

Date of planning: 18 / 4 / 2025

PERIOD 94:

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;
- Actively join in class activities.

3. Personal qualities

- Be aware of the values of U Minh Thuong National Park and ready to protect it;
- Develop self-study skills.

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. unique (adj)	/ju'ni:k/	being the only one of its kind	Độc đáo
2. mangrove (n)	/'mæŋgrəʊv/	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)	/'deltə/	an area of land, like a triangle in shape, where a river has split into several smaller rivers before entering the sea	Đồng bằng
4. pangolin (n)	/pæŋ'gəʊlɪn/	a small animal from Africa or Asia that eats insects, and has a long nose,	Con tê tê

		tongue and tail, and hard scales on its body	
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.	<ul style="list-style-type: none"> - 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 Vietnam.

c. Expected outcomes:

- Students can have some knowledge about famous national parks in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Quiz</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - Clues about national parks in Vietnam are shown on the slides. - If one team know 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. 	<p>Quiz content:</p> <ol style="list-style-type: none"> 1. This national park has a favorable geographical position: bordering with Ha Long Bay, near Haiphong city and others Red River Delta provinces. 2. This national park has everything to offer, from an amazingly biodiverse 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 500 km south of

- Teacher leads in the lesson.	<p>Hanoi or about 1,200 km north of Ho Chi Minh City.</p> <p>4. It is situated in Bac Can Province, about 240 km from Hanoi. It spans over 23,000 hectares of beautiful waterfalls, deep rivers, valleys, lakes and caves, all set amongst towering peaks.</p> <p>5. The park covers a flat plain that extends from eastern Cambodia into northern Dak Lak and southern Gia Lai provinces in Vietnam.</p> <p>6. Located in Kien Giang Province, it is recognized as one of the three highest priority sites for wetland conservation in the Mekong Delta.</p> <p>Answer keys:</p> <ol style="list-style-type: none"> <i>Cat Ba National Park</i> <i>Ba Vi National Park</i> <i>Phong Nha – Ke Bang National Park</i> <i>Ba Be National Park</i> <i>Yok Don National Park</i> <i>U Minh Thuong National Park</i>
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e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

2. ACTIVITY 1: PRE-READING (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:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Lead-in (4 mins)	
- Teacher shows photos of the park or shows video clips to get Ss engaged then put them into pairs to discuss the two questions.	<p>Suggested answers:</p> <p>+ <i>U Minh Thuong National Park is in Kien Giang Province.</i></p>

<p>+ <i>Have you ever been to U Minh Thuong National Park? Where is it?</i></p> <p>+ <i>What did/can you see in the park?</i></p> <p>- Teacher calls on some pairs to share their ideas.</p> <p>- Teacher elicits the things that Ss may see in U Minh Thuong national park.</p>	<p>+ <i>We can enjoy the beautiful scenery, visit the rare animals and plants.</i></p>
Vocabulary pre-teaching (5 mins)	
<p>- Teacher introduces the vocabulary.</p> <p>- Teacher explains the meaning of the new vocabulary by pictures.</p> <p>- Teacher checks students' understanding with the "Rub out and remember" technique.</p> <p>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</p>	<p>New words:</p> <ol style="list-style-type: none"> <i>unique (adj)</i> <i>mangrove (n)</i> <i>delta (n)</i> <i>pangolin (n)</i> <i>floating (adj)</i>

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.113)

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
Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D) (10 mins)	

