

**Date of planning: 11 / 4 / 2025**

**PERIOD 91:**

**UNIT 9: SOCIAL ISSUES**  
**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 9;
- 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;
- Actively join in class activities.

**3. Personal qualities**

- Be more creative when doing the project;
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and review students' rising and falling intonation.
- To enhance students' skills of cooperating with teammates.

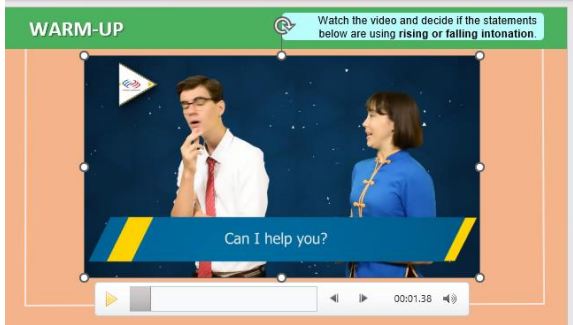
**b. Content:**

- Mini game

**c. Expected outcomes:**

- Students can get ready to learn about differences between bacteria and viruses.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Watch and answer</b></p> <ul style="list-style-type: none"><li>- Ss work in 4 groups.</li><li>- Teacher shows the video about daily conversations.</li><li>- Ss watch the video and decide if the statements below are using rising or falling intonation. Ss raise hands to get turn and answer.</li><li>- After the game, group with the highest point is the winner.</li><li>- Teacher leads in the lesson.</li></ul>	

**e. Assessment**

- Teacher observes the groups and give feedback.

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

**a. Objectives:**

- To help Ss review intonations in choice questions.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of linking words and phrases.

**b. Content:**

- **Task 1:** Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them. (p.108)
- **Task 2:** Solve the crossword. use the words you have learnt in this unit. (p.108)
- **Task 3:** Choose the best answer to complete each sentence below. (p. 108)

**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
<p><b>Task 1: Mark the intonation in these questions, using (rising intonation) or (falling intonation). Listen and check. Then practise saying them. (4 mins)</b></p>	
<ul style="list-style-type: none"><li>- Ask students to mark the intonations in the choice questions.</li><li>- Check answers as a class by playing the recording and writing the appropriate arrows on the board.</li><li>- Ask Ss to practise the questions in pairs. Ask them to use appropriate rising and falling tones.</li></ul>	<p><b>Key +Audio script - Track</b></p> <ol style="list-style-type: none"><li>1. Should we report bullying to teachers ↗ or speak to our parents ↘ first?</li><li>2. Is this social awareness campaign about poverty ↗ or crime↘?</li><li>3. Have you ever experienced any physical ↗, verbal ↗, or social bullying↘?</li><li>4. Do you worry about peer pressure ↗,</li></ol>

- Ask some Ss to read the questions out loud in front of the class.	body-shaming↗ or bullying↘?
<b>Task 2: Solve the crossword. use the words you have learnt in this unit. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Select some words from the unit to write on the board, one letter at a time. Have individual Ss call out their guesses.</li> <li>- Ask Ss to solve the crossword. Encourage them to look at the clues and identify the parts of speech of each missing word.</li> <li>- Have Ss complete the activity.</li> <li>- Check answers as a class.</li> <li>- If time allows, ask them to find the texts where these words first appear in the unit and call out the section of the unit where it appears, e.g. campaign first appears in the Getting started.</li> </ul>	<p><b>KEY:</b></p>
<b>Task 3: Choose the best answer to complete each sentence below. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Explain to Ss that they are going to review the use of linking words and phrases. In weaker classes, give Ss some time to review the grammar rules in the Language lesson before doing the activity.</li> <li>- Correct answers as a class by asking individual Ss to read the answers out loud.</li> <li>- If time allows, encourage Ss to explain their choices. E.g., 'In addition,' is the correct answer for Question 1 because it adds more ideas to the first sentence.</li> </ul>	<p><b>Answer key:</b></p> <p>1. In addition 2. Therefore 3. Because 4. In spite of</p>

#### e. Assessment

- Teacher observes Ss's work and give feedback.

