**UNIT 10: THE ECOSYSTEM**

**Lesson 1: Getting started – Ecosystems and humans**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *The ecosystem;*

- Gain vocabulary to talk about ecosystems;

- Get to know the language aspects: Compound nouns.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of the responsibility for protecting the ecosystems;

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. flora (n) | /ˈflɔːrə/ | the plants of a particular area, type of environment or period of time | thực vật |
| 2. fauna (n) | /ˈfɔːnə/ | all the animals living in an area or in a particular period of history | động vật |
| 3. insect (n) | /ˈɪnsekt/ | any small creature with six legs and a body divided into three parts. Insects usually also have wings. Ants, bees and flies are all insects. | côn trùng |
| 4. organism (n) | /ˈɔːɡənɪzəm/ | a living thing, especially one that is extremely small | sinh vật |
| 5. biodiversity (n) | /ˌbaɪəʊdaɪˈvɜːsəti/ | the existence of a large number of different kinds of animals and plants which make a balanced environment | đa dạng |

**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 the topic of ecosystems;

- To set the context for the listening and reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Guess the place.

**c. Expected outcomes:**

**-** Students can name the targeted place which is the topic of the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Guess the place**  - Teacher divides the class into 2 teams and explains the rules of the games.   * There are three clues for Ss to guess the place. * Teacher shows each clue, one by one. * If one team:   + gets the correct answer after the 1st clue 🡺 they get 3 points.  + gets the correct answer after the 2nd clue 🡺 they get 2 points.  + gets the correct answer after the 3rd clue 🡺 they get 1 point.   * The team with the correct answer is the winner. | ***Clues:***  1*. This landscape forms the habitat for some of Asia’s rarest animal and plant species.*  *2. Visitors in April and May have the chance to see thousands of vibrant butterflies.*  *3. This place is located 120 km southwest of Hanoi, and nestled between the provinces of Ninh Binh, Thanh Hoa and Hoa Binh.*  *🡺* **CUC PHUONG NATIONAL PARK** |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To get students to learn vocabulary related to the topic.

**b. Content:**

- Pre-teach vocabulary related to the content of the dialogue.

**c. Expected outcomes:**

- Students are able to identify some new words before they listen and read the dialogue.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | ***New words:***  *1. flora (n)*  *2. fauna (n)*  *3. insect (n)*  *4. organism (n)*  *5. biodiversity (n)* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help students get to know the topic;

- To introduce more words and phrases related to ecosystems;

- To help Ss identify the compound nouns.

**b. Content:**

- Task 1. Listen and read (p.110)

- Task 2. Read the conversation and decide whether these statements are True or False (p.111)

- Task 3. Complete the diagram with words and phrases in Task 1 (p.111)

- Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (p.111)

**c. Expected outcomes:**

- Students can understand the content of the dialogue and complete the tasks successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Listen and read.** (5 mins) | |
| - Teacher sets the context of the conversation. Have Ss look at the picture. Ask Ss questions about it.  - Teacher encourages Ss to use their imagination and accept all answers. Then explain that Ms Hoa, Nam, and Mai are in class and they are talking about the ecosystem.  - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the ecosystem in the conversation.  - Teacher has Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class.  - Teacher calls on three Ss to read the conversation aloud. | ***Suggested questions***  *+ What can you see in picture 1?*  *+ Can you tell your friends what you know about this place?*  *+ What can you see in picture 2?*  + *How do you understand the picture?*  **Suggested answers:**  *1. Cuc Phuong National Park* *2. Cuc Phuong National Park is situated in Ninh Binh province. This park is known as the first national park and the largest nature reserve in the country.**3. The hands are holding different kinds of animals.**4. We should protect the wildlife.* |
| **Task 2. Read the conversation and decide whether these statements are True or False.** (5 mins) | |
| - Teacher asks Ss to work in pairs and read each statement carefully. Ask them to guess whether these questions are True or False, then read the conversation and locate the part of the conversation that contains the information.  - Teacher calls out each question and has different pairs provide their answers.  - Teacher confirms the correct answers.  **Extension:** Teacher asks Ss some additional comprehension questions to check understanding of other parts of the conversation. | ***Answer key:***  *1. F*  *2. T*  *3. T*  ***Extension questions:***  *Where did Nam go last week? What did he like about his trip? Why are many ecosystems lost, damaged or destroyed?* |
| **Task 3. Complete the diagram with words and phrases in Task 1.** (5 mins) | |
| - Teacher has Ss read the conversation quickly again, and find suitable words to complete the diagram.  - Teacher calls on individual S to write the answers on the board. Check answers as a class. | ***Answer key:***  *1. Living 2. flora*  *3. fauna 4. bacteria*  *5. Non-living* |
| **Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below.** (5 mins) | |
| - Teacher has Ss read the four definitions and checks their understanding.  - In weaker classes, teacher encourages Ss to read the conversation again and underline the compound nouns. Then try to match them with the given definitions.  - Teacher checks answers by calling on individual Ss to read out the compound nouns. | ***Answer key:***  *1.**climate change*  *2. natural resources*  *3. national park*  *4. raw materials* |

**e. Assessment**

- Teacher’s observation on Ss’ performance and answers.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss practise speaking skills;

- To help Ss memorise the information about ecosystems that they have learnt in the lesson.

**b. Content:**

- Role-play

**c. Expected outcomes:**

- Students can give a short presentation about ecosystems.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 5. Role-play**  - Teacher asks Ss to work in groups. In each group, one student will play the role of the teacher and others are students.  - The teacher and the students are going to discuss what an ecosystem is and how important ecosystems are to our planet.  - Ss have 3 minutes to prepare for the role-play.  - Teacher invites one or two groups to come to the stage and do the role-play.  - Teacher asks other groups to listen and gives comments.  - Teacher gives feedback and gives marks to the best group. | *Students’ own creativity.* |

**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 the exercises in the workbook.

- Prepare for the project in Lesson 8

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 1: Getting started - Ecosystems and humans**  **\*Warm-up**    **\* Vocabulary**  1. flora (n)  2. fauna (n)  3. insect (n)  4. organism (n)  5. biodiversity (n)  - Task 1. Listen and read.  - Task 2. True or false.  - Task 3. Complete the diagram.  - Task 4. Form compound nouns mentioned in Task 1. Match them with the meanings.  - Task 5: Role-play  **\*Homework** |
| --- |

**UNIT 10: THE ECOSYSTEM**

**Lesson 2: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *Plants and animals;*

- Revise intonation in question tags;

*-* Review and practise the use of compound nouns.

**2. Core competence**

- Be collaborative and supportive in pair work and team work;

- Access and consolidate information from a variety of sources;

**3. Personal qualities**

- Be aware of the importance of protecting the ecosystem;

- Develop self-study skills.

