

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 07/ 4 / 2026

Thời gian thực hiện: Tuần 33

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 97:

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, in terms of vocabulary, grammar, coherence and cohesion.
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none">- 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
<p>Game: Jumble words</p> <ul style="list-style-type: none"> - Teacher divides 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. 	<p><i>Words:</i></p> <ol style="list-style-type: none"> 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) <p><i>Answer key:</i></p> <p>NATURAL DISASTER BALANCE CORAL REEF ECOSYSTEM ENDANGERED SPECIES</p>

e. Assessment

- Teacher observes the students' performance, collect their answers and give 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 have some ideas about restoring local ecosystems.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. (4 mins)</p>	

<ul style="list-style-type: none"> - Teacher has Ss work in groups. Tell them to read the statements and discuss which of them are for or which 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., <i>The air quality is getting worse; People hunt wild animals; People are changing into green living lifestyle.</i> 	<p>Answer key:</p> <p>For: 2,4,5 Against: 1,3, 6</p>
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Useful expressions (5 mins)

<ul style="list-style-type: none"> - 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 check the task together. 	<p>List of expressions:</p> <p>- Introduction</p> <ul style="list-style-type: none"> + <i>Today, many people argue that ...</i> + <i>From my point of view/In my opinion, this is/people should ...</i> <p>- Body</p> <ul style="list-style-type: none"> + <i>Firstly, the most important reason why we should/should not ... is that ...</i> + <i>Secondly, we should/should not ... because/as/since ... (this) has caused ...</i> <i>That's why ...</i> + <i>Finally, ... this has led/affected ...</i> <p>- Conclusion</p> <ul style="list-style-type: none"> + <i>In conclusion, I firmly believe that ... it is essential to ...</i>
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e. Assessment

- Teacher observes Ss' work and give 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
<p>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>	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answer: <i>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.</i> <i>Firstly, the most important reason why we should invest in restoring the ecosystems is that we are already suffering from the impact of its damage. Both air and water pollution have increased and are affecting our health.</i> <i>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.</i> <i>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.</i> <i>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.</i></p>

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Students exchange their writing for 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
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - 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 correct as a whole class without nominating the Ss’ names. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. <i>Organization: .../10</i> 2. <i>Legibility: .../10</i> 3. <i>Ideas: .../10</i> 4. <i>Word choice: .../10</i> 5. <i>Grammar usage and mechanics: .../10</i> <p><i>TOTAL: .../50</i></p>

e. Assessment

- Teacher 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 exercises on workbook.
- Prepare for the next lesson – Communication and Culture.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: The ecosystem</p> <p>Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems</p> <p>*Warm-up</p>

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

* Useful expressions

-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.

* **Peer-review**

***Homework**

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PERIOD 98:

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 able to express likes and dislikes;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be able to express likes and dislikes in different ways;
- 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
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. fancy (v)	/ 'fænsi/	to want something or want to do something	Thích
2. cruelty (n)	/ 'kru:əlti/	cruelty (to somebody/something)	Sự tàn ác

		behaviour that causes physical or mental pain to others and makes them suffer, especially deliberately	
3. barrier (n)	/'bæriə(r)/	something that exists between one thing or person and another and keeps them separate	Hàng rào
4. snorkelling (n)	/'snɔ:kəlɪŋ/	the sport or activity of swimming underwater with a snorkel	Môn lặn biển
5. marine (adj)	/mə'ri:n/	connected with the sea and the creatures and plants that live there	Thuộc về đại dương

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - 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"> - 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																		
<p>Watch a video https://www.youtube.com/watch?v=sAPK6-pEoPk</p> <ul style="list-style-type: none"> - Ss work in pairs and watch a video. - Ss answer the questions: <i>Which expressions are used to talk about likes and dislikes in the video?</i> - 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. 	<p>Answer key:</p> <table border="1" data-bbox="911 293 1485 636"> <thead> <tr> <th data-bbox="911 293 1158 338"><i>Likes</i></th> <th data-bbox="1158 293 1485 338"><i>Dislikes</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="911 338 1158 383"><i>I'd love to</i></td> <td data-bbox="1158 338 1485 383"><i>... sounds better to me</i></td> </tr> <tr> <td data-bbox="911 383 1158 427"><i>I love them.</i></td> <td data-bbox="1158 383 1485 427"><i>Not my style</i></td> </tr> <tr> <td data-bbox="911 427 1158 472"><i>Sounds good</i></td> <td data-bbox="1158 427 1485 472"><i>I don't like</i></td> </tr> <tr> <td data-bbox="911 472 1158 517"><i>Sounds great</i></td> <td data-bbox="1158 472 1485 517"><i>No thanks</i></td> </tr> <tr> <td data-bbox="911 517 1158 562"><i>Perfect</i></td> <td data-bbox="1158 517 1485 562"><i>No way</i></td> </tr> <tr> <td data-bbox="911 562 1158 607"><i>Great</i></td> <td data-bbox="1158 562 1485 607"><i>It's just awful</i></td> </tr> <tr> <td data-bbox="911 607 1158 651"><i>Wonderful</i></td> <td data-bbox="1158 607 1485 651"><i>It's terrible</i></td> </tr> <tr> <td></td> <td data-bbox="1158 651 1485 696"><i>I'm not a fan</i></td> </tr> </tbody> </table>	<i>Likes</i>	<i>Dislikes</i>	<i>I'd love to</i>	<i>... sounds better to me</i>	<i>I love them.</i>	<i>Not my style</i>	<i>Sounds good</i>	<i>I don't like</i>	<i>Sounds great</i>	<i>No thanks</i>	<i>Perfect</i>	<i>No way</i>	<i>Great</i>	<i>It's just awful</i>	<i>Wonderful</i>	<i>It's terrible</i>		<i>I'm not a fan</i>
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	<i>I'm not a fan</i>																		

e. Assessment

- Teacher observes the groups and give 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
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i> - 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. 	<p>Answer key 1. C 2.A. 3.B</p> <p>Audio script: <i>Alice: There're so many activities for visitors in this park. Do you fancy going on an elephant ride, Mai?</i> <i>Mai: No, thanks. I'm not a fan of elephant rides.</i></p>

