

UNIT 5: GLOBAL WARMING

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 5;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

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 enhance students' skills of cooperating with teammates.

b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Quiz (PPT slides)</p> <ul style="list-style-type: none"> - Teacher shows the questions about global warming. - 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. 	<p><i>Key:</i></p> <ol style="list-style-type: none"> 1. True 2. China 3. 14% 4. Electricity & heat production 5. 2023

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>Pronunciation: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm. (4 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to work individually. Have them read the sentences silently and underlining the stressed words. - Play the recording, pausing after each sentence so that Ss can listen and check if they have underlined the correct words. - Check answers as a class by asking individual Ss to call out the stressed words in each sentence. - 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. 	<p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <u>Forests</u> are <u>helpful</u> in <u>cooling down</u> our <u>planet</u>. 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>. 3. <u>Oceans</u> can also <u>remove carbon</u> from the <u>atmosphere</u> and <u>store</u> it. 4. <u>Oceans</u> may <u>start releasing</u> the <u>carbon</u> they <u>store</u> as <u>global temperatures rise</u>.
<p>Vocabulary: Choose the correct word or phrase to complete each sentence. (4 mins)</p>	

<ul style="list-style-type: none"> - Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words. - In weaker classes, have Ss work in pairs or groups. - Check answers as a class. 	Key <i>1. coal</i> <i>2. releasing</i> <i>3. Renewable energy</i> <i>4. fossil fuels</i>
Grammar: Rewrite the sentences using present or past participle clauses. (4 mins)	
<ul style="list-style-type: none"> - Explain to Ss that they are going to review the use of present and past participle clauses. - 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. - Walk round the class to provide help if necessary. - If time allows, ask Ss to work in pairs to compare answers. - Check answers as a class. - In stronger classes, ask individual Ss to read the completed sentences and explain which participle clause they have used. 	Key: <i>1. Being a firefighter</i> <i>2. Frightened by the forest fires</i> <i>3. Flooded with water after the heavy rain</i> <i>4. destroying all the wildlife there</i>

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>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.</p>	
<ul style="list-style-type: none"> - 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. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation. - 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. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. 	<p><i>Students' presentations</i></p>

e. Assessment

- T gives comments and feedback to all the 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 in the workbook.
- Prepare for Unit 6.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 5: GLOBAL WARMING</p> <p>Lesson 8: Looking back and project</p>
<p>*Warm-up</p>
<p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language
<p>* Project</p> <p>What we can do every day to help limit global warming</p>
<p>*Homework</p>

Date of planning: 15/ 12 / 2024

PERIOD 47:

REVIEW 2

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 4 and 5.

2. Core competence

- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Review 2
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail. Have excessively talkative students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To revise the vocabulary related to the topic of Unit 4 and Unit 5.

b. Content:

- Miming game: Students describe the words without saying them and then guess the words that they have learnt in 2 units.

c. Expected outcomes:

- Students can recall the important new words that they have learnt.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>MIMING GAME</p> <ul style="list-style-type: none"> - Teacher lists out some key words of Unit 4 and Unit 5. - Teacher has a volunteer come to the front then whispers one of the words into his/her ears. - Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - The class plays the game together. - T checks if the answers are correct or incorrect and leads in the lesson. 	

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss review strong and weak forms, contractions and consonant-to-vowel linking and provide further pronunciation practice.

b. Content:

- Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (∪). Practise saying the conversation in pairs. (p.38)

c. Expected outcomes:

- Students can identify the strong and weak forms of auxiliary verbs, recognize contracted forms and revise how to link final consonants to initial vowels.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>1. Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check.</p>	
<ul style="list-style-type: none"> - Teacher plays the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs. - Teacher plays the recording again, pausing after each sentence for Ss to check their answers. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. The earth is getting warmer and warmer. 2. There will be more floods and storms in the coming years.

<ul style="list-style-type: none"> - Teacher writes the marked sentences on the board if necessary. - Ss work in pairs to practise the conversation. 	<p>3. ASEAN has helped its members to achieve economic growth.</p> <p>4. The burning of coal and oil releases a lot of carbon dioxide into the air.</p>
--	---

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 check if students can use words and phrases related to the topics that they have learnt in Unit 4 and 5.

b. Content:

- Task 1: Choose the correct answer A, B, C or D to complete the following sentences
- Task 2: Solve the crossword.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Choose the correct answer A, B, C or D to complete each of the following sentences. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D 5. B 6. C
<p>Task 2. Use words or phrases you have learnt in Units 4 and 5. The first letters are given to help you. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Teacher tells Ss that they have learnt all the words and phrases in Unit 4 and 5. The first letters are given to help them find the answer more easily. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Black carbon contributes to global warming. 2. World leaders agreed on reducing CO₂ emission and ending deforestation at the COP.