- Actively join in class activities

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Language

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **A compound noun is a noun that is made with two or more words. It is usually formed by:** | |
| --- | --- |
| 1. noun + noun | *E.g: bus stop* |
| 2. adj + noun | *E.g: wildlife* |
| 3. V-ing + noun | *E.g: washing machine* |
| 4. noun + V-ing | *E.g: film-making* |
| 5. verb + preposition | *E.g: break-out* |

**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 the topic of plants and animals;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Categorising game

**c. Expected outcomes:**

**-** Students can identify some more new words about plants and animals.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Categorising game**  - Ss work in groups. Each group is given small pieces of paper on which names of plants and animals are written.  - Each group has to classify them into correct categories.  - The first team to complete the task correctly is the winner.  - Teacher asks the winner to go to the board and show the correct answers. | ***Answer keys:***  ***Mammals:*** *human, squirrel, hedgehog, deer, bat, dolphin*  ***Birds:*** *seagull, crow, owl, eagle, peacock, parrot*  ***Insects and invertebrates:*** *wasp, butterfly, snail, beetle, worm, ant*  ***Flowers:*** *marigold, orchid, daffodil, poppy, lily, daisy*  ***Trees and other plants:*** *cactus, palm, bamboo, oak, seaweed, mushroom*  ***Sea and river creatures:*** *lobster, squid, trout, octopus, oyster, salmon* |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (12 mins)

**a. Objectives:**

- To help Ss revise intonation in question tags;

- To help Ss practise intonation in question tags.

**b. Content:**

**-** Task 1: Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs. (p.111)

**-** Task 2:Mark the intonation in the question tags using rising intonation or falling intonation. Then listen and check. Practise saying the conversations in pairs. (p.112)

**c. Expected outcomes:**

- Students can use correct intonation in question tags.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs** (5 mins) | |
| - Teacher writes the first sentence on the board and calls on one or two Ss to read it. Check if Ss are familiar with question tags. If necessary, explain how these questions are formed, e.g. *We add question tags to statements to invite a response from the listener. When the statement is positive, we use a negative question tag. If the statement is negative, we use a positive question tag.*  - Teacher reads the question and asks questions to elicit the intonation, e.g. *Did I raise or lower my voice on the question tag? What do you think this means?*  - Teacher focuses Ss’ attention on the Remember! box and has Ss read the explanation and examples.  - Teacher plays the recording of the first exchange and ask Ss to listen and repeat, paying attention to the intonation of the question tag. Have Ss say what intonation the speaker uses and why, e.g. *The speaker uses falling intonation because he/she is sure of the answer.*  - Teacher plays the recording of the second exchange and asks Ss to listen and repeat, paying attention to the intonation of the question tag. Have Ss say what intonation the speaker uses and why, *e.g. The speaker uses rising intonation because he/she is not sure of the answer.*  - Teacher plays the rest of the recording and asks Ss to repeat.  - Teacher has Ss practise reading the sentences in pairs. Walk round the class and encourage Ss to try to use appropriate intonation. Call on some pairs to role-play the conversation aloud. | *1. A: So we need to protect local ecosystems, don’t we?*  *B: Yes, we do.*  *2. A: You'll take the books back to the library, won’t you?*  *B: OK, I’ll do that tomorrow.*  *3. A: We don’t want our planet to lose biodiversity, do we?*  *B: No, we don’t.*  *4. A: An ecosystem is a community of living things, isn’t it?*  *B: No, it isn’t. It’s a community of both living and non-living things.*  *5. A: You went to Cuc Phuong National Park last weekend, didn’t you?*  *B: Yes, I did.* |
| **Task 2: Mark the intonation in the question tags using rising intonation or falling intonation. Then listen and check. Practise saying the conversations in pairs.** (7 mins) | |
| - Teacher asks Ss to read the sentences. Then teacher checks comprehension.  - Teacher has Ss mark the intonation on the question tag in each sentence individually. Then ask them to work in pairs to compare their answers.  - Teacher checks answers as a class by playing the recording. Pause after each question tag and confirm the intonation. Call on individual Ss to mark the intonation on the question tags on the board.  - Teacher puts Ss in pairs again and has them practise reading the sentences to each other. | ***Answer key:***  *1. A: Sorry, I didn’t hear my alarm this morning.*  *B: So you were late again,* ***weren’t you****?*  *2. A: I couldn’t watch the match last night. We won,* ***didn’t we****?*  *B: Yes, we did.*  *3. A: There are several ecosystems that can be found in Viet Nam.*  *B: Yes! Viet Nam is biologically diverse,* ***isn’t it****?*  *4. A: We are running out of fossil fuels,* ***aren’t we****?*  *B: Yes, we are. We should find more alternative sources of energy.*  *5. A: People should stop damaging the environment,* ***shouldn’t they****?*  *B: Yes, I agree with you.* |

**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 help Ss understand the meanings of the words/phrases that have been introduced in Getting Started or will be encountered in the unit.

- To help Ss practise the words in meaningful contexts.

**b. Content:**

- Task 1: Match the words and phrases with their meanings (p.112)

- Task 2: Complete the sentences using the words and phrases in Task 1 (p.112)

**c. Expected outcomes:**

- Students are able to identify the meaning of words, memorise them and use them in meaningful contexts.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Match the words and phrases with their meanings.** (6 mins) | |
| - Teacher reads the words on the left and makes sure Ss understand the abbreviations in brackets (n, np, adj).  - In weaker classes, teacher reads each word and elicits the part of speech students need to look for in the definitions, e.g., *What part of speech do you need to look for in the definition of ‘native’’? Which definition contains verbs?*  - Teacher asks Ss to work in pairs to do the matching.  - Teacher checks answers as a class. Call on one student to read aloud a word and on another student to read its definition. | ***Answer key:***  *1. e*  *2. d*  *3. a*  *4. b*  *5. c* |
| **Task 2. Complete the sentences using the words and phrases in Task 1** (6 mins) | |
| - Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase.  - Teacher checks answers as a class. Have individual Ss call out the word they have used for each sentence first.  - Teacher confirms the correct answers.  - In stronger classes, ask Ss to explain why they have chosen the word for each sentence (the clues in the context), e.g. *The first sentence needs a noun and it refers to a place with different kinds of plants and animals. The second sentence needs a noun to go with “wildlife”, and the words ‘conservation’ is the best choice.*  - Teacher asks individual Ss to read the whole sentences.  **Extension:** In stronger classes, have Ss play a competitive game. Divide them into several teams. Call out one of the five words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their words. The team with the most correct sentences is the winner. | ***Answer key:***  *1. Tropical forests*  *2. conservation*  *3. native*  *4. species*  *5. mammals* |

**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 understand how to form and use compound nouns;

- To help Ss practise forming compound nouns and using them in context.

