

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

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*

Assumption

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 excessive talking students practice. - 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;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Name ASEAN countries

c. Expected outcomes:

- Students can recall the previous knowledge and develop interest in the lesson

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Name ASEAN countries <ul style="list-style-type: none"> - Teacher asks Ss to work in 4 big groups. - Teacher gives each group a set of pictures of ASEAN countries' flags. - Students work in groups and write the name of the countries. - The fastest group with correct answers will be the winner. 	

e. Assessment

- Teacher observes the groups, listens to Ss' answers and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To check if Ss can identify word stress and sentence stress, and provide further pronunciation practice;
- To check if Ss can identify words with elision and provide further pronunciation practice.

b. Content:

- Task 1: Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check. (p.62)
- Task 2: Underline words with elisions in the following sentences. Listen and check. (p.62)

c. Expected outcomes:

- Students can revise different aspects of pronunciation learnt in Unit 4 and 5.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences, underline the stressed words and then mark the stressed syllables. - Teacher has Ss work in pairs to compare their answers. - Teacher plays the recording for Ss to listen and repeat and check their answers. - Teacher checks answers as a class. Write the marked sentences on the board, if necessary. 	Answer key: <ol style="list-style-type: none"> 1. The <i>earth</i> is 'getting 'warmer and 'warmer. 2. There will be <i>more floods and storms</i> in the 'coming years. 3. 'ASEAN has <i>helped</i> its 'members to a'chieve <i>eco'nomi</i>c growth. 4. The 'burning of coal and oil re'releases a lot of 'carbon di'oxide into the air.

Task 2: Underline words with elisions in the following sentences. Listen and check. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences and underline the words with elision in each one. - Teacher plays the recording for Ss to listen and repeat and check their answers. - Teacher calls on some Ss to write their answers on the board. - Extension: Put Ss in pairs and ask each pair to think of at least 3 sentences and write them down on a piece of paper. Then the pairs take turns to read out their sentences. Have the rest of the class write down the sentences, and mark the sentence stress and any words with elision. 	<p>Answer key:</p> <p>5. The young ASEAN leaders had many <u>diff(e)rent</u> ideas.</p> <p>6. It's very easy to use digital <u>cam(e)ras</u>.</p> <p>7. She's giving a talk about the <u>hist(o)ry</u> of <u>choc(o)late</u>.</p> <p>8. We'll have our discussion on ASEAN in the <u>libr(a)ry</u> <u>t(o)night</u>.</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (10 mins)

a. Objectives:

- To check if Ss can understand and use topic-related words and phrases from Units 4 and 5 in meaningful contexts.

b. Content:

- Task 1. What are the missing letters? Complete the sentences using the pictures to help you. The first sentence is done for you. (p.62)
- Task 2. Complete the sentences using these words and phrases. (p.63)

c. Expected outcomes:

- Students can complete the tasks on vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. What are the missing letters? Complete the sentences using the pictures to help you. The first sentence is done for you. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work individually, then compare answers in pairs. Encourage them to use the pictures as clues. - Teacher checks answers as a class. Call on individual Ss to spell the words or write them on the board. - Extension: Play a game to revise other key words Ss have learnt in Unit 5, e.g., coal, waste, carbon, global warming. Have a volunteer come to the front. Whisper one of the words into his / her ear and have the student draw the word on the 	<p>Answer key:</p> <p>2. emissions, deforestation</p> <p>3. fossil fuels, greenhouse gases</p>

board or mime it. In weaker classes, ask the student to write the first two or three letters on the board. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.

Task 2. Complete the sentences using these words and phrases. (5 mins)

- Teacher has Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase can be used to complete each of the sentences. Explain that they have to use context clues to decide on the suitable word or phrase.
- Teacher reminds Ss that they have learnt these words or phrases in Units 4 and 5
- Teacher checks answers as a class and has Ss call out the word or phrase they have chosen for each sentence first.
- Teacher then asks individual Ss to read the whole sentences. Confirm the correct answers.

