

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

**Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG**

**Ngày soạn: 15/ 12 / 2025**

**Thời gian thực hiện: Tuần 15**

**Lớp dạy: 11/2, 11/9, 11/10, 11/13**

**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
- Memorise 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**

Form	Pronunciation	Meaning
1. soot (n)	/sʊt/	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

Anticipated difficulties	Solutions
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 know the pronunciation and understand the meaning 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>

## 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> <ul style="list-style-type: none"> <li>- Teacher shows the questions about climate change.</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>	<b>Questions (PPT slides):</b> <ol style="list-style-type: none"> <li>1. True or False: Wasting less food is a way to reduce greenhouse gas emissions.</li> <li>2. Which of the following is a greenhouse gas?</li> <li>3. What is the greenhouse effect?</li> <li>4. What can you do to help fight climate change?</li> </ol> <b>Key:</b> <ol style="list-style-type: none"> <li>1. True</li> <li>2. All of the above</li> <li>3. When the gases in our atmosphere trap heat and block it from escaping our planet</li> <li>4. All of the above</li> </ol>

### 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>	
<ul style="list-style-type: none"><li>- Teacher introduces the vocabulary.</li><li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li><li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li><li>- Teacher asks Ss to take notes in their notebooks.</li></ul>	<b>Vocabulary:</b> <i>1. soot (n)</i> <i>2. soil (n)</i> <i>3. crop (n)</i> <i>4. melt (v)</i>
<b>Task 1. Work in pairs. Match the words with their meanings. (5 mins)</b>	
<ul style="list-style-type: none"><li>- Ask Ss to look at the picture and try to elicit the pollutant, e.g. <i>Open fires release black carbon or soot.</i></li><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>	<b>Key:</b> <i>1. c</i> <i>2. a</i> <i>3. d</i> <i>4. b</i>

### e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in 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 their 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>	<b>Answer key:</b> <b>C</b>
<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>	<b>Answer key:</b> <b>1. B</b> <b>2. B</b> <b>3. C</b> <b>4. A</b>

**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 neighbourhood.
- To give students authentic practice in using target language.
- To revise opinion phrases in the 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>	
<ul style="list-style-type: none"><li>- 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.</li><li>- In weaker classes, do the brainstorming with all Ss and write the best ideas on the board.</li><li>- Invite some Ss from each group to present a summary of their discussions to the class.</li></ul>	<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><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 in the workbook.
- Prepare for the next lesson –Writing.

**Board Plan**

<i>Date of teaching</i>	
<b>UNIT 5: GLOBAL WARMING</b>	
<b>Lesson 5: Listening – Black carbon and global temperature</b>	
<b>*Warm-up</b>	
<b>* Vocabulary</b>	
- Task 1: Match the words with their meanings.	
- Task 2: Choose the main idea.	
- Task 3: Choose the correct answers A, B, or C.	
- Task 4: Answer the questions.	
<b>*Homework</b>	

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**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 aware of global issues and protect the environment
- 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
<b>Quiz - "Left or Right?"</b> <ul style="list-style-type: none"><li>- Teacher shows the questions one by one, the whole class answer the questions.</li><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>	<i>(PPT slides)</i> <i>Posters/ booklets/ poster/ banner/ leaflet</i>

### 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.
- Students can identify the structure and language of a leaflet.

### 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>	<b>Answer key:</b> 1. a, c, d 2. f, g, i 3. b, e, h

<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 their understanding.</li> <li>- In weaker classes, explain any new or difficult words, either in the tips or in the sample (e.g. slogan, call for action, renewable energy, warming effect, run out, solid fuels, switch to, organic waste 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>	<b>Key:</b> 1. a    2. b    3. d 4. c    5. e

#### 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
<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>	
<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
<b>CROSS-CHECKING</b> <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 corrects as the whole class without nominating the Ss' names.</li> </ul>	<b>Writing rubric</b> <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 in the workbook.
- Prepare for the next lesson – Communication and Culture.

### Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 5: GLOBAL WARMING</b></p> <p style="text-align: center;"><b>Lesson 6: Writing – A leaflet about ways to reduce black carbon emissions</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1: Match the ways to reduce black carbon emissions with the reasons.</li> <li>- Task 2: Label the parts of the leaflet.</li> </ul>
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- Task 3: Complete the leaflet.

\* **Cross-checking**

\* **Homework**

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**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 / CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>
1. atmosphere (n)	/ 'æt mə s fi ə (r) /	the mixture of gases that surrounds the earth
2. crop (n)	/ k r ɒ p /	the amount of grain, fruit, etc. that is grown in one season
3. deforestation (n)	/ , di : , f ɒ r i ' steɪ ŋ n /	the act of cutting down or burning the trees in an area
4. farming (n)	/ ' f ɑ : mɪ ŋ /	the activity of working on a farm or organizing the work there

### Assumption

Anticipated difficulties	Solutions
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 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 their hands and answer the questions.</li><li>- The group which gets the most correct answers 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 CO<sub>2</sub> 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=7I0v3LhKhQg">https://www.youtube.com/watch?v=7I0v3LhKhQg</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>
<b>Useful expressions (5 mins)</b>	
<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> <p><b>- Giving warnings</b></p> <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> <p><b>- Responding to compliments</b></p> <ul style="list-style-type: none"> <li>• <i>Thanks for (the) warning.</i></li> <li>• <i>I'll be (more) careful (next time).</i></li> <li>• <i>Thanks.</i></li> <li>• <i>Oh, really? I didn't know that. Thanks so much</i></li> </ul>
<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>	
<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 their 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</li> </ul>	<p><b>Situations:</b></p> <ol style="list-style-type: none"> <li>1. Student A is burning rubbish. Student B is warning him/her about the dangers of open waste burning to people's health and the environment.</li> <li>2. Student B is building a campfire. Student A is warning him/her about the risk of starting a forest fire and the health risks.</li> </ol>

underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - 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.	
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#### e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives a 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>	<b>New words</b> 1. atmosphere (n) 2. crop (n) 3. deforestation (n) 4. farming (n)
<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.</li> <li>- Ask Ss what they want to know about the topic. Write their questions on the board.</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> </ul>	<p><b>Questions:</b></p> <p><b>- Know:</b></p> <p><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></p> <p><b>- Want to know:</b></p> <p><i>Which farming activities contribute to global warming? How does raising farm animals make the planet hotter? Why can growing rice heat the earth's atmosphere? How can land-use increase the global</i></p>

<ul style="list-style-type: none"> <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><i>temperature? What has been done to reduce the impact of farming on global warming?</i></p> <p><b>Answer key:</b> 1, 4</p>
<b>Task 2. Work in groups. Discuss the following questions. (10 mins)</b>	
<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 a 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>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>What farming activities in Viet Nam do you think have a negative impact on the global temperature?</i></li> <li>- <i>What do you think are the alternatives to those activities?</i></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 in the workbook.
- Prepare for Lesson 8 - Looking back and project.

### **Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 5: GLOBAL WARMING</b></p> <p style="text-align: center;"><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English</b></p> <ul style="list-style-type: none"> <li>- Task 1: Complete the conversation.</li> <li>- Task 2: Make similar conversations.</li> </ul> <p><b>* CLIL</b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Task 1: Read the text and tick the pictures</li> <li>- Task 2: Discussion.</li> </ul> <p><b>*Homework</b></p>
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