**b. Content:**

- Task 1. Use the words in the box to make five compound nouns. (p.112)

- Task 2. Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them. (p.112)

**c. Expected outcomes:**

- Students are able to identify how to form and use compound nouns and can apply them in contexts.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Use the words in the box to make five compound nouns**. (6 mins) | |
| - Teacher tells Ss to look at the nouns in Activity 4 in GETTING STARTED. Elicit the formation of compound nouns e.g., *How many words is a compound noun formed from? What word combinations are most common? Are compound nouns always written as one word?*  - Teacher has Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.  - Teacher asks Ss to work in pairs or individually to form five compound nouns from words given in the box.  - Teacher calls on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain the meaning of each compound word by giving examples or making sentences with them, e.g. *The tiger is an endangered species. Women have a longer life expectancy than men.* | ***Key:***  *1. endangered species*  *2. nature reserve*  *3. life expectancy*  *4. rainforest*  *5. vocational school* |
| **Task 2. Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them.** (7 mins) | |
| - Teacher has Ss read the instructions and check to make sure they all understand what they have to do. Point to the example in the first sentence and the two words that have been crossed out in the box. Ask questions, e.g. *Can we make a compound from ‘globe’ and ‘warm’? What do we need to change?*  - Teacher asks Ss to look at the words in the box and form the other four compound nouns.  - Teacher puts Ss in pairs to compare their answers and use the compound nouns to make sentences.  - Teacher checks answers as a class. | ***Suggested answers:***  *2. wildlife (e.g.* ***Wildlife*** *helps maintain ecological balance and biodiversity.)*  *3. sea level (e.g.* ***Sea level*** *rise is caused primarily by two factors related to global warming.)*  *4. swimming pool (e.g. The resort is famous for its amazing* ***swimming pools****.)*  *5. mobile phone (e.g.* ***Mobile phones*** *are used for a variety of purposes.)* |

**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 the exercises in the workbook.

- Prepare for Lesson 3 - Reading.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 2: Language**  **\*Warm-up**  Categorising game  **\* Pronunciation**  **-** Task 1: Listen and practise.  **-** Task 2:Mark the intonation.  **\* Vocabulary**  - Task 1: Match the words and phrases with their meanings.  - Task 2: Complete the sentences.  **\* Grammar**  - Task 1: Make five compound nouns.  - Task 2: Use the words to make compound nouns. Then make sentences with them.  **\*Homework** |
| --- |

**UNIT 10: THE ECOSYSTEM**

**Lesson 3: Reading – U Minh Thuong – A unique national park**

**I. OBJECTIVES**

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

**1. Knowledge**

- Develop reading skills for general ideas and for specific information about U Minh Thuong National Park.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skills

**3. Personal qualities**

- Love the national parks of our countries

- Be aware of the values of U Minh Thuong National Park and the responsibility to protect it

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Reading

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalents** |
| --- | --- | --- | --- |
| 1. unique (adj) | /juˈniːk/ | being the only one of its kind | độc đáo, độc nhất |
| 2. mangrove (n) | /ˈmæŋɡrəʊv/ | a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground | cây đước |
| 3. delta (n) | /ˈdeltə/ | an area of land, like a triangle in shape, where a river has split into several smaller rivers before entering the sea | vùng châu thổ, vùng đồng bằng |
| 4. pangolin (n) | /pæŋˈɡəʊlɪn/ | a small animal from Africa or Asia that eats insects, and has a long nose, tongue and tail, and hard scales on its body | con tê tê |
| 5. floating (adj) | /ˈfləʊtɪŋ/ | staying on or near the surface of a liquid and not sink | nổi |

**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** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic;

- To set the context for the reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Quiz: National parks in Viet Nam

**c. Expected outcomes:**

**-** Students can get some knowledge about famous national parks in Viet Nam.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Quiz: National parks in Viet Nam**  - Teacher divides the class into 4 groups.  - Clues about national parks in Viet Nam are shown on the slides.  - If one team knows the name of the national park, they say BINGO and grab the chance to answer.  - If the answer is correct, they have one point.  - If the answer is incorrect, the chance is for another team.  - The group with the highest points will be the winner.  - Teacher leads in the lesson. | ***Quiz content:***  *1. This national park has a favorable geographical position: bordering with Ha Long Bay, near Hai Phong City and other Red River Delta provinces.*  *2. This national park has everything to offer, from an amazingly biodiversity area of tourist resorts, a string of mysterious French ruins to a host of intriguing mini-hikes and trekking trails.*  *3. This is a national park and UNESCO World Heritage Site. It is approximately 500km south of Ha Noi or about 1,200km north of Ho Chi Minh City.*  *4. It is situated in Bac Kan Province, about 240km from Hanoi. It spans over 23,000 hectares of beautiful waterfalls, deep rivers, valleys, lakes and caves, all set amongst towering peaks.*  *5. The park covers a flat plain that extends from eastern Cambodia into northern Dak Lak and southern Gia Lai provinces in Vietnam.*  *6. Located in Kien Giang Province, it is recognized as one of the three highest priority sites for wetland conservation in the Mekong Delta.*  ***Answer keys:***  *1. Cat Ba National Park*  *2. Ba Vi National Park*  *3. Phong Nha – Ke Bang National Park*  *4. Ba Be National Park*  *5. Yok Don National Park*  *6. U Minh Thuong National Park* |

**e. Assessment**

- Teacher observes the groups, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-READING** (9 mins)

**a. Objectives:**

- To get students to learn vocabulary related to the topic;

- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Task 1: Work in pairs. Look at the photos and discuss the questions. (p.113)

- Pre-teach vocabulary related to the content of the reading passage.

**c. Expected outcomes:**

- Students can identify the meanings of some new words before they read and guess the main content of the text.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Work in pairs. Look at the photos and discuss the questions. (p.113)** | |
| - Teacher shows photos of the park or shows video clips to get Ss engaged then put them into pairs to discuss the two questions.  *+ Have you ever been to U Minh Thuong National Park? Where is it?*  *+ What did/can you see in the park?*  - Teacher calls on some pairs to share their ideas.  - Teacher elicits the things that Ss may see in U Minh Thuong national park. | ***Suggested answer:***  *U Minh Thuong National Park is in the south of Viet Nam. There you can see*  *some rare animals and plants. You can also go hiking and boating through the wetlands.* |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | **New words:**  *1. unique (adj)*  *2. mangrove (n)*  *3. delta (n)*  *4. pangolin (n)*  *5. floating (adj)* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Teacher observes Ss’ writing of vocabulary on their notebooks.

**3. ACTIVITY 2: WHILE-READING** (20 mins)

**a. Objectives:**

- To help Ss practise guessing the meaning of words from context;

- To develop reading skills for general information;

- To develop reading skills for specific information.