Answer key:

1. current issues
2. greenhouse gas
3. leadership skills
4. contribution
5. Pollutants

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (20 mins)

a. Objectives:

- To check if Ss can use gerunds, to-infinitives and present participle clauses
- To check if Ss can use gerunds and participle clauses.

b. Content:

- Task 1: Put the verbs in brackets in the correct forms. (p.63)
- Task 2: Rewrite the sentences using gerunds or participle clauses. (p.63)
- Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (p.63)

c. Expected outcomes:

- Students can do the given tasks on grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Put the verbs in brackets in the correct forms. (6 mins)	

<ul style="list-style-type: none"> - Teacher quickly reviews when gerunds, to-infinitives and present participles are used. In stronger classes, elicit the uses from Ss and ask them to give you some examples. - Teacher asks Ss to complete the sentences with the correct form of verbs in brackets. - Teacher answers as a class and ask Ss to identify the verb forms: gerunds, to-infinitives or participles. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>buying</i> 2. <i>Feeling</i> 3. <i>to reduce</i> 4. <i>wearing</i> 5. <i>to work</i>
<p>Task 2: Rewrite the sentences using gerunds or participle clauses. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs. Tell them to read the sentences carefully and decide which word should be used to complete each sentence. - Teacher calls on Ss to read their complete sentences. Confirm the correct answers with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Used in this way</i> 2. <i>Going on the ASEAN tour</i> 3. <i>Cutting down the trees</i> 4. <i>Warmed by the Sun</i> 5. <i>preparing the guest list</i>
<p>Task 3: Circle the underlined part that is incorrect in each of the following sentences. Then correct it. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss work individually. Tell them to read each sentence carefully and decide which option is incorrect. - Teacher calls on Ss to share their answers in pairs. - Teacher checks as a class and confirms the correct answers. For weaker classes, ask Ss to correct the mistakes in each sentence. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>C → collecting</i> 2. <i>C → injuring</i> 3. <i>A → Embarrassed</i> 4. <i>B → getting</i> 5. <i>B → cheered</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: Review 2 - Skills (1)

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Review 2 Lesson 1: Language</p>



*** Warm-up: Name ASEAN countries**

Pronunciation

Task 1: Underline the stressed words.

Task 2: Underline words with elision.

Vocabulary

Task 1: Find the missing letters.

Task 2: Complete the sentences.

Grammar

Task 1: Put the verbs in brackets in the correct forms.

Task 2: Rewrite the sentences.

Task 3: Find the mistakes.

*** Homework**

REVIEW 2

Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for general ideas and specific information
- Use the learnt ideas and language to discuss and practise problem-solving skills

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 excessive talking 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher asks Ss to watch a short video and try to remember the information in the video. - After Ss listen, teacher shows the questions one by one. - Ss raise their hands to grab the chance to answer. - T checks if the answers are correct or incorrect and leads in the lesson. Questions: 1. Which environmental problems are mentioned in the video? 2. What is one of the main causes of global warming? 3. What can be done to reduce CO2 emissions?	Link: https://www.youtube.com/watch?v=7qQ0fD00Yxk Suggested answers: 1. Global warming and abnormal weather such as torrential rain and drought. 2. (One of the main causes of global warming is) CO2 3. Three main ways: + Fully mastering combustion technology to completely burn fuel + Convert unused energy into electricity + Optimize thermal control

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).
- Extra activity

c. Expected outcomes:

- Students can understand the main ideas of the listening passage and reorder the key information.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen to a conversation between Nick and Ann. What are they talking about? (8 mins)	
- Teacher focuses Ss' attention on the picture and asks them what it shows, e.g., it shows that people can reduce CO2 emissions by recycling and using green energy such as solar and wind power. - Teacher tells Ss that they are going to hear a conversation between Nick and Ann. Ask Ss to look through the list of topics and guess what the two friends are going to talk about. Encourage them to note down their guesses in their notebooks.	Answer keys: B

<ul style="list-style-type: none"> - Teacher calls on some Ss to share their predictions. - Teacher plays the recording for Ss to listen for the first time and check if their guesses are correct. - Teacher confirms the correct answer. Ask Ss to give the clues that help them work out the answer, e.g., words which are repeated many times in the recording such as <i>greenhouse gases, CO₂, reduce...</i> - For weaker classes, provide some strategies for listening for the main idea if Ss can't find the answers after the first time of listening such as: listen to the keywords, the first sentences in the conversation, linking words... 	
Task 2. Listen again. Decide whether the following statements are true (T) or false (F). (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the sentences, and underline the keywords (e.g., 1: <i>planet, not warm, as usual</i>; 2: <i>Methane, increase, population growth</i>; 3: <i>emissions from cows, changed, usable energy</i>; 4: <i>scientists, green oceans, reduce, CO₂</i>; 5: <i>NZT project, involves, transport, storage, CO₂</i>). - Teacher plays the recording and has Ss write down their answers. - Teacher has Ss work in pairs to compare their answers. - Teacher checks answers as a class. - In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers, e.g., Statement 1 is false. Nick says, 'the winter is not as cold as usual' and Ann responds agreeing to him, 'Yep, our planet is getting warmer'. 	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. <i>F</i> 2. <i>T</i> 3. <i>T</i> 4. <i>F</i> 5. <i>T</i>
Task 3. Extra activity (6 mins)	
<ul style="list-style-type: none"> - Teacher puts Ss into groups. - Teacher plays the recording and has them take notes. - Teacher gives groups a few minutes to discuss and plan their talks about ways to reduce greenhouse gas emissions. - Teacher invites some groups to present their talks in front of the class. - Teacher praises groups whose talks include correct facts and all the points. 	<p><i>Students' own ideas and presentations</i></p>