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

#### a. Objectives:

- 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. Your class is starting a campaign to raise people's awareness about different social issues in your community. each group is responsible for planning activities for one social issue.

#### c. Expected outcomes:

- Students practice working on a project.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Project: A social awareness campaign</b> <b>Work in groups. Your class is starting a campaign to raise people's awareness about different social issues in your community. each group is responsible for planning activities for one social issue.</b>	
<ul style="list-style-type: none"> <li>- Give a group presentation. use these questions as cues.               <ul style="list-style-type: none"> <li>• What is the social issue? How does it affect the community?</li> <li>• Who will participate in your campaign? Who can help to fix this issue?</li> <li>• What activities do you plan to include in your campaign? What are their goals?</li> </ul> </li> <li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.</li> <li>- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- 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.</li> <li>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	
<b>Students' presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their results and make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	

#### **e. Assessment**

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

#### **- Suggested checklist for peer assessment.**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- The presenters greeted the audience.		

- The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately.		
<b>CONTENT:</b> The presentation includes the following information:		
What the social issue is and how it affects the community		
Who will participate in the campaign, and who can help to fix this issue		
The activities in the campaign		
The goals of the campaign		

**- Suggested checklist for self-assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<b>DELIVERY</b>		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos/pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		

<b>CONTENT:</b> <i>Our presentation includes the following information:</i>		
<i>What the social issue is and how it affects the community</i>		
<i>Who will participate in the campaign, and who can help to fix this issue</i>		
<i>The activities in the campaign</i>		
<i>The goals of the campaign</i>		

#### 4. CONSOLIDATION (3 mins)

##### a. Wrap-up

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

##### b. Homework

- Do exercises on workbook.
- Prepare for Unit 10.

#### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: SOCIAL ISSUES</b></p> <p><b>Lesson 8: Looking back and project.</b></p> <p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Language</li> </ul> <p><b>* Project. A social awareness campaign.</b></p> <p><b>*Homework</b></p>
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**Date of planning: 11 / 4 / 2025**

**PERIOD 92:**

## **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.
- Actively join in class activities

##### **3. Personal qualities**

- Be aware of the responsibility for protecting the ecosystems;
- Develop self-study skills.

#### **II. MATERIALS**

- Grade 11 textbook, Unit 10, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

#### **Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. flora (n)	/ˈflɔːrə/	the plants of a particular area, type of environment or period of time	Hệ thực vật
2. fauna (n)	/ˈfəʊnə/	all the animals living in an area or in a particular period of history	Hệ 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 sinh học

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## III. PROCEDURES

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

#### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the 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
<b>GAME: GUESS THE PLACE</b> <ul style="list-style-type: none"> <li>- Teacher divides class into 2 teams and explains the rules of the games.</li> <li>- There are three clues for Ss to guess the place.</li> <li>- Teacher shows each clue, one by one.</li> <li>- If one team:</li> </ul>	<b>Clues:</b> <ol style="list-style-type: none"> <li>1. <i>This landscape forms the habitat for some of Asia's rarest animal and plant species.</i></li> <li>2. <i>Visitors in April and May have the chance to see thousands of vibrant</i></li> </ol>



<ul style="list-style-type: none"> <li>+ gets the correct answer after the 1<sup>st</sup> clue → they get 3 points.</li> <li>+ gets the correct answer after the 2<sup>nd</sup> clue → they get 2 points.</li> <li>+ gets the correct answer after the 3<sup>rd</sup> clue → they get 1 point.</li> <li>- The team with the correct answer is the winner.</li> </ul>	<i>butterflies.</i> <i>3. This place is located 120 km southwest of Hanoi, and nestled between the provinces of Ninh Binh, Thanh Hoa and Hoa Binh.</i> <b>→ CUC PHUONG NATIONAL PARK</b>
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#### e. Assessment

- Teacher observes the groups and give feedback.