**b. Content:**

- Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D). (p.113)

- Task 3. Read the article again and complete the sentences with no more than three words. (p.114)

**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 match the headings (1-4) with the appropriate paragraph (A-D)** (10 mins) | |
| - Teacher asks Ss to read the four headings and checks Ss’ understanding.  - Teacher asks Ss to skim the text and identify the main idea of each paragraph, then match the heading with a suitable paragraph. Remind Ss to underline key words or phrases in the text which help them identify the correct heading.  - Teacher checks answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text, *e.g 1. Flora and fauna (paragraph C: plants, birds, mammals); 2. Best time to visit (paragraph D: ideal time, November…); 3. Location (paragragh B: located, place, site…); 4. Geography (paragraph B: large area of fresh water wetlands, surrounded by waterways…)* | ***Answer key:***  *1. C*  *2. D*  *3. A*  *4. B* |
| **Task 3. Read the article again and complete the sentences with no more than three words.** (10 mins) | |
| - Teacher asks Ss to read the statements and underline the key words in each of them.  - Teacher checks whether Ss have got the right key words (e.g., 1*. famous, rare, rich; 2. waterways, surround, national park; 3. two hundred; 4. 32; 5. best time, visit.*  - Teacher tells Ss to scan the text to locate the answers, then read again, this time paying attention only to the parts of the text that contain the information. Remind them to complete each sentence with no more than THREE words.  - Teacher has Ss work in pairs or groups to compare answers.  - In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information. In stronger class, ask Ss to explain their answers by providing clues from the text.  ***Extension:*** *Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.* | ***Key:***  *1. biodiversity*  *2. central part*  *3. species of plants*  *4. types of mammals*  *5. August to November* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-READING** (8 mins)

**a. Objectives:**

- To check students’ understanding about the reading passage;

- To help some students enhance presentation skills;

- To help Ss use the ideas and discuss the solutions to protect the national park.

**b. Content:**

- Task 4: Work in groups. Discuss the following questions. (p.114)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to give ideas on how to protect the national park.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4: Work in groups. Discuss the following questions.** | |
| - Teacher puts Ss into pairs. Have them discuss the two questions. Remind them that national parts are important for local ecosystems, such as U Minh Thuong so they need to protect them.  - Teacher invites one or two pairs of Ss to present their ideas to the class. Praise for interesting ideas and fluent delivery. | ***Suggested answer:***  *We need national parks for several reasons. First, they provide habitats for thousands of species of plants and animals. Second, they boast unique geographical features and amazing natural beauty. That is why they provide many recreational opportunities. In addition, national parks play a vital role in preserving biodiversity and natural resources such as minerals, wood and water.*  *So how can we protect our national parks? First, we can start conservation campaigns to raise awareness, inform the public and change human behaviour. Second, we can raise funds for restoring damaged natural sites. Finally, we can encourage governments to fund scientific research aimed at limiting the impact of 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**

- Write a short paragraph about how to protect national parks in Viet Nam.

- Do the exercises in the workbook.

- Prepare for the next lesson – Speaking.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 3: Reading – U Minh Thuong – A unique national park**  **\*Warm-up**  - Task 1: Discussion.  **\* Vocabulary**  1. unique (adj)  2. mangrove (n)  3. delta (n)  4. pangolin (n)  5. floating (adj)  - Task 2: Match the headings to the paragraphs.  - Task 3: Complete the sentences.  - Task 4: Discussion.  **\*Homework** |
| --- |

**UNIT 10: PRESERVING OUR HERITAGE**

**Lesson 4: Speaking – Ways to protect local biodiversity**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about ways to protect local biodiversity

- Memorize vocabulary to discuss ways to protect local biodiversity

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skills

**3. Personal qualities**

- Be aware of ways to protect local biodiversity

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Speaking

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. mass tourism (noun phrase) | /mæs ˈtʊərɪzəm/ | a kind of tourism in which there is huge gathering of tourist in a destination and creates huge impact upon its carrying capacity. |
| 2. carbon footprint  (noun phrase) | /ˌkɑːbən ˈfʊtprɪnt/ | a measure of the amount of carbon dioxide that is produced by the activities of a person or company |
| 3. shelter (n) | /ˈʃeltə(r)/ | a structure built to give protection, especially from the weather or from attack |
| 4. native (adj) | /ˈneɪtɪv/ | (of animals and plants) existing naturally in a place |

**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** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic;

- To set the context for the speaking part;

**b. Content:**

**-** Watch a video

**c. Expected outcomes:**

**-** Students can find the correct ideas related to the topic of the lesson.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Watch a video**  - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.  - Ss watch the video once and answer the question: *What did the group of students do in the video to protect biodiversity?*  - All teams stick the paper on the boards.  - Teacher checks the answers of each group.  - The group that has the most correct answers is the winner. | ***Link:*** <https://www.youtube.com/watch?v=kHhspf5IfdE>  ***Suggested answers:***  *- Discuss reasons for deforestation and the effects*  *- Develop a list of actions to restore the forest*  *- Animate a community radio program*  *- Organize role-play activities to raise awareness* |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE** (14 mins)

**a. Objectives:**

- To get students to learn vocabulary related to the topic;

- To activate prior knowledge about the topic and get Ss involved in the lesson.

- To help Ss personalize the topic;

- To help Ss review different communication strategies they have learned for giving their opinions and reasons in a conversation.

**b. Content:**

- Vocabulary pre-teaching

- Task 1: Look at the table below. Which of the following are ways to protect local biodiversity? Tick (✓ ) the correct boxes. Add two more if you can. (p. 114)

- Task 2: Work in pairs. Choose a way to protect local biodiversity from the list in 1, and tell your partner about it. Use the following questions. (p.114)

**c. Expected outcomes:**

- Students can usekey language more appropriately when they speak about ways to protect local biodiversity

- Students revise strategies for giving opinions and reasons

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher asks Ss to take notes on their notebooks. | **New words:**  *1. mass tourism (n.phr)*  *2. carbon footprint (n.phr)*  *3. shelter (n)*  *4. native (adj)* |
| **Task 1: Look at the table below. Which of the following are ways to protect local biodiversity? Tick (✓ ) the correct boxes. Add two more if you can**.(4 mins) | |
| - Teacher reminds Ss of the reading text about U Minh Thuong National Park, and elicits what it is famous for, *e.g., rich and rare biodiversity, ecosystem conservation, many species of birds and mammals, and what we should do, e.g., protect its biodiversity.*  - Teacher asks Ss to read the list in the table and decide which of the actions can help protect biodiversity.  - Teacher checks answers as a class.  - Teacher lets Ss brainstorm two more ideas, *e.g., protect local habitats by following walking paths or hiking trails when outdoors, reduce the amount of water your use, educate people about the importance of biodiversity.* | ***Key:***  *1, 2, 4* |
| **Task 2: Work in pairs. Choose a way to protect local biodiversity from the list in 1, and tell your partner about it. Use the following questions.** (5 mins) | |
| - Teacher tells Ss to refer back to the three ways of protecting the local diversity in **1** and think of ideas to answer the three questions.  - Teacher asks Ss to look at the example and note down the necessary phrases or expressions to use for their ideas  - Teacher asks Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions.  - Before they start, quickly review the communication strategies for giving their opinions and reasons in a conversation by asking, *e.g. How can we give opinion and reasons in a conversation?*  - Teacher encourages Ss to use these strategies when they answer the questions in pairs.  - Teacher walks around and provides help if necessary. | ***Suggested answers:***  *1. Banning the hunting of wild animals: Wild animals play an important part in different ecosystems and food chains. The hunting of some animals, such as bears, tigers, or rhinos, have caused a*  *rapid decline in their populations and may lead to their extinction.*  *4. Educating people about the importance of biodiversity: Human activities have direct effects on*  *ecosystems. If people are aware of the importance of biodiversity on the planet, they may act to limit deforestation, stop illegal hunting, and protect local habitats.* |

**e. Assessment**

- Teacher observes students’ performance, checks their answers and gives feedback.