e. Assessment

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

3. ACTIVITY 2: SPEAKING (20 mins)

a. Objectives:

- To give Ss an opportunity to use the ideas and language from the Listening in a group discussion and practise problem-solving skills.

b. Content:

- Work in groups. Discuss the technologies can be used in Vietnam.

c. Expected outcomes:

- Students come up with good ideas and are able to decide on the most important things that will help people to live a long and healthy life in the cities of the future.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. 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. (9 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to recap the technologies mentioned in the Listening. If necessary, write the three points on the board and have Ss add more details related to each one. - Teacher asks Ss to work in groups of 3 or 4 to share their ideas. Remind them of the useful expressions in Unit 4, page 47 and ask them to refer to the technologies listed on the page. - Teacher walks round the class and gives support if necessary. Encourage them to use the suggested useful expressions from Unit 4, page 47. - Teacher invites some groups to present a summary of their discussion to the class. Encourage the rest of the class to ask questions. - Teacher praises for good effort, interesting ideas and fluent delivery. 	<p>Example:</p> <p><i>A: I think turning methane emissions from cows into energy is a great technology and it can be applied in Viet Nam. This will help save the local environment and provide more energy sources to the people in those areas.</i></p> <p><i>B: I agree with you. There are more dairy farms in Viet Nam now as the demand for milk and beef has increased. I also think that growing plants in the ocean is worth trying. Our country has a long coastline.</i></p> <p><i>A: Yes, you're right. These underwater green carpets will help remove carbon from the atmosphere and limit global warming.</i></p>

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 Review 1 - Skills - Reading and Writing.

Date of teaching

REVIEW 2

Lesson 2: Skills - Listening & Speaking

***Warm-up**

Watch a video

*** Listening**

- Task 1. Listen to a conversation. What are they talking about?
- Task 2. True or false.
- Task 3. Extra activity

*** Speaking**

- Discuss the technologies which can be used in Viet Nam.

***Homework**

REVIEW 2

Lesson 3: Skills (2) - Reading and Writing

I. OBJECTIVES

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

1. Knowledge

- Practise reading for the main idea and specific information
- Practise writing a proposal for a youth event

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
- 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:



- Picture description and brainstorming about going green.

c. Expected outcomes:

- Students can describe a picture and discuss ways to go green.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<p>- Teacher shows a picture to all students</p>  <p>- Teacher asks Ss some question: + <i>What can you do to go green?</i> - Ss' answer and deliver the task. - Teacher asks each group to report their ideas. - Teacher corrects the answers and gives feedback.</p>	 <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - <i>cycling or going to school or work by public transport</i> - <i>planting trees</i> - <i>organising clean-up events in the community</i> - <i>recycling plastic products</i> - <i>turning off the devices when not in use</i> - <i>reducing the use of fossil fuels</i>
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e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: READING (16 mins)

a. Objectives:

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

b. Content:

- Task 1. Read the text and choose the best title for it.
- Task 2. Read the text again and answer each question below with no more than three words.

c. Expected outcomes:

- Students can identify the main ideas as well as specific information of the reading passage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the text and choose the best title for it. (1-3) (6 mins)</p> <ul style="list-style-type: none"> - Teacher has Ss read the three options first. - Teacher then asks Ss to read the whole text once to get an overall idea. - Teacher puts Ss into pairs to do the activity. Remind them to pay attention to the first sentences of two paragraphs, which help them to find the answer. (<i>ASEAN Youth Forum (AYF) is a programme for</i> 	
	<p><i>Answer keys:</i> <i>B</i></p>