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

#### a. Objectives:

- To get students learn vocabulary related to the topic.

#### b. Content:

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

#### c. Expected outcomes:

- Students can use key language more appropriately before they read.

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. flora (n)</li> <li>2. fauna (n)</li> <li>3. insect (n)</li> <li>4. organism (n)</li> <li>5. biodiversity (n)</li> </ol>

#### e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

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

#### a. Objectives:

- To help students get to know the topic;
- To introduce 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 thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen and read. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher sets the context of the conversation. Have Ss look at the picture. Ask Ss questions about it, e.g.</li> <li>+ <i>What can you see in the picture 1?</i></li> <li>+ <i>Can you tell your friends what you know about this place?</i></li> <li>+ <i>What can you see in picture 2?</i></li> <li>+ <i>How do you understand the picture?</i></li> <li>- 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.</li> <li>- Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the ecosystem in the conversation.</li> <li>- Teacher has Ss compare the words they have underlined in pairs and discuss their meaning. Then check comprehension as a class.</li> <li>- Teacher calls on three Ss to read the conversation aloud.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li><i>1. Cuc Phuong National Park</i></li> <li><i>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.</i></li> <li><i>3. The hands are holding different kinds of animals.</i></li> <li><i>4. We should protect the wildlife.</i></li> </ol>

<b>Task 2. Read the conversation and decide whether these statements are True or False (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher calls out each question and has different pairs provide their answers.</li> <li>- Teacher confirms the correct answers.</li> </ul> <p><b>Extension:</b> Teacher asks Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g., <i>Where did Nam go last week? What did he like about his trip? Why are many ecosystems lost, damaged or destroyed?</i></p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>F</i></li> <li>2. <i>T</i></li> <li>3. <i>T</i></li> </ol>
<b>Task 3. Complete the diagram with words and phrases in Task 1 (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read the conversation quickly again, and find suitable words to complete the diagram.</li> <li>- Teacher calls on individual S to write the answers on the boards. Check with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Living</i></li> <li>2. <i>flora</i></li> <li>3. <i>fauna</i></li> <li>4. <i>bacteria</i></li> <li>5. <i>non-living</i></li> </ol>
<b>Task 4. Use the words in the box to form compound nouns mentioned in Task 1. Match them with the meaning below (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has Ss read the four definitions and checks their understanding.</li> <li>- 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.</li> <li>- Teacher checks answers by calling on individual Ss to read out the compound nouns.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>climate change</i></li> <li>2. <i>natural resources</i></li> <li>3. <i>national park</i></li> <li>4. <i>raw materials</i></li> </ol>

**e. Assessment**

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

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

- To help Ss practice speaking skills;
- To help Ss memorize 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
<b>Task 5. Role play</b> <ul style="list-style-type: none"><li>- Teacher asks Ss to work in groups. In each group, one student will play the role of the teacher and others are students.</li><li>- The teacher and the students are going to discuss what an ecosystem is and how important ecosystems are to our planet.</li><li>- Ss have 3 minutes to prepare for the role play.</li><li>- Teacher invites one or two groups to come to the stage and do the role play.</li><li>- Teacher asks other groups to listen and gives comments.</li><li>- Teacher gives feedback and gives marks to the best group.</li></ul>	<i>Students' own creativity.</i>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)****a. Wrap-up**

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

**b. Homework**

- Do exercises in workbook.
- Prepare for the project in Lesson 8

## Board Plan

*Date of teaching*

### **Unit 10: The ecosystem** **Lesson 1: Getting started**

#### **\*Warm-up**

#### **\* Vocabulary**

1. flora (n)
2. fauna (n)
3. insect (n)
4. organism (n)
5. biodiversity (n)

