**Date of preparation: 8/12/2024**

**Classes: 11 A3,6,7**

**UNIT 5: GLOBAL WARMING**

**Total number of periods: 8 (from 39 to 46 )**

**Lesson 8 : Looking back and project - Period: 46**

**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. Competences:**

- 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/ Attributes:**

-Be more creative when doing the project;

- Develop self-study skills.

**II. TEACHING AIDS AND MATERIALS:**

- Grade 11 textbook, Unit 5, Looking back and project

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**III. PROCEDURES:**

**1. Warm up: (***time :3*minutes)

*a. Objectives/ Stage:*

- 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 get ready to learn about differences between bacteria and viruses

*d. Organization:*

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Quiz**  - 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. | -Compete to answer the questions.  *Key:*  *1. False*  *2. China*  *3. 14%*  *4. Electricity & heat production*  *5. All of the above* |

**2. Presentation/Pre-: (***12* minutes)

*a. Objectives/ Stage:*

- 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. Organization:*

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Pronunciation: Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm.**  (4 mins)  - 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  **Vocabulary:** **Choose the correct word or phrase to complete each sentence.** (4 mins)  - 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  **Grammar:** **Rewrite the sentences using present or past participle clauses. (**4 mins)  - 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. | **-**work individually  **­-** Read the sentences silently and underlining the stressed words.  **Key:**  *1. Being a fіrefighter*  *2. Frightened by the forest fires*  *3. Flooded with water after the heavy rain*  *4. destroying all the wildlife there*  *-*Read each sentence and decide which word best completes it  - Review thethe grammar rules in the Language lesson before doing the exercise |

**3. Practice/ While-: (***20* minutes**)**

*a. Objectives/ Stage:*

- 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:*

-Work in groups. Carry out a survey to find out how peoplein your area are reducing the negative impact of their dailyactivities on the environment and trying to limit globalwarming. Report your survey results to the class

*c. Expected outcomes:*

- Students practice working on a project.

*d. Organization:*

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **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.**  - 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 | -Work in groups  -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.  *Students’ presentations* |

**4. Production/ Post-: (***5* minutes**)**

*a. Objectives/ Stage: To help Ss to develop their communication skill and writing skill.*

*b. Content: Make some small cards*

*c. Expected outcomes: to raise students ' awareness of global warming*

*d. Organization:*

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* T gives Ss clear instructions in order to make sure Ss can do effectively.  - Observes Ss while they are discussing, notes their language errors.  \*\* T gives Ss feedback.  - Chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students.  - Evaluates Ss’ poster and then selects some typical errors and corrects as a whole class | -Listen to and do well  + students' results |

**5. Consolidation;**

**Wrap-up:**

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

**Homework :**

- Do exercises on workbook.

- Prepare for the next lesson: Review 2: Language.

***\**EVALUATION AND ADJUSTMENT (IF ANY)**

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