<p>young people in ASEAN...; AYF has had meetings in all ASEAN countries...)</p> <p>- Teacher checks answers as a class. Explain why option A and C are wrong (option A is about activities in ASEAN and option C is about the forum of ASEAN while the whole text is about ASEAN Youth Forum)</p>	
Task 2. Read the text again and answer each question below with no more than three words. (10 mins)	
<p>- Teacher asks Ss to read the questions and underline the key words in the questions.</p> <p>- Teacher checks whether Ss have got the right key words (e.g., 1. <i>What kind, community</i>; 2. <i>What, AYF, hold</i>; 3.; <i>where, online conversations</i>; 4. <i>Which countries, had meetings</i>; 5. <i>What, AYF conference, aim</i>).</p> <p>- Teacher tells Ss to read through the text to locate the answers. Remind them to answer each question with no more than THREE words.</p> <p>- Teacher calls on some Ss to write their answers on the board.</p> <p>- Teacher checks answers as a class.</p> <p>Extension: Put Ss into pairs. Ask each pair to prepare two incomplete sentences based on the reading text and write them on cards or pieces of paper, e.g., <i>AYF is _____ for young people in ASEAN</i>. Collect the cards, shuffle them and spread them, face down, on a table in front of the class. Have Ss close their books. Invite pairs to take turns to come to the table and turn over a card. They should read the sentence and try to complete it. Give pairs a point for each correct completion. If their answer is wrong, call another pair to give their answer.</p>	<p>Answer keys:</p> <ol style="list-style-type: none"> 1. <i>sustainable and caring</i> 2. <i>meetings and workshops</i> 3. <i>Youth: Open Space</i> 4. <i>all ASEAN members</i> 5. <i>regional unity</i>

e. Assessment

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

3. ACTIVITY 2: WRITING (21 mins)

a. Objectives:

- To help Ss practise writing a proposal.

b. Content:

Write a proposal (120–150 words) to Youth: Open Space for a youth event to slow climate change in ASEAN countries.

c. Expected outcomes:

- Students develop writing skills on the given topic. They are able to complete a proposal and give feedback on their friends' work.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Write a proposal (120–150 words) to Youth: Open Space for a youth event to slow climate change in ASEAN countries.	
<ul style="list-style-type: none"> - Teacher explains the context: Ss are going to submit a proposal to the organisation that they have read about in the reading text above. - Teacher tells Ss that they can use the suggested ideas and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures and punctuation. - Teacher gives Ss enough time to complete their proposals. Walk around the class and offer help. - In stronger classes, encourage them to use their own ideas. In weaker classes, read the sample answer below and write some key words from it as prompts on the board. - Teacher calls on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments. - Teacher collects Ss' proposals to mark and provide written feedback in the next lessons. 	Sample answer:

Sample answer:

Title:	<i>ASEAN GREEN WEEK</i>
To:	<i>Youth – Open Space</i>
Time:	<i>The first week of August/ every year</i>
Prepared by:	<i>Students from Chu Van An High school</i>
Introduction:	<i>Climate change is a serious problem in ASEAN because it is one of the regions most affected by it. We'd like to organise an ASEAN Green Week to help limit climate change in ASEAN countries.</i>
Event summary:	<i>The event will take place in all ASEAN member countries during the first week of August. The young people in ASEAN will be the main participants in this event. They will take part in activities such as cycling or going to school or work by public transport, planting trees and organising clean-up events in the community.</i>
Goals and benefits	<i>This event aims at reducing the amount of carbon dioxide, which is the main cause of global warming, and raising young people's awareness of environmental protection in ASEAN. It will help ASEAN countries adopt healthier lifestyles and live in a cleaner environment.</i>

Conclusion	<i>We really hope you will consider our proposal as we think that climate change is a pressing issue in ASEAN that needs to be solved as soon as possible.</i>
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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

- Do exercises in the workbook.
- Prepare for the next lesson: Unit 6 – Lesson 1.

Board Plan

<p><i>Date of teaching</i></p> <p>REVIEW 2</p> <p>Lesson 3: Skills – Reading and Writing</p> <p>*Warm-up Brainstorming</p> <p>* Reading</p> <ul style="list-style-type: none"> - Task 1: Read the text and choose the best title for it. - Task 2: Answer the questions. <p>* Writing Write a proposal to <i>Youth: Open Space</i> for a youth event to slow climate change in ASEAN countries.</p> <p>*Homework</p>
