperature? What has been done to reduce the impact of farming on global warming?</i></li> <li>- Put Ss into pairs and have them study the pictures. Ask them to tell you what they see in each one.</li> <li>- Ask Ss to read the text and tick the pictures that illustrate the ways of limiting global warming mentioned in the text.</li> <li>- Explain or elicit any new or difficult words, e.g. <i>face masks, be intended to, coal plants, flooded rice fields</i>. In stronger class, encourage Ss to guess their meaning from context.</li> <li>- Check answers as a class by calling on pairs to speak out or write the answers on the board.</li> <li>- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</li> </ul>	<p><b>Answer key:</b></p> <p><i>Good: 1, 4</i></p> <p><i>Bad: 2, 3, 5</i></p>
<b>Task 2. Work in groups. Discuss the following questions.</b> (10 mins)	
<p>Questions:</p> <ul style="list-style-type: none"> <li>● What farming activities in Viet Nam do you think have negative impact on the global temperature?</li> <li>● What do you think are the alternatives to those activities?</li> </ul> <ul style="list-style-type: none"> <li>- Tell Ss to read the text again and list the information about the farming activities <i>raising farm animals, growing rice, and land-use</i>, which contribute to global warming. Ask Ss if these activities in Viet Nam have negative impact on global warming.</li> <li>- Put Ss in groups and give them enough time to discuss their answers.</li> <li>- Ask some groups to share their ideas with the whole class. Praise for good effort, clear pronunciation, well-structured and interesting answers.</li> </ul>	

## e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

## 4. CONSOLIDATION (2 mins)

### a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises on workbook.

- Prepare for Lesson 8 - Looking back and project.



<p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher shows the questions about global warming.</li> <li>- Questions are shown one by one, the whole class compete to answer the questions.</li> <li>- After the game, Ss with the highest point is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>False</i></li> <li>2. <i>China</i></li> <li>3. <i>14%</i></li> <li>4. <i>Electricity &amp; heat production</i></li> <li>5. <i>All of the above</i></li> </ol>
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**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK (12 mins)**

**a. Objectives:**

- To help Ss revise sentence stress and rhythm.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss revise the use of present participle and past participle clauses.

**b. Content:**

- Pronunciation: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (p.60)
- Vocabulary: Choose the correct word or phrase to complete each sentence. (p.61)
- Grammar: Rewrite the sentences using present or past participle clauses. (p.61)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Pronunciation: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work individually. Have them read the sentences silently and underlining the stressed words.</li> <li>- Play the recording, pausing after each sentence so that Ss can listen and check if they have underlined the correct words.</li> <li>- Check answers as a class by asking individual Ss to call out the stressed words in each sentence.</li> <li>- Play the recording again for Ss to repeat each sentence chorally. If time allows, have Ss practise reading the sentences, focusing on sentence stress and rhythm.</li> </ul>	<p><b>Key +Audio script - Track</b></p> <ol style="list-style-type: none"> <li>1. <u>Forests</u> are <u>helpful</u> in <u>cooling down</u> our <u>planet</u>.</li> <li>2. <u>Plants</u> can <u>store</u> a lot of <u>carbon</u> in their <u>roots</u>, <u>branches</u>, and <u>leaves</u>.</li> <li>3. <u>Oceans</u> can also <u>remove carbon</u> from the <u>atmosphere</u> and <u>store</u> it.</li> <li>4. <u>Oceans</u> may <u>start releasing</u> the <u>carbon</u> they <u>store</u> as <u>global temperatures rise</u>.</li> </ol>
<p><b>Vocabulary: Choose the correct word or phrase to complete each sentence. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.</li> <li>- In weaker classes, have Ss work in pairs or groups.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Key</b></p> <ol style="list-style-type: none"> <li>1. <i>coal</i></li> <li>2. <i>releasing</i></li> <li>3. <i>Renewable energy</i></li> <li>4. <i>fossil fuels</i></li> </ol>
<p><b>Grammar: Rewrite the sentences using present or past participle clauses. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Explain to Ss that they are going to review the use of present and past participle clauses.</li> <li>- In weaker classes, have Ss review the grammar rules in the Language lesson before they do the exercise. If necessary, write the incomplete sentences on the board and explain the structures.</li> <li>- Walk round the class to provide help if necessary.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Being a firefighter</i></li> <li>2. <i>Frightened by the forest fires</i></li> <li>3. <i>Flooded with water after the heavy rain</i></li> <li>4. <i>destroying all the wildlife there</i></li> </ol>

<ul style="list-style-type: none"> <li>- If time allows, ask Ss to work in pairs to compare answers.</li> <li>- Check answers as a class.</li> <li>- In stronger classes, ask individual Ss to read the completed sentences and explain which participle clause they have used.</li> </ul>	
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**e. Assessment**

- Teacher observes Ss's work and gives feedback.

**3. ACTIVITY 2: PROJECT (28 mins)**

**a. Objectives:**

- To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.

**b. Content:**

Project: What can we do every day to help limit global warming

**c. Expected outcomes:**

- Students practice working on a project.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Work in groups. Carry out a survey to find out how people in your area are reducing the negative impact of their daily activities on the environment and trying to limit global warming. Report your survey results to the class.</b></p>	
<ul style="list-style-type: none"> <li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation of survey results.</li> <li>- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) appropriate items while listening to their classmates' presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</li> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	<p><i>Students' presentations</i></p>

**e. Assessment**

- T gives comments and feedback to all posters and presentations, and awards a prize to the group which has the most votes.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises on workbook.
- Prepare for Review 2.