SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 24/ 11 / 2026
Lớp dạy: 11/1, 11/3, 11/6, 11/8
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 aware of global issues and protect the environment
- 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

Present participle	Past participle
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. The present participle is a verb form ending in -ing and it has an active meaning.	The past participle is a verb form usually ending in -ed, which normally has a passive meaning. Similar to present participles, past participles can form past participle clauses, but with a passive meaning.

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video watching

c. Expected outcomes:

- Students can get further understanding of global warming.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Ss work in 4 groups. - Teacher shows a video about causes and effects of global warming. - All teams watch the video and answer questions. - Teacher checks the answers of each group. - The group that has the most correct answers is the winner.	**Link:** *https://ed.ted.com/lessons/climate-change-earth-s-giant-game-of-tetris-joss-fong* **Suggested questions and answers:** *1. Which game was mentioned?* *- Tetris* *2. What else do we call carbon dioxide?* *- Greenhouse gas* *3. Why do people cut down trees?* *- To make room for agriculture* *4. How much has the amount of CO2 increased in the atmosphere since 1750?* *- By 40%*

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise sentence 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 say the given sentences with a natural rhythm.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (5 mins)	
- 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). - Play the recording again, pausing after each sentence for Ss to repeat. - Have Ss read the notes in the **Remember!** box. Check understanding by asking individual Ss to briefly explain what words to stress in their spoken sentences to sound natural and fluent. - Ask Ss to work in pairs, taking turns to read the sentences. Call on some Ss to read them out loud.	**Remember!** • Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, articles) are not. • This combination of stressed and unstressed syllables produces the rhythm of spoken English. • To sound natural and fluent, you should try to stress the correct words in your spoken sentences.
Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (7 mins)	
- Ask Ss to read the information in the Remember! box carefully. - Have them quickly look through the sentences, underline the stressed words, and practise saying the sentences with a natural rhythm. - 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 ˈ**village**, **comˈpletely**, **deˈstroyed**. - Check answers as a class. - Play the recording again, pausing after each sentence for Ss to repeat. - Ask Ss to work in pairs, taking turns to practise reading the sentences. Call on some Ss to read them out loud.	***Answer key:*** *1. The **village** was **completely** **destroyed** by **floods**.* *2. Some **gases** are **released** in the **air** through **human** **activities**.* *3. Has the **earth's** **temperature** **increased** in the **past** few **years**?* *4. Some **environmental** **disasters** will **become** more **frequent**.*

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 the words with their meanings. (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 contexts.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words with their meanings. (6 mins)	
- Teacher tells Ss that the words / phrases in the activity are related to global warming. - Teacher has Ss match each word with its meaning. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	***Answer key:*** *1. e* *2. c* *3. d* *4. a* *5. b*
Task 2. Complete the sentences using the words and phrases in task 1. (6 mins)	
- 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. - 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. - In weaker classes, have Ss look up the words in the glossary if necessary. - Check answers as a class by having Ss call out the missing word first, then read the whole sentence.	***Answer key:*** *1. renewable* *2. waste* *3. released* *4. coal* *5. fossil fuels*

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 can use participle clauses in sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Find and correct the mistakes in the following sentences. (6 mins)	
- Focus Ss' attention on the structure of the present participle clause (a verb form ending in -ing). - Ask Ss to paraphrase the 2 examples in the Remember! box:	***Answer key:*** *1. Was waiting → Waiting* *2. Saw → Seeing* *3. were planting → planting*

'Trapping too much of the sun's heat, greenhouse gases stop it from escaping back into space' => 'As / Since greenhouse gases trap too much of the sun's heat, they stop it from escaping back into space.' 'Walking on the beach, they picked up litter.' => 'While they were walking on the beach, they picked up litter.' - 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. - Have Ss correct the sentences individually or in pairs. - Check answers as a class.	
Task 2. Rewrite these sentences using past participle clauses. (7 mins)	
- 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). - Have Ss study the example before asking them to do the activity individually. Walk round the class and offer help if necessary. - Put Ss into pairs and have them compare their sentences. Check answers as a class. - In weaker classes, have Ss write the sentences on the board and explain the paraphrases.	***Suggested answer:*** *1. Not kept cool in hot weather, farm animals can suffer from heat stress.* *2. Worried about the consequences of deforestation, some farmers stopped burning trees to create farmland.* *3. Produced in huge amounts, carbon dioxide causes air pollution and climate change.*

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 Lesson 3 - Reading.

Board Plan

Date of teaching

UNIT 5: GLOBAL WARMING

Lesson 2: Language

***Warm-up**

Video watching

*** Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Underline the stressed words.

*** Vocabulary**

- Task 1: Match the words with their meanings.
- Task 2: Complete the sentences.

*** Grammar**

- Task 1: Find and correct the mistakes.
- Task 2: Rewrite these sentences.

***Homework**

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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

- Read for general ideas and for specific information in the news about the 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

- Be aware of global issues and find solutions for them
- 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.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak.

	- Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

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

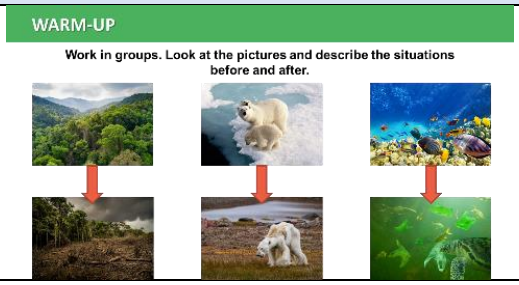
b. Content:

- 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
Describing game - Students work in 3 groups - Students look at the pictures and describe the situations before and after. - Ss raise hands to take turns describing the pictures. -Teacher leads into the new lesson.	