<ul style="list-style-type: none"> - 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, <i>e.g. 1. Flora and fauna (paragraph C: plants, birds, mammals); 2. Best time to visit (paragraph D: ideal time, November...); 3. Location (paragraph B: located, place, site...); 4. Geography (paragraph B: large area of fresh water wetlands, surrounded by waterways...)</i> 	<p>Answer key:</p> <p>1.C</p> <p>2.D</p> <p>3.A</p> <p>4.B</p>
<p>Task 3. Read the article again and complete the sentences with no more than three words. (10 mins)</p>	
<ul style="list-style-type: none"> - 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. <i>famous, rare, rich</i>; 2. <i>waterways, surround, national park</i>; 3. <i>two hundred</i>; 4. <i>32</i>; 5. <i>best time, visit</i>). - 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. <p>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,</p>	<p>Answer key:</p> <p>1. <i>biodiversity</i></p> <p>2. <i>central part</i></p> <p>3. <i>mammal species</i></p> <p>4. <i>species of plants</i></p> <p>5. <i>August to November</i></p>

including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.	
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e. Assessment

- Teacher 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:

- Discussion on the reasons why we need to protect the national park and the solutions.

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. Discussion - Teacher puts Ss into pairs. Have them discuss the two questions. Remind them that national parks 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 answers: <i>We need to protect national parks to maintain the local ecosystems. There are several ways of protecting those parks such as building up conservation campaigns, raising funds or doing scientific research to save endangered species.</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

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

- Do exercises on 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**

*** Lead-in**

*** Vocabulary**

1. unique (adj)
2. mangrove (n)
3. delta (n)
4. pangolin (n)
5. floating (adj)

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

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

- Task 4: Discussion

***Homework**

Date of planning: 18 / 4 / 2025

PERIOD 95:

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

- Gain some language expressions to talk about ways to protect local biodiversity;
- Make a conversation about ways to protect local biodiversity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about 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
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. mass tourism (noun phrase)	/mæs 'tʊərɪzəm/	a kind of tourism in which there is huge gathering of tourist in a destination and creates huge impact upon its carrying capacity.	Du lịch đại trà
2. carbon footprint (noun phrase)	/ˌkɑːbən 'fʊtprɪnt/	a measure of the amount of carbon dioxide that is produced by the activities of a person or company	Dấu chân carbon
3. shelter (n)	/'ʃeltə(r)/	a structure built to give protection, especially from the weather or from attack	Nơi sống

4. native (adj)	/'neɪtɪv/	(of animals and plants) existing naturally in a place	Bản địa
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Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - 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
<p>Watch a video https://www.youtube.com/watch?v=kHhspf5IfdE</p> <ul style="list-style-type: none"> - 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: <i>What did the group of students do in the video to protect biodiversity?</i> - All teams stick the paper on the boards. - Teacher checks answers of each group. - The group that has the most correct answers is the winner. 	<p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - <i>Discuss reasons for deforestation and the effects</i> - <i>Develop a list of actions to restore the forest</i> - <i>Animate a community radio program</i> - <i>Organize role-play activities to raise awareness</i>

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (13 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.
- 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:

- Pre-teach vocabulary related to the content of the lesson;
- To introduce more ideas for the main speaking task;

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about ways to protect local biodiversity.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none">- 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: <i>1. mass tourism (n.phr)</i> <i>2. carbon footprint (n.phr)</i> <i>3. shelter (n)</i> <i>4. native (adj)</i>
Task 1. Look at the table below. Which of the followings are ways to protect local biodiversity. Tick the correct boxes. Add more if you can. (4 mins)	
<ul style="list-style-type: none">- Teacher reminds Ss of the reading text about U Minh Thuong National Park, and elicits what is it famous for, <i>e.g., rich and rare biodiversity, ecosystem conservation, many species of birds and mammals, and what we should do, e.g., protect its biodiversity.</i>- Teacher asks Ss to read the list in the table and decide which of the actions can help protect biodiversity.- Teacher checks answer as a class.- Teacher lets Ss brainstorm two more ideas, <i>e.g., protect local habitats by following walking paths or</i>	Answer key: 1, 2, 4

<p><i>hiking trails when outdoors, reduce the amount of water your use, educate people about the importance of biodiversity.</i></p>	
<p>Task 2. Work in pairs. Choose a way to protect local biodiversity from the list in Task 1, and tell your partner about it. (5 mins)</p>	
<ul style="list-style-type: none"> - 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, <i>e.g. How can we give opinion and reasons in a conversation?</i> - Teacher encourages Ss to use these strategies when they answer the questions in pairs. - Teacher walks around and provide help if necessary. 	<p><i>Suggested answer:</i> <i>Plants play an important role in ecosystems. They provide food and shelter for many animal species. Each plant supports the ecosystem and biodiversity of the local area. We can help by researching the local flora, and planting more native plants.</i></p>

e. Assessment

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

3. ACTIVITY 2: WHILE-SPEAKING (12 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.

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)

c. Expected outcomes:

- Students know how to response to real-life situations related to biodiversity protection.