- 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)
- Task 5: Role play

#### **\*Homework**

**Date of planning: 12 / 4 / 2025**

**PERIOD 93:**

**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;
- Actively join in class activities.

**3. Personal qualities**

- Be aware of the importance of protecting the ecosystem;
- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 10, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

**Language analysis**

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

**Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
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	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### III. PROCEDURES

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

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of Plants and animals;
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Categorizing game

##### c. Expected outcomes:

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

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Categorizing game</b> <ul style="list-style-type: none"> <li>- Ss work in groups. Each group is given small pieces of paper on which names of plants and animals are written.</li> <li>- Each group has to classify them into correct categories.</li> <li>- The first team to complete the task correctly is the winner.</li> <li>- Teacher asks the winner to go to the board and show the correct answers.</li> </ul>	<b>Answer keys:</b> <b>Mammals:</b> human, squirrel, hedgehog, deer, bat, dolphin <b>Birds:</b> seagull, crow, owl, eagle, peacock, parrot <b>Insects and invertebrates:</b> wasp, butterfly, snail, beetle, worm, ant <b>Flowers:</b> marigold, orchid, daffodil, poppy, lily, daisy <b>Trees and other plants:</b> cactus, palm, bamboo, oak, seaweed, mushroom <b>Sea and river creatures:</b> lobster, squid, trout, octopus, oyster, salmon

##### e. Assessment

- Teacher observes the groups and give 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 falling intonation or rising intonation. Then practise saying the conversations in pairs. (p.111)

**c. Expected outcomes:**

- Students can put correct intonation in question tags.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs (5 mins)</b>	
<ul style="list-style-type: none"> <li>- 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. <i>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.</i></li> <li>- Teacher reads the question and asks questions to elicit the intonation, e.g. <i>Did I raise or lower my voice on the question tag? What do you think this means?</i></li> <li>- Teacher focuses Ss' attention on the Remember! box and has Ss read the explanation and examples.</li> <li>- Teacher plays the recording of the first exchange and ask Ss to listen and repeat, paying attention to the intonation of question tag. Have Ss say what intonation the speaker uses and why, e.g. <i>The speaker uses falling intonation because he/she is sure of the answer.</i></li> <li>- Teacher plays the recording of the second 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. <i>The speaker</i></li> </ul>	<p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li><i>So we need to protect local ecosystems, <b>don't we?</b> ↘</i> <i>Yes, we do.</i></li> <li><i>You'll take the books back to the library, <b>won't you?</b> ↗</i> <i>OK, I'll do that tomorrow.</i></li> <li><i>We don't want our planet to lose biodiversity, <b>do we?</b> ↘</i> <i>No, we don't.</i></li> <li><i>An ecosystem is a community of living things, <b>isn't it?</b> ↗</i> <i>No, it isn't. It's a community of both living and non-living things.</i></li> <li><i>You went to Cuc Phuong National Park last weekend, <b>didn't you?</b> ↘</i> <i>Yes. I did.</i></li> </ol>



<p><i>uses rising intonation because he/she is not sure of the answer.</i></p> <ul style="list-style-type: none"> <li>- Teacher plays the rest of the recording and asks Ss to repeat.</li> <li>- 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 <u>aloud</u>.</li> </ul>	
<p><b>Task 2: Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to read the sentences. Then teacher checks comprehension.</li> <li>- 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.</li> <li>- 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.</li> <li>- Teacher puts Ss in pairs again and has them practise reading the sentences to each other.</li> </ul>	<p><b>Answer key:</b></p> <p>1. A: <i>Sorry, I didn't hear my alarm this morning.</i>  B: <i>So you were late again, <b>weren't</b> you?</i>    ↘</p> <p>2. A: <i>I couldn't watch the match last night. We won, <b>didn't</b> we?</i>    ↗  B: <i>Yes, we did.</i></p> <p>3. A: <i>There are several ecosystems that can be found in Viet Nam.</i>  B: <i>Yes! Viet Nam is biologically diverse, <b>isn't</b> it?</i>    ↘</p> <p>4. A: <i>We are using up fossil fuels, <b>aren't</b> we?</i>    ↘  B: <i>Yes, we should find more alternative sources of energy.</i></p> <p>5. A: <i>People should stop damaging the environment, <b>shouldn't</b> they?</i>    ↘  B: <i>Yes, I agree with you.</i></p>