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

Task 1. Work in pairs. Look at the pictures and discuss the environmental problems you see. (5 mins)	
- Ask Ss to work in pairs to discuss the pictures and identify the environmental problems. - Ask some guiding questions. - Invite individual Ss to share their answers with the class. - Introduce the topic of the reading text.	***Questions:*** *What can you see in the pictures?* *Do you think human activities like farming can cause any negative impacts on the environment?* *How does deforestation contribute to global warming?* *Have you heard about global efforts to deal with climate change?*

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in 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 understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article and choose the best title for it. (8 mins)	
- Have Ss read the whole text quickly to get an overall idea. In weaker classes, go through the answer options and check understanding. - Ask Ss to work in pairs to compare their answers. Walk round the class and provide help if necessary. - 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). - 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. - Check answers as a class.	**Answer key:** *C - Main goals of this year's COP*
Task 3. Read the article again. Match the highlighted words with their meanings. (7 mins)	
- 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. CO_2 in paragraph 2 suggests that *emissions* are gases while *methane* is a gas as in paragraph 5 it is defined 'a greenhouse gas'. Preposition *between* used after *balance* prompts equal things in a situation. - Check answers as a class. - Ask Ss to make sentences with each of the words to check understanding if time allows.	**Answer key:** *1. d* *2. c* *3. b* *4. a*
Task 4. Read the article again and choose the correct answers A, B, or C. (7 mins)	

- Have Ss read the multiple-choice questions. Check Ss' understanding and explain new or difficult vocabulary if necessary. - 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. - 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').	**Answer key:** *1. C* *2. A* *3. C* *4. B* *5. B*

e. Assessment

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

4. ACTIVITY 3: POST-READING (9 mins) ***(Not intended for students with disabilities.)***

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Discussion - Ask Ss to work in groups of three or four. - 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. - Suggest that Ss make use of graphic organisers for brainstorming, e.g., spidergrams. An example is at https://www.savecoastalwildlife.org/solutions-to-global-warming - 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 of stop global warming, e.g., Use less energy at home (less greenhouse gas emissions); Plant trees (more oxygen, less CO_2) - Praise for workable solutions and fluent delivery.	***Suggested solutions*** *1) Use less energy at home* *2) Plant trees* *3) Walk, bike, or use public transport* *4) Eat more vegetables and less meat* *5) Choose eco-friendly products* *6) Switch to green power* *7) Follow 4Rs: Reduce, reuse, repair, recycle*

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 in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan

Date of teaching

UNIT 5: GLOBAL WARMING

Lesson 3: Reading

The UN Climate Change Conference

***Warm-up**

- Task 1: Look at the pictures and discuss the environmental problems.
- Task 2: Choose the best title.
- Task 3: Match the highlighted words with their meanings.
- Task 4: Choose the correct answers.
- Task 5: Discussion

***Homework**

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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.
- Gain some language expressions to ask for and give opinions.

2. Competences

- Be collaborative and supportive in pair work and teamwork.
- Develop presentation skills.

3. Personal qualities

- Have responsibility for protecting 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

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

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 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
Matching game - Teacher shows some causes and effects of global warming on the screen. - Ss works in 4 groups. The groups raise hands to take turns to match the causes with the correct effects. - The group with the highest points is the winner.	***Key:*** *1. Ice on the poles is melting - Sea level is rising* *2. The snow fell all night - Schools and factories are closed today.* *3. It rained all week - The town was flooded* *4. Lightning struck the tree - It burned and blocked the road*

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
Task 1. Match the activities (1–3) with their possible effects on the environment (a–f). (5 mins)	
- Ask Ss to have a look at the activities and their possible effects on global warming. Check understanding. Explain any new words or phrases.	***Suggested answers:*** *1. c, e* *2. a, d*

- 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.	*3. b, f*
Task 2. Use the sentences in the box to complete the conversation. Then practise it in pairs. (7 mins)	
- 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. *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?* - 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 think, There are two main reasons, First*). - Ask Ss to practise the conversation in pairs.	**Suggested answers:** *1. B* *2. D* *3. A* *4. C*

e. Assessment

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

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (10 mins) ***(Not intended for students with disabilities.)***

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 to 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 can present their ideas clearly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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.	
- Explain the task and remind Ss of the tips for presenting ideas clearly in a discussion. - Ask Ss to work in pairs. They should talk about other human activities and how they contribute to global warming. - Remind Ss to use the expressions in the Tips box to state ideas, agree or disagree and introduce arguments. - Walk round to provide help if necessary.	*Students' practice*

- Encourage them to swap roles so that each student has a chance to ask and answer about human activities and global warming. - 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.	

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 to talk about global warming and report to the class.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class.	
- Ask Ss to work in groups to prepare a discussion about human activities and global warming. - 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. - Walk round the class to provide help when necessary and encourage quiet group members to get involved. - Invite some groups to present their discussion in front of the class and answer any questions from the rest of the class. - Praise groups who present their opinions and arguments clearly.	*Students' practice.*

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 the next lesson – Listening.

Board Plan

Date of teaching

UNIT 5: GLOBAL WARMING

Lesson 4: Speaking – Human activities and global warming

***Warm-up**

Matching game

- Task 1: Match the activities with their effects.
- Task 2: Complete the conversation.
- Task 3: Talk about the other human activities that contribute to global warming.
- Task 4: Decide which human activity contributes to global warming the most.

***Homework**