



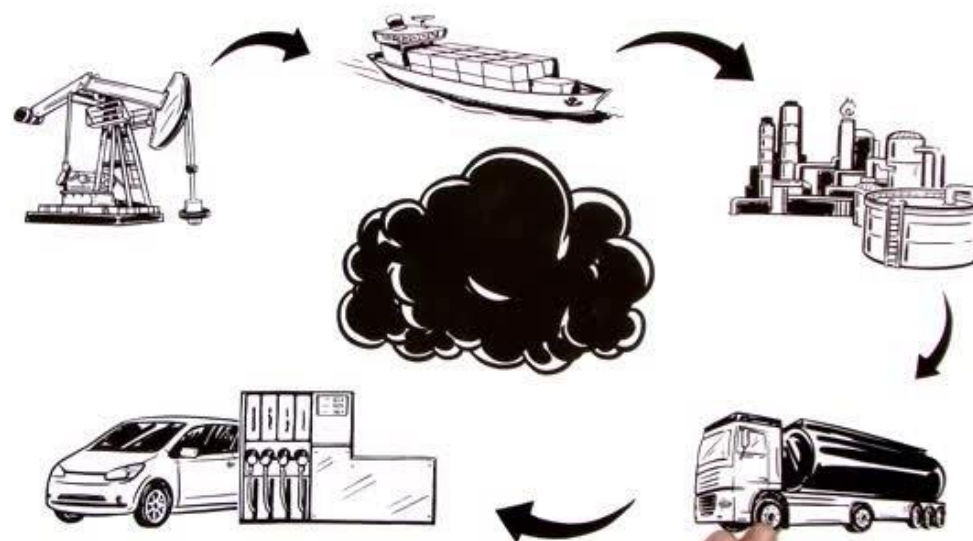
LEAD-IN

Look at the photo. Is this something happening now, in the near future, or in the distant future?

2. Over the past 100 years, temperatures and weather patterns around the world have changed.

There are more storms, floods, and extreme temperatures. What extreme weather have you about or experienced?

3. Scientists believe that climate change is caused by global warming. Global warming is an increase in temperatures all over the world. What do you think might be some of the causes of global warming?



UNIT 8: REDUCING YOUR FOOTPRINT



DAU THI KHANH TOAN



Objectives

- * **Knowledge:**

- * - List some words relating environment problems
- * - Expressions of agreements and disagreements

- * **Skills:**

- * - Improve language skills: speaking and listening,
- * - Express agreements and disagreements
- * - Talking about environments, affects, reasons and solutions



Objectives

- * **Attitude:**
- * - Be active, excited and enthusiastic in learning.
- * - Build a habit of using English in their careers.



1. VOCABULARY

Complete the statements. Use the words from the box.

emissions resources transported

1. from burning coal increase greenhouse gases.
2. We increase our personal carbon footprint when we eat food that is ... long distances to get to our grocery stores.
3. The sun and the wind are two natural that produce clean energy.
4. I live in a group house with five other people, so you might say that I enjoy ... living.
5. In our backyard, we grow food in
.....
6. Our electricity bill decreased when we put on our roof.
7. I try to reduce my of gasoline by riding my bike instead of driving my car.



2. CREATE

- * Work in a small group. Each student reads one of the statements aloud. The other students agree or disagree and explain why. Agreeing / Disagreeing Language
- * I agree / disagree with this statement because . . .
- * I think/ don't think because . . .
- * I think this is / isn't a good idea because
- * New technology will solve the problem of climate change.
- * Industries should pay extra for the energy that they consume and the emissions that they release.



2. CREATE

- * To reduce greenhouse gases, more countries should generate their energy from nuclear power.
- * All countries should limit the number of cars on the road and increase public transportation.
- * Even if individuals work collectively to reduce their personal carbon footprints, their efforts are still just a drop in the bucket.

MODALS OF NECESSITY

-Use have to and must to tell when something is necessary.

Have to is usually used in conversation and informal writing.

Must is used most often in writing.

NOTE: Must is stronger than have to

- * STUDENT A: I think that we must build more public transportation.
- * STUDENT B: Yeah, I agree. We have to stop driving everywhere. We can't rely on cars so much.
- * Suggestions
- * build more public transportation
- * stop using electricity
- * ignore the problem of global warming
- * buy solar panels
- * stop using gasoline-powered cars
- * reduce factory emissions
- * drive big cars
- * ride bicycles

- * Work in a small group. Discuss the question for 4 minutes. Each person should interrupt at least once to ask for clarification or make a comment. Each person should also hold the floor at least once, if interrupted. Use the Speaking Skill strategies.
- * Question: What can individuals, government, and industry do to reduce carbon emissions?



3. SPEAKING SKILL

STEP : Choose a seminar topic. Each group member should choose a different topic.

Topic A: global CO₂ emissions (Figures 1—2, page 205; discussion questions, page 205)

Topic B: transportation (Figure 3, page 206; discussion questions, page 206)

Topic C: natural disasters and global warming (Figure 4, page 207; discussion questions, page 207)

Topic D: sea level rise and global warming (Figure 5, page 208; discussion questions, page 208)



3. SPEAKING SKILL

STEP 2: Prepare for the seminar. You will become the expert on your topic. Study the information about your topic. Look at the figure and the discussion questions for your topic only. Make sure you understand all of the vocabulary. Think of an additional discussion question. You can also work with students from other groups who have the same topic



3. SPEAKING SKILL

- * **STEP 3:** With your seminar group, lead a discussion on your topic using the discussion questions
- * Discussion Questions
- * Look at Figure 3. Which areas of the world have the most cars per person? Which have the least?
- * Why do you think there is such a big difference in the number of cars in different parts of the world? Do you think that will change in the future, or stay the same?
- * How can we convince people to stop buying and driving cars?



3. SPEAKING SKILL

- * Discussion Questions
- * Look at Figure 4. What types of disasters have increased since 1980? What types of disasters have stayed about the same?
- * Think of a weather-related natural disaster that you have heard about or experienced. When and where did the disaster happen? What were the effects?
- * How can individuals and governments protect themselves from the effects of weather related disasters?

3. SPEAKING SKILL

- * D: Sea Level Rise and Global Warming
- * Global warming may cause ice in the North and South Poles to melt. The melted ice will cause sea levels to rise. The red areas in Figure 5 show places that will be underwater after a six-meter (19.7-foot) sea level rise.

3. SPEAKING SKILL

* Discussion Questions

- * Look at Figure 5. What do the red areas show?
- * What places will be most affected by sea level rise?
- * What will happen to the people who live in the areas close to a sea?
- * How will sea level rise affect people who do not live close to the sea?



5. ALTERNATIVE SPEAKING TOPICS

- * How has climate change affected you or your community? Have you seen any effects of climate change? What are people doing to reduce carbon emissions? Explain.
- * What lifestyle changes could you make to reduce your own carbon footprint?



7. HOMEWORK


STEP 1: Do research on the Internet about a service or technology that reduces carbon emissions. Find out how it works, how much it costs, and how it reduces carbon emissions.

STEP 2: Share your research in a small group or with the class.



7. HOMEWORK

- * What is
- * What interesting information did you learn from the video? (Give specific facts and statistics.)
- * What controversial issues arise from this marriage practice?
- * After watching the video, what is your opinion about

- 
- * **STEP 3:** Meet in small groups with students who chose a different marriage practice. Talk about your topic and show your visual. Then answer questions from the group



THANK YOU!