**3. ACTIVITY 2: LESS CONTROLLED PRACTICE** (23 mins)

**a. Objectives:**

- To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations related to biodiversity protection.

- To give Ss an opportunity to summarise and present a group discussion to the class.

**b. Content:**

- Task 3: Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer. (p.114)

- Task 4: Task 4. Report your answer to the whole class. Vote for the best answer. (p.114)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to present about the protection of local biodiversity.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 3. Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer.** (11 mins) | |
| - Teacher asks Ss to read the situations and checks understanding. Draw their attention to the example answer and ask if they agree with it. Brainstorm other possible responses as a class.  - Teacher puts Ss in groups and has them come up with responses to the other situations. Encourage them to  use linking words and phrases to introduce their reasons and arguments.  - Teacher has each group agree who will be the group note taker to take notes of their ideas. Ss can then use  the notes to formulate the final response that most people in the group agree on.  - Teacher sets a time limit for this activity. Walk round the class and offer help if necessary. | ***Suggested answers:***  *2. You shouldn’t do that for several reasons. First, wild animals eat their own food and human snacks may cause health problems for them. Second, feeding wild animals may be dangerous as they can attack you.*  *3. You shouldn’t do that for several reasons. First, wild animals may try to eat this plastic waste, which may cause health problems for them. Second, throwing rubbish can pollute the water and soil, and damage the natural habitats of many species.*  *4. You shouldn’t build a fіre in a national park for several reasons. First, a fіre may burn and damage plants in the park. Second, a fіre can easily spread in hot, dry and windy conditions. Open burning can also cause wildfіres. They can kill wild animals and burn trees, causing deforestation.* |
| **Task 4. Report your answer to the whole class. Vote for the best answer.** (12 mins) | |
| - Teacher has some Ss or groups share their answers to each situation in front of the class.  - Teacher praises for good effort, well-structured responses and fluent delivery.  - After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation.  ***Extension****: Put Ss in groups. Have each group come up with another situation and then “challenge” other groups to give a response impromptu. The group which has come up with the situation can decide which answer is best.* | *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 the exercises in the workbook.

- Prepare for the next lesson – Listening.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 4: Speaking – Ways to protect local biodiversity**  **\*Warm-up**  **\* Vocabulary**  1. mass tourism (n.phr)  2. carbon footprint (n.phr)  3. shelter (n)  4. native (adj)  - Task 1: Which of the followings are ways to protect local biodiversity?  - Task 2: Choose a way to protect local biodiversity from the list in Task 1.  - Task 3: Read the situations and think of possible responses.  - Task 4. Report your answer to the whole class.  **\*Homework** |
| --- |

**UNIT 10: THE ECOSYSTEM**

**Lesson 5: Listening – Human impact on ecosystems**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about humans’ impact on ecosystem

- Memorize vocabulary to talk about humans’ impact on ecosystems

**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**

- Be aware of what people can do to restore the ecosystems

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Listening

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. coral reef (n) | /ˈkɒrəl riːf/ | a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures. |
| 2. expert (n) | /ˈekspɜːt/ | a person with special knowledge, skill or training in something |
| 3. food chain (n) | /ˈfuːd tʃeɪn/ | a series of living creatures in which each type of creature feeds on the one below it in the series |
| 4. run out of (phrasal verb) |  | to use up or finish a supply of something |
| 5. restore (v) | /rɪˈstɔː(r)/ | to bring back a situation or feeling that existed before |

**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. |
| Students cannot follow the speed of the recording. | - Make sure they understand the meaning and pronunciation of important words.  - Teach them the skill of underlining key words in the questions before they listen.  - Play more time if necessary. |

**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:**

**-** Game: Food chain

**c. Expected outcomes:**

**-** Students can join the game and gain knowledge on the topic.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Food chain**  - Ss work in groups.  - Teacher explains what a food chain is.  - Teacher asks Ss to put the animals in the correct positions in the food chain.  - Ss stick the animal on their paper and put the paper on the board.  - Teacher corrects and gives feedback.  - Teacher leads in the lesson. | ***Key:*** |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-LISTENING** (9 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:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

- Students are able to identify the meanings of and know how to pronounce some words from the recording.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Choose the correct meaning of the word and phrases.** (4 mins) | |
| - Teacher asks Ss to work in pairs and guess the meaning of the words or phrases. Explain that they will appear in the recording. Tell them to look at the given pictures as suggestions.  - Teacher calls on some pairs to share their answers. Correct answers as a whole class.  - Teacher elicits the topic by asking questions such as “*What the listening is about”, “What the human impact on ecosystems are”.* | ***Key:***  *1. B*  *2. A*  *3. A*  *4. B* |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher asks Ss to take notes on their notebooks. | ***Vocabulary:***  *1. coral reef (n)*  *2. expert (n)*  *3. food chain (n)*  *4. run out of (v)*  *5. restore (v)* |

**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 and for specific information about human impact on ecosystems

- To provide Ss with some basic information about human impact on ecosystems.

**b. Content:**

- Task 2. Listen to a talk and choose the correct answers A, B or C. (p.115)

- Task 3. Listen to the talk again and decide the statements are True or False. (p.115)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

- Students can gain some knowledge on human impact on ecosystems.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2. Listen to a talk and choose the correct answers A, B or C.** (6 mins) | |
| - Teacher has Ss read each of the questions and three options, and underline the most important key words in the questions, *e.g. (1. why, Dr Logan, give a talk; 2. Which, benefits, provided, a healthy ecosystem, NOT mentioned; 3. How much, coral reef, disappeared; 4. What, happen, result, damaging, ecosystem balance; 5. What, Dr Logan, talk, next). Ss should also underline the key words in the options to help* them work out the difference between the options, then think of synonyms or paraphrases they might hear.  - Teacher plays the recording and tells Ss to listen and choose the best answer for each question.  - Teacher has Ss compare their answers in pairs / groups.  - Teacher checks answers as a class and confirms the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening. | ***Key:***  *1. B*  *2. C*  *3. B*  *4. B*  *5. A* |
| **Task 3. Listen to the talk again and decide the statements are true or false.** (9 mins) | |
| - Teacher has Ss read each of the statements and underline key words, e.g. (*1. threat, earth, biodiversity, come, human activities; 2. Nearly half, world’s forest, destroyed; 3. disappearance, species, cause problem, food chain; 4. Health, human beings, depend, healthy ecosystem*). Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased or different information from what they hear in the recording so they should listen for synonyms, antonyms or phrases with similar meanings.  - Teacher tells Ss to decide whether each statement is true or false based on their listening in 2.  - Teacher plays the recording again and has Ss check whether their answers are correct.  - Teacher has Ss compare their answers in pairs / groups.  - Teacher checks answers as a class and confirms the correct ones. Invite individual Ss to explain why each statement is true or false, and correct the false sentences.  - Teacher lets Ss listen again, pausing at the places where Ss can find the information. | ***Key:***  *1. T*  *2. F*  *3. T*  *4. F* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-LISTENING** (10 mins)

**a. Objectives:**

- To check students’ understanding and memorization of the information in the recording;

- To give Ss the opportunity to use the ideas and language in the listening to talk about their opinions and give reasons.