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. (12 mins)	
<ul style="list-style-type: none">- Ask Ss to read the instruction and check their understanding.- Put Ss in groups and have them come up with responses to the other situations. Encourage them to continue using the communication strategies for giving opinions and reasons.- Have 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 everyone most people in the group agree on.- Set a time limit for this activity.- Walk round the class and offer help if necessary.	<p>Suggested answers:</p> <p>2. <i>You shouldn't feed the animals with these snacks because the animals in the national parks have to follow a strict time table. What to eat and when to eat are decided by the zoo keepers so that the animals will be kept in the best health conditions. Our snacks may not be good for their health.</i></p> <p>3. <i>Throwing rubbish into the water or on the grass is not good for the environment because it will badly affect the scenery in the national park. Moreover, it can pollute the environment there.</i></p> <p>4. <i>You shouldn't build a fire in the park because it can easily create a forest fire. If the trees are burnt, the wild species in the forest are damaged. In addition, a large amount of carbon dioxide will be released, which are harmful to people living near that area.</i></p>

e. Assessment

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

4. ACTIVITY 3: POST-SPEAKING (12 mins)

a. Objectives:

- To give Ss an opportunity to summarise and present a group discussion to the class;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4. Report your answer to the whole class. Vote for the best answer. (p114)

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 4. Report your answer to the whole class. Vote for the best answer.	
<ul style="list-style-type: none"> - 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. <p><i>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.</i></p>	<p><i>Students' practice.</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 the next lesson – Listening.

Board Plan

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

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. Look at the table below. Which of the followings are ways to protect local biodiversity. Tick the correct boxes. Add more if you can

- Task 2. Work in pairs. Choose a way to protect local biodiversity from the list in Task 1, and tell your partner about it.

- 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.

- Task 4. Report your answer to the whole class. Vote for the best answer.

***Homework**

Date of planning: 20 / 4 / 2025

PERIOD 96:

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 ecosystem.

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
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning
1. coral reef (n)	/'kɒrəl ri:f/	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)	/'ekspɜ:t/	a person with special knowledge, skill or training in something
3. food chain (n)	/'fu:d 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)	/rɪ'stɔ:(r)/	to bring back a situation or feeling that existed before
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Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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;

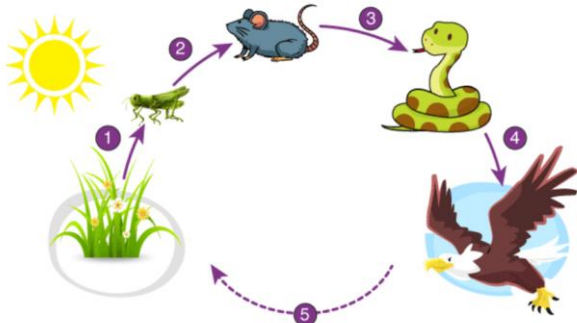
b. Content:

- 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 <ul style="list-style-type: none"> - 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. 	<p><i>Content:</i></p>  <pre> graph TD Sun((Sun)) --> Grass[Grass] Grass -- 1 --> Grasshopper[Grasshopper] Grasshopper -- 2 --> Frog[Frog] Frog -- 3 --> Snake[Snake] Snake -- 4 --> Eagle[Eagle] Eagle -- 5 --> Sun </pre>