**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 understand the meaning of words, memorise them and are able to use them in meaningful context.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Match the words and phrases with their meanings</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Teacher reads the words on the left and makes sure Ss understand the abbreviations in brackets (n, np, adj).</li> <li>- In weaker classes, teacher reads each word and elicits the part of speech students need to look for in the definitions, e.g., <i>What part of speech do you need to look for in the definition of 'native'?</i> Which definition contains verbs?</li> <li>- Teacher asks Ss to work in pairs to do the matching.</li> <li>- Teacher checks answers as a class. Call on one student to read aloud a word and on another student to read its definition.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1.e</li> <li>2.d</li> <li>3.a</li> <li>4.b</li> <li>5.c</li> </ol>
<b>Task 2. Complete the sentences using the words and phrases in Task 1</b> (6 mins)	
<ul style="list-style-type: none"> <li>- Teacher has Ss work in pairs. Tell them to read the sentences carefully to decide which word in <b>1</b> can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase.</li> <li>- Teacher checks answers as a class. Have individual Ss call out the word they have used for each sentence first.</li> <li>- Teacher confirms the correct answers.</li> <li>- In stronger classes, ask Ss to explain why they have chosen the word for each sentence (the clues in the context), e.g. <i>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.</i></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Tropical forests</li> <li>2. conservation</li> <li>3. native</li> <li>4. species</li> <li>5. mammals</li> </ol>

<p>- Teacher asks individual Ss to read the whole sentences.</p> <p><b>Extension:</b> 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.</p>	
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**e. Assessment**

- Teacher 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 know how to form and use compound and can apply it to use them in context.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Use the words in the box to make five compound nouns. (6 mins)</b>	
<p>- Teacher tells Ss to look at the nouns in Activity 4 in GETTING STARTED. Elicit the formation of compound nouns e.g., <i>How many words is a compound noun formed from? What word combinations are most common? Are compound nouns always written as one word?</i></p> <p>- Teacher has Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.</p> <p>- Teacher asks Ss to work in pairs or individually to form five compound nouns from words given in the box.</p>	<p><b>Answer key:</b>  <i>endangered species, life expectancy, rainforest, nature reserve, vocational school</i></p>

<p>- 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. <i>The tiger is an endangered species. Women have a longer life expectancy than men.</i></p>	
<p><b>Task 2. Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them. (7 mins)</b></p>	
<p>- Teacher has Ss read the instruction 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. <i>Can we make a compound from 'globe' and 'warm'? What do we need to change?</i></p> <p>- Teacher asks Ss to look at the words in the box and form the other four compound nouns.</p> <p>- Teacher puts Ss in pairs to compare their answers use the compound nouns to make sentences.</p> <p>- Teacher checks answers as a class.</p>	<p><b><i>Suggested answers:</i></b></p> <p>2. <i>wildlife</i></p> <p>3. <i>sea level</i></p> <p>4. <i>swimming pools</i></p> <p>5. <i>mobile phone</i></p>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

a. Wrap-up

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

b. Homework

- Do exercises on workbook.
- Prepare for Lesson 3. Reading.

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i> <b>Unit 10: The ecosystem</b></p>
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## Lesson 2: Language

### **\*Warm-up**

Categorizing game

### **\* Pronunciation**

- **Task 1:** Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs
- **Task 2:** Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs.

### **\* Vocabulary**

- **Task 1:** Match the words and phrases with their meanings
- **Task 2.** Complete the sentences using the words and phrases in Task 1

### **\* Grammar**

- **Task 1.** Use the words in the box to make five compound nouns.
- **Task 2.** Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them.

### **\*Homework**