- To help some students enhance their presentation skills;

- To practise team working;

**b. Content:**

- Task 4: Work in groups. Discuss the following question. (p.115)

**c. Expected outcomes:**

- Students can express their opinions on the given topic and present their ideas.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4: Work in groups. Discuss the following question.** (p.115) | |
| - Teacher asks Ss to work in groups and discuss the question. Walk round the class and offer help. For weaker Ss, provide some prompts or guiding questions, such as *How do we restore native habitats? What kind of plants do we need to plant? (We need to plant native species.) How can we attract more birds? (By building and installing bird houses) Where can people volunteer their time for restoration projects? (In nature reserves or national parks)*  - Teacher calls Ss from different groups to share their ideas with the class. | ***Suggested answer:***  *Below are some ways:*  *– plant trees, and ensure they grow to full maturity*  *– volunteer on restoration projects in your community*  *– assist local habitats by bringing back plants and animals that used to live there*  *– eat less meat and buy organic produce*  *– support green businesses*  *– organise or join local clean-up activities of beaches and parks* |

**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 the exercises in the workbook.

- Prepare for the next lesson –Writing.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 5: Listening – Human impact on ecosystems**  **\*Warm-up**  **\* Vocabulary**  1. coral reef (n)  2. expert (n)  3. food chain (n)  4. run out of (v)  5. restore (v)  - Task 1: Choose the correct meanings  - Task 2: Choose the correct answer.  - Task 3: True or false.  - Task 4: Discussion.  **\*Homework** |
| --- |

**UNIT 10: THE ECOSYSTEM**

**Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems**

**I. OBJECTIVES**

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

**1. Knowledge**

- Write an opinion essay to present their point of view on whether we should spend more money on restoring local ecosystems.

**2. Competences**

- Develop writing skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be responsible for protecting the ecosystems

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Writing

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped writing skills. | - Guide students to make an outline before they write.  - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and review vocabulary of the previous lessons;

- To set the context for the writing part;

**b. Content:**

**-** Jumbled words

**c. Expected outcomes:**

**-** Students review some vocabulary of the previous lessons.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Game: Jumble words**  - Teacher divides the class into 2 groups.  - Teacher shows each jumble word on the screen.  - If a team can answer the word, students raise their hands and say BINGO to get the chance to answer.  - If Ss have a correct answer, they get one point for their team.  - The team with more points will be the winner of the game. | ***Words:***  *1. R/U/N/A/L/T/A E/I/D/A/S/S/T/R (2 words)*  *2. N/E/B/A/C/A/L*  *3. L/O/C/A/R F/E/R/E (2 words)*  *4. M/O/C/E/Y/S/T/S/E*  *5. A/N/R/D/E/A/N/G/R/E C/E/S/I/P/S/E (2 words)*  ***Answer key:***  NATURAL DISASTER  BALANCE  CORAL REEF  ECOSYSTEM  ENDANGERED SPECIES |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers and gives feedback.

**2. ACTIVITY 1: PRE-WRITNG** (9 mins)

**a. Objectives:**

- To help Ss generate ideas about restoring local ecosystems.

**b. Content:**

- Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. (p.116)

**c. Expected outcomes:**

- Students come up with some ideas about restoring local ecosystems.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems.** (4 mins) | |
| - Teacher has Ss work in groups. Tell them to read the statements and discuss which of them are for or against restoring local ecosystems. Ss may refer back to the ideas in the reading (the importance of national parks in local ecosystems) and listening sections (how human can influence the ecosystems).  - Teacher calls on some pairs to share their answers.  - Teacher checks answers as a class.  - Teacher asks Ss to think of more ideas which are for or against restoring local ecosystems. Write the best suggestions on the board E.g., *The air quality is gettig worse; People hunt wild animals; People are changing into green living lifestyle.* | ***Suggested answer:***  *For: 2,4,5*  *Against: 1,3, 6* |
| **Useful expressions** (5 mins) | |
| - Teacher gives Ss a handout and asks them to classify the items into correct categories: Introduction, Body, Conclusion  - Teacher lets Ss work in groups.  - The groups show their answers on the board.  - The whole class checks the task together. | **List of expressions:**  ***- Introduction***  *+ Today, many people argue that …*  *+ From my point of view/In my opinion, this is/people should …*  ***- Body***  *+ Firstly, the most important reason why we should/should not … is that …*  *+ Secondly, we should/should not … because/as/since … (this) has caused … That’s why …*  *+ Finally, … this has led/affected …*  ***- Conclusion***  *+ In conclusion, I firmly believe that … it is essential to …* |

**e. Assessment**

- Teacher observes Ss’ work and gives feedback.

**3. ACTIVITY 2: WHILE-WRITING** (16 mins)

**a. Objectives:**

- To help Ss practise writing an opinion essay on restoring local ecosystems.

**b. Content:**

- Task 2. Write an opinion essay (150-180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in Task 1 and the outline below to help you (p.116)

**c. Expected outcomes:**

- Students can write a complete opinion essay on restoring local ecosystems.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2. Write an opinion essay (150-180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in Task 1 and the outline below to help you.** | |
| - Teacher asks Ss to study the outline or they may refer to the structure in Unit 2.  - Teachers puts Ss into groups and has them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of reasons to support their view.  - Teacher sets a time limit for the task. Walk round the class to give further support if needed.  - When Ss finish writing, teacher gives them time to check their own essay. | ***Suggested answer:***  *Today many people argue that we should spend more money on restoring local ecosystems. From my point of view, this is a great idea for the following reasons.*  *Firstly, the most important reason why we should invest in restoring them is that we are already suffering from the impact of their damage. Both air pollution and water pollution have increased and are affecting our health.*  *Secondly, habitat loss has caused the disappearance of many plant and animal species. This has affected the balance of local ecosystems since all living things play an important role. When plants or animals die out, the food chain may also break down. That is why we should spend more money on protecting and restoring all wildlife.*  *Finally, much of our local forest has been cut down to make space for houses and farm land. This has led to more natural disasters in the region. For example, floods have become more common. They destroy people’s houses, fields, and crops every year. To prevent damage from natural disasters, we should spend more money on planting more trees and restoring our forest.*  *In conclusion, I firmly believe that it is essential to spend more money on restoring local ecosystems. Investing in nature conservation will help create a healthy and stable living environment for future generations.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

**4. ACTIVITY 3: POST-WRITING** (12 mins)

**a. Objectives:**

- To do a cross-check and final check on students’ writing.