	<p>1 The grasshopper eats the plants</p> <p>2 The mouse eats the grasshopper</p> <p>3 The snake eats the mouse</p> <p>4 The eagle eats the snake</p> <p>5 When the eagle dies, fungi break down the body and turn them into nutrients</p>
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e. Assessment

- Teacher observes the students' performance, collect their answers and give 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:

- Pre-teach vocabulary related to the content of the lesson;

c. Expected outcomes:

- Students understand the meaning 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 these words (4 mins)	
<ul style="list-style-type: none"> - 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 suggestion. - 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". 	<p>Suggested answers:</p> <p>1.B</p> <p>2.A</p> <p>3.A</p> <p>4.B</p>
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) 	<p>Vocabulary:</p> <p>1. coral reef (n)</p> <p>2. expert (n)</p> <p>3. food chain (n)</p> <p>4. run out of (v)</p>

<ul style="list-style-type: none"> - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	5. restore (v)
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e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (15 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about humans' impact on ecosystem.

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.

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)	
<ul style="list-style-type: none"> - Teacher has Ss read each of the question and three options, and underline the most important key words in the questions, <i>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).</i> 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 confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening. 	<p>Answer key:</p> <p>1. B</p> <p>2.C</p> <p>3.B</p> <p>4.B</p> <p>5.A</p>
Task 3. Listen to the talk again and decide the statements are True or False (9 mins)	

<ul style="list-style-type: none"> - Teacher has Ss read each of the statements and underline key words, e.g. (1. <i>Threat, Earth, biodiversity, come, human activities</i>; 2. <i>Nearly half, world's forest, destroyed</i>; 3. <i>disappearance, species, cause problem, food chain</i>; 4. <i>Health, human beings, depend, healthy ecosystem</i>). 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. 	<p>Answer key:</p> <p>Key: 1. T 2. F 3. T 4. F</p>
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e. Assessment

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

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

a. Objectives:

- To check students' understanding and memorize 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 presentation skills;
- To practise team working;

b. Content:

- Discussion: What can humans do to protect and restore the earth's ecosystems?

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups and discuss the question. <p>Teacher walks round the class and offer help.</p> <ul style="list-style-type: none"> - Teacher calls on Ss from different groups to share their ideas with the class. 	<p>Suggested ideas:</p> <ul style="list-style-type: none"> - Try eco-friendly products - Plant more trees - Reduce, reuse and recycle materials - Save water - Conserve energy - Buy local, in-season produce and organic food if possible

e. Assessment

- Teacher observation on Ss' performance, provide help if necessary.
- Teacher's feedback and peers' feedback.

Tapescript:

Nam: Good morning. I'd like to introduce Dr Steve Logan – an environmental expert with a lot of experience in biodiversity conservation. He'll talk about the importance of ecosystems at our environmental club's meeting. Please welcome, Dr Logan.

Mr Logan: Thank you, Nam. As you know, an ecosystem includes living and non-living things, and each of them plays an important role. A healthy ecosystem brings many benefits, such as cleaning our air and water, providing food and controlling climate changes.

But human activities are damaging our planet's biodiversity. Half of our coral reefs have disappeared and it's believed that 90% of the world coral reefs will die by 2050 due to warming oceans and pollution. We've cut down one third of the world's forests to make space for farming or houses. As a result, many animals and plants have lost their habitats, and many species are disappearing.

Nam: So people are destroying the balance of local ecosystems, aren't they? But this in turn will affect human life.

Mr Logan: That's right. One day we may not have fresh air to breathe or water to use. This may happen if we damage the fine balance among all living and non-living things in the ecosystems. As species disappear, the food chain may break down. We may run out of food, suffer from health problems and face more natural disasters. So what can we do to restore ecosystems?

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 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 meaning of these words.
- Task 2. Listen to a talk and choose the correct answers A, B or C.
- Task 3. Listen to the talk again and decide the statements are True or False.
- Task 4. Discussion: What can humans do to protect and restore the earth's ecosystems?

***Homework**