3. The burning of fossil fuels has increased the amount of greenhouse effects in the earth's atmosphere.

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 review past simple and present perfect and provide further grammar practice.
- To help Ss review linking verbs and stative verbs in the continuous form and provide further grammar practice.
- To help Ss review modal verbs *must, have to* and *should* and provide further grammar practice.

b. Content:

- Task 1. Complete the sentences with the correct forms of the verbs in brackets.
- Task 2. Choose the correct words or phrases.
- Task 3. Choose the correct answer A, B, C or D to complete each of the following sentences

c. Expected outcomes:

- Students know how to use the past simple or the present perfect, review linking verbs and stative verbs in continuous form and distinguish the use of modal verbs.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Complete the sentences with the correct forms of the verbs in brackets. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences and check comprehension. - Ss complete the sentences individually with the correct form of the verbs in brackets. - Teacher checks answers by having individual Ss call out the verb forms first, then read the complete sentences. - Teacher confirms the correct answers. 	<p>Answer key:</p> <p>1. <i>Tourists enjoy (buy) _____ handmade souvenirs on their trips to ASEAN countries.</i></p> <p>2. <i>(feel) _____ confident about her English, Mia decided to enter the English-speaking competition at her school.</i></p> <p>3. <i>I decided (reduce) _____ my carbon footprint by cycling to school.</i></p> <p>4. <i>Because air pollution levels rise in the city, doctors recommend (wear) _____ masks outdoors.</i></p>

	<p>5. World leaders need (work) _____ together to solve big health and environmental problems. <i>Xem thêm tại:</i></p>
<p>Task 2. Choose the correct words or phrases. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Answer key:</p> <p>2. Rewrite the sentences using gerunds or participle clauses.</p> <p>1. If you use an online dictionary in this way, you can learn many new words. => _____, an online dictionary can help you learn many new words.</p> <p>2. It was wonderful to go on the ASEAN tour. => _____ was a wonderful experience.</p> <p>3. The farmers cut down the trees, and started using the land for growing crops. => _____, the farmers started using the land for growing crops.</p> <p>4. The sun warms the earth's surface, which releases heat into the air. => _____, the earth's surface releases heat into the air.</p> <p>5. She usually prepares the guest list for all conferences. => She is responsible for _____ for all conferences.</p>
<p>Task 3. Choose the correct answer A, B, C or D. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to do the activity individually, then compare answers in pairs. - Individual Ss share their answers with the class. - Teacher confirms the correct answers. 	<p>Answer key:</p> <p>1 - C</p>

	2 - C
	3 - A
	4 - B
	5 - B

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 reviewed in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Review 2 - Lesson 2. Listening and Speaking.

Board Plan

<p><i>Date of teaching</i></p> <p>REVIEW 2</p> <p>Lesson 1: Language</p>
<p>*Warm-up</p> <p>Miming game</p> <p>- Pronunciation</p> <p>- Vocabulary</p> <p>Task 1. Choose the correct answer.</p> <p>Task 2. Solve the crosswords</p> <p>- Grammar</p> <p>Task 1. Complete the sentences.</p> <p>Task 2. Choose the correct words or phrases.</p> <p>Task 3. Choose the correct answer.</p> <p>*Homework</p>

Date of planning: 15/ 12 / 2024

PERIOD 48:

REVIEW 2

Lesson 2: Skills - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for main ideas and listening for specific information

2. Core competence

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills

II. MATERIALS

- Grade 11 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *hoclieu.vn*

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can listen for comprehension and answer the given questions.

d. Organisation

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To practise listening for main ideas
- To practise listening for specific information

b. Content:

- **Task 1.** Listen to a conversation between Nick and Ann. What are they talking about?

- **Task 2.** Listen again. Decide whether the following statements are true (T) or false (F).

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.
- Students can identify specific information of the listening and choose correct answers for the questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. 1. Listen to a conversation between Nick and Ann. What are they talking about? (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher checks if Ss understand how to do the activity, i.e. number the points in the correct order. - Teacher plays the recording once for Ss to listen and put the information in order. - Teacher checks Ss' answer as a class. 	<p>Answer key: <i>B</i></p>
<p>Task 2. Listen again. Decide whether the following statements are true (T) or false (F). (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read through the questions and the options. Make sure Ss understand the questions. - Teacher plays the recording and has Ss listen and choose their answers. - Teacher asks Ss to check their answers in pairs. - Teacher confirms the correct answers as a class. 	<p>Answer key: <i>1. F</i> <i>2. T</i> <i>3. T</i></p>

	4. <i>F</i>
	5. <i>T</i>

e. Assessment

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

3. ACTIVITY 2: SPEAKING (19 mins)

a. Objectives:

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

b. Content:

Work in groups. Discuss if the following technologies mentioned in the Listening can be used in Viet Nam. Think about how they can help slow global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Work in groups. Discuss if the following technologies mentioned in the Listening can be used in Viet Nam. Think about how they can help slow global warming.</p> <p>(9 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read through the instructions and write down the discussion question on the board if necessary. - Teacher asks them to work in pairs to discuss the suggestions in the diagram and add more ideas to complete it. - Teacher walks around the class to offer help if necessary. - Teacher invites some pairs to present their completed diagrams in front of the class. 	<p><i>Students' suggested answers:</i></p> <p><i>Turning methane emissions from cows into energy: This technology can definitely be used in Vietnam as the country has a large population of cows, which results in the emission of a significant amount of methane. With this technology, the methane gas can be captured and converted into biogas or electricity, which can be used to power households and industries. By using this technology, we can reduce the release of methane into the atmosphere, which is a potent greenhouse gas, and help slow down global warming.</i></p>

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 in the workbook.
- Prepare for Review 2 - Lesson 3. Reading and Writing.

Board Plan

Date of teaching

REVIEW 2

Lesson 2: Skills

***Warm-up**

Watch a video

Listening

- Task 1. Listen and put the information in the correct order.
- Task 2. Listen and choose the correct answer A, B or C.
- Task 3. Extra activity.

Speaking

Discussion.

***Homework**