**b. Content:**

- Peer review

**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** |
| --- | --- |
| **Cross-checking**  - 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.  - Ss do the task as required.  - After peer review, Ss give the writing back to the owner and discuss how to improve it.  - Teacher then chooses one piece of writing and gives feedback on it as a model.  - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss  - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss’ names. | **Writing rubric**   1. *Organization: …/10* 2. *Legibility: …/10* 3. *Ideas: …/10* 4. *Word choice: …/10* 5. *Grammar usage: …/10*   *TOTAL: …/50* |

**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 the exercises in the workbook.

- Prepare for the next lesson – Communication and Culture.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems**  **\*Warm-up**  - Task 1: Discuss and decide whether the following ideas are for or against restoring local ecosystems.  \*Useful expressions  -Task 2. Write an opinion essay.  - Peer-review  **\*Homework** |
| --- |

**UNIT 10: THE ECOSYSTEM**

**Lesson 7: Communication and Culture / CLIL**

**I. OBJECTIVES**

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

**1. Knowledge**

- Expand vocabulary with the topic of the unit;

-Have some knowledge about protecting ecosystems around the world;

- Review expressions to talk about likes and dislikes.

**2. Core competence**

- Be collaborative and supportive in pair work and teamwork

- Develop problem-solving skills and creativity

**3. Personal qualities**

- Be aware of how to protect ecosystems around the world.

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Communication and Culture

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** |
| --- | --- | --- |
| 1. fancy (v) | /ˈfænsi/ | to want something or want to do something |
| 2. cruelty (n) | /ˈkruːəlti/ | **cruelty (to somebody/something)**  behaviour that causes physical or mental pain to others and makes them suffer, especially deliberately |
| 3. barrier (n) | /ˈbæriə(r)/ | something that exists between one thing or person and another and keeps them separate |
| 4. snorkelling (n) | /ˈsnɔːkəlɪŋ/ | the sport or activity of swimming underwater with a snorkel |
| 5. marine (adj) | /məˈriːn/ | connected with the sea and the creatures and plants that live there |

**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 the topic of the lesson.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Watch a video

**c. Expected outcomes:**

**-** Students can identify expressions to talk about likes and dislikes in a video.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Watch a video**  - Ss work in pairs and watch a video.  - Ss answer the questions: *Which expressions are used to talk about likes and dislikes in the video?*  - In pairs, one student lists out the expressions to talk about likes, one notes down the dislikes.  - Teacher calls some pairs to write their answers on the board.  - Teacher checks the answers and leads in the lesson. | ***Link:*** [*https://www.youtube.com/watch?v=sAPK6-pEoPk*](https://www.youtube.com/watch?v=sAPK6-pEoPk)  ***Answer key:***   | ***Likes*** | ***Dislikes*** | | --- | --- | | *I’d love to*  *I love them.*  *Sounds good*  *Sounds great*  *Perfect*  *Great*  *Wonderful* | *… sounds better to me*  *Not my style*  *I don’t like*  *No thanks*  *No way*  *It’s just awful*  *It’s terrible*  *I’m not a fan* | |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (20 mins)

**a. Objectives:**

- To review how to express likes and dislikes.

- To help Ss practise expressing likes and dislikes in authentic situations.

**b. Content:**

**-** Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.116)

**-** Task 2: Work in pairs. Use the model in Task 1 to make similar conversation for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you (p.117)

**c. Expected outcomes:**

- Students can use appropriate language to express likes and dislikes in certain situations.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs** (6 mins) | |
| - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about?*  - Teacher gives Ss a few minutes to read the expressions in the box and the conversation. In stronger classes, encourage Ss to guess the answers based on context clues.  - Teacher has Ss listen and complete the conversation with the words from the box.  - Teacher checks answers by asking two Ss to read out the conversation.  - Teacher has Ss underline expressions used to express likes and dislikes (*Do you fancy...; Don’t you like...; I really love; I can’t stand; I’m not a fan*...)  - Teacher puts Ss in pairs and has them practise the conversation.  - Teacher invites some pairs to role play the conversation in front of the class. | ***Key:***  *1. C*  *2. A*  *3. B* |
| **Useful expressions** (7 mins) | |
| - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing likes and dislikes  - Ss work in groups to do the task.  - Check as a class.  - T asks if Ss can add some more expressions. | **Useful expressions**  **- Expressing likes:**  *+ I love/adore …*  *+ I’m really into …*  *+ I’m a (big) fan of …*  *+ I’m keen on …*  *+ I’m into …*  - **Expressing dislikes:**  *+ I hate/don’t like …*  *+ I can’t bear/stand …*  *+ I’m not really into …*  *+ … is not my favorite* |
| **Task 2: Work in pairs. Use the model in Task 1 to make similar conversation for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you** (7 mins) | |
| - Teacher reminds Ss that the expressions they used in 1 are for expressing likes and dislikes. Brainstorm more expressions or have Ss study the useful expressions in the table.  - Teacher gives Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g., *how they are going to start the conversation, which national park they are going to, what they like or dislike doing there*.  - Teacher walks around the class and provides help if needed.  - Teacher calls on some pairs to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for likes/dislikes, clear pronunciation and fluent delivery. | ***Suggested answers:***  ***Situation 1.***  *A: On our fіeld trip to the national park next week, we should collect some insects for our biology lessons. We should bring some jars to put them in.*  *B: I’m a big fan of insects. Putting them in jars will kill them. And I don’t think we should do that. Insects play an important role in the ecosystem. Why don’t we just observe them and take photos of them?*  *A: Great idea. I love it!*  ***Situation 2.***  *A: Shall we use paper plates and cups for our class party this Saturday?*  *B: Yes, I like your idea. They’re better for the environment than plastic ones. I’m keen on using eco-friendly products.*  *A: Then let’s ask our classmates to bring their chopsticks or forks.*  *B: I love your suggestion.* |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

- Teacher gives scores to evaluate Ss’ performance.

**3. ACTIVITY 2: CLIL** (20 mins)

**a. Objectives:**

- To help Ss learn about how to protect the ecosystems around the world**.**

**-** To give Ss an opportunity to relate what they have learnt in the reading text to their own culture.

**b. Content:**

- Task 1: Read the text and tick the correct project in the table (p.117)

- Task 2: Work in groups. Discuss the following questions. Are there similar projects in Vietnam? Do you think the projects in Task 1 can be applied in Viet Nam? (p.118)

**c. Expected outcomes:**

- Students are able to get some information and knowledge about protecting ecosystems around the world

- Students are able to develop critical thinking to decide if the projects are applicable in Viet Nam.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | **New words**  1*. fancy (v)*  *2. cruelty (n)*  *3. barrier (n)*  *4. snorkelling (n)*  *5. marine (adj)* |
| **Task 1**. **Read the text and tick the correct project in the table** (7 mins) | |
| - Teacher asks Ss some questions to find out what they already know about the topic.  - Teacher asks Ss what they want to know about the topic. Write their questions on the board.  - Teacher puts Ss into pairs. Ask them to read the text and complete the table by putting a tick under the correct project.  - Teacher walks round the class and offers help, explaining unfamiliar words or answering questions.  - Teacher checks answers as a class, calls on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer.  - Teacher goes 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. | ***K-W-L questions:***  *-* ***K:*** *Do you know any ecological projects that help protect ecosystems in other countries? Have you heard of the Great Green Wall in Africa? What is its goal? Have you heard of the Belize Barrier Reef? Where is it?*  *-* ***W:*** *What did they do in those projects? Are they successful?*  ***Answer key:***  *The Great Green Wall: 2,3. Belize Barrier Reef System: 1,4* |
| **Task 2.** **Work in groups. Discuss the following questions.** (8 mins)  ***Are there similar projects in Viet Nam? Do you think the projects in Task 1 can be applied in Viet Nam?*** | |
| - Ask Ss to work in groups to discuss the two questions.  - In weaker classes, ask questions to brainstorm ideas as a class, e.g. *Have you heard of the Ecovillage Project in Viet Nam? Where are these ecovillage projects? (In poorer, ecologically vulnerable areas); How do they help protect local ecosystems? (Villagers were taught how to improve soil quality, plant fruit trees, and create fish ponds.)*  - To answer the second question, encourage Ss to compare the ecosystems of Africa’s region where the Great Green Wall is built or the Belize Barrier Reef with Viet Nam’s ecosystems. Elicit that like Belize, Viet Nam has unique marine ecosystems including coral reefs. Explain that according to environmentalists, only a small percentage of them are in a healthy state, so local authorities should follow the example of Belize.  - Invite some groups to present a summary of their discussion to the class. | ***Suggested answers:***  *The Sustainable Forest Management project, implemented by DAI Global, will reduce carbon emissions from deforestation, forest degradation, and poor timber plantation management practices in seven provinces. The project is expected to strengthen Vietnamese law enforcement’s ability to combat forest crimes such as illegal logging, improve the livelihoods of 60,000 people in forest-dwelling communities; and strengthen the management of more than 250,000 hectares of forest.*  *The Biodiversity Conservation project, implemented by The World Wildlife Fund, will protect critical ecosystems to build resilience against the impacts of climate change, maintain and increase forest quality, and protect and stabilise wildlife populations. The project is expected to improve the ability of community patrol teams to detect and deter wildlife trafficking, improve economic opportunities for forest-dependent communities, and strengthen the management of 700,000 hectares of forest.* |

**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 the exercises in the workbook.

- Prepare for Lesson 8 - Looking back and project.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 7: Communication and Culture / CLIL**  **\*Warm-up**    **\* Everyday English**  **-** Task 1: Complete the conversation.  **-** Task 2: Make similar conversations  **\* CLIL**  - Task 1: Read the text and tick the correct project in the table.  - Task 2: Discussion.  **\*Homework** |
| --- |

**UNIT 10: THE ECOSYSTEM**

**Lesson 8: Looking back and project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 10

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skills

- Develop critical thinking skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be more creative when doing the project

- Develop self-study skills

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Looking back and project

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - 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. | - 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 stir up the atmosphere and help Ss review vocabulary

**b. Content:**

**-** Miming game.

**c. Expected outcomes:**

**-** Students can develop speaking skills and review vocabulary of the unit.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Miming game**  - Teacher lists out some words that Ss have learnt in Unit 10  - Teacher has a volunteer come to the front then whispers one of the words into his/her ears.  - Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point.  - The class plays the game together.  - T checks if the answers are correct or incorrect and leads in the lesson | ***Suggested words:***  *Flora and fauna*  *Bacteria*  *Ecosystem*  *Insect*  *Climate change*  *Biodiversity* |

**e. Assessment**

- Teacher observes the students’ performance, collects their answers and gives feedback.

**2. ACTIVITY 1: LOOKING BACK** (12 mins)

**a. Objectives:**

- To help Ss further revise intonation in question tags and practise speaking with a natural intonation.

- To help Ss revise words and phrases they have learnt in this unit.

- To help Ss revise the use of compound nouns.

**b. Content:**

**-** Task 1: Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs. (p.118)

**-** Task 2: Choose the correct word or phrase to complete each sentence (p.118)

- Task 3: Find and correct the mistakes in the following sentences (p.118)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs**. (4 mins) | |
| - Teacher tells Ss to mark the intonation on the question tags in each sentence individually, then compare their answers in pairs.  - Teacher plays the recording for Ss to check their answers.  - Teacher has Ss practise saying the sentences out loud in pairs, making sure they use appropriate intonation on the question tags in bold.  - Teacher asks several Ss to say these sentences out loud in front of the class. Praise for using appropriate intonation and fluent delivery. | ***Key:***  *1. I can't find my key. You will help me find it, won’t you?*  *2. People have destroyed so many forests, haven’t they?*  *3. I haven't been to Yellowstone. I think it's a famous natural park in the USA, isn’t it?*  *4. I don’t know much about Sam. He didn’t graduate from university, did he?* |
| **Task 2: Choose the correct word or phrase to complete each sentence** (4 mins) | |
| - Teacher asks Ss to read each sentence and check comprehension. Then focus Ss attention on the options.  - Teacher tells Ss to study the context carefully and decide on the suitable word to complete each sentence.  - Teacher has Ss check their answers in pairs / groups.  - Teacher checks answers as a class by asking individual Ss to read the sentences. | ***Key:***  *1. species*  *2. conservation*  *3. ecosystems*  *4. natural resources* |
| **Task 3:** **Find and correct the mistakes in the following sentences** **(**4 mins) | |
| - Teacher asks Ss to read each sentence and find the mistake and correct it.  - Teacher has Ss check their answers in pairs / groups.  - Teacher checks answers by asking individual Ss to read a sentence each. | ***Key:***  *1. busstop => bus stop*  *2. sunsetting => sunset*  *3. sightsee => sightseeing*  *4. wildlives => wildlife* |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

**3. ACTIVITY 2: PROJECT** (28 mins)

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills and to

practise giving an oral presentation.

**b. Content:**

- Poster presentation: Restore and protect a local ecosystem

**c. Expected outcomes:**

- Students are able to make poster and present about restoring and protecting a local system

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Project: Restore and protect a local ecosystem** | |
| - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation.  - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand next to the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups’ posters.  - Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates’ posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklists.  - If necessary, go through the assessment criteria to make sure Ss are familiar with them.  - Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand next to the poster and answer questions.  - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. | ***Students’ presentations*** |

**e. Assessment**

- T gives comments and feedback to all posters and presentations, and awards a prize to the group which has the most votes.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do the exercises in the workbook.

- Prepare for End-of-term test.

**Board Plan**

| *Date of teaching*  **Unit 10: The ecosystem**  **Lesson 8: Looking back and project**  **\*Warm-up**  **\* Looking back**  - Pronunciation  - Vocabulary  - Language  **\* Project**  Restore and protect a local ecosystem.  **\*Homework** |
| --- |