<ul style="list-style-type: none"> - 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 (<i>Do you fancy...; Don't you like...; I really love; I can't stand; I'm not a fan...</i>) - 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. 	<p><i>Alice: Don't you like elephants? They are very gentle creatures.</i></p> <p><i>Mai: That's why we shouldn't ride on them. I can't stand animal cruelty.</i></p> <p><i>Alice: Yes, you're right. Perhaps we should learn more about the birds in the park.</i></p> <p><i>Mai: Good idea! I really love bird-watching</i></p>
Useful expressions (7 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Useful expressions</p> <p>- Expressing likes:</p> <ul style="list-style-type: none"> + <i>I love/adore ...</i> + <i>I'm really into ...</i> + <i>I'm a (big) fan of ...</i> + <i>I'm keen on ...</i> + <i>I'm into ...</i> <p>- Expressing dislikes:</p> <ul style="list-style-type: none"> + <i>I hate/don't like ...</i> + <i>I can't bear/stand ...</i> + <i>I'm not really into ...</i> + <i>... is not my favorite</i>
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)	
<ul style="list-style-type: none"> - 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., <i>how they are going to start the conversation, which national park they are going to, what they like or dislike doing there.</i> 	<p>Sample conversations:</p> <p>Situation 1.</p> <p><i>A: In our field trip to Cat Ba National Park, we should bring snacks to feed the birds. They like snacks.</i></p> <p><i>B: I'm not really into that idea. Snacks are not good for their health. Moreover, it can be harmful to other wildlife animals.</i></p>

<ul style="list-style-type: none"> - 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. 	<p><i>B: Really, I don't know that. How about burning the camp fire in the forest?</i></p> <p><i>A: I think we should do it. It can lead to the forest fire. It's clearly stated in the national park regulations.</i></p> <p>Situation 2.</p> <p><i>A: We are going to have an eco-friendly party. What should we prepare for it?</i></p> <p><i>A: Shall we decorate the party with flowers and plants. It will be the greenest party ever.</i></p> <p><i>B: Oh I love it. We can also use paper cups, straws and plates instead of plastic ones.</i></p> <p><i>A: I'm really into that idea. How about organizing a fashion show in which our friends are wearing clothes made from eco-friendly materials?</i></p> <p><i>B: Perfect. Let's do it.</i></p>
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e. Assessment

- Teacher observes Ss's work and give feedback.
- Teacher gives score to evaluate Ss' performance.

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

- To help Ss practise reading comprehension;
- 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 Vietnam? (p.118)

c. Expected outcomes:

- Students understand the information, practise reading skills and develop critical thinking to decide is the projects are applicable in Vietnam.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-teach vocabulary (5 mins)	
- Teacher introduces the vocabulary.	New words 1. <i>fancy (v)</i>

<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> 2. <i>cruelty</i> (n) 3. <i>barrier</i> (n) 4. <i>snorkelling</i> (n) 5. <i>marine</i> (adj)
Task 1. Read the text and tick the correct project in the table (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about the topic, e.g., <i>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?</i> - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What did they do in those projects? Are they successful?</i> - 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 offer help, explaining unfamiliar words or answering questions. - Teacher checks answers as a class calling 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., <i>the things Ss wanted to know about the topic</i>. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<p>Answer key:</p> <p><i>The Great Green Wall: 2,3.</i></p> <p><i>Belize Barrier Reef System: 1,4</i></p>
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 Vietnam? (8 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in groups to discuss whether Viet Nam have similar projects of protecting ecosystems. 	<p><i>Students' own ideas</i></p>

<p>- Teacher provides some prompts, guiding questions (<i>Do we have the same projects in Vietnam? Where are they implemented?...</i>) and examples of ecological projects in Vietnam. (such as Ecovillage projects (http://environment-ecology.com/ecovillages/424-ecovillage-projects-in-vietnam.html); Green buildings (https://www.vietnam-briefing.com/news/green-buildings-in-vietnam-how-sustainable-are-they.html/, https://unhabitat.org/vietnam-materials))</p> <p>- Teacher invites some groups to present a summary of their discussion to the class.</p>	
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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 8. Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: The ecosystem</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p> <p>* Everyday English. Expressing likes and dislikes</p> <p>- Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.116)</p>

- **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)

* **CLIL (Culture) Preserving heritage around the world**

- **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 Vietnam? (p.118)

***Homework**

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Thời gian thực hiện: Tuần 32

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 99:

UNIT 6: 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;
- 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 10, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking 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
<p style="text-align: center;">MIMING GAME</p> <ul style="list-style-type: none"> - 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 	<p><i>Suggested words:</i></p> <p><i>Flora and fauna</i></p> <p><i>Bacteria</i></p> <p><i>Ecosystem</i></p> <p><i>Insect</i></p> <p><i>Climate change</i></p> <p><i>Biodiversity</i></p>

e. Assessment

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

e. Assessment

- Teacher observes the groups and give 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
<p>Task 1: Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs. (4 mins)</p>	
<ul style="list-style-type: none"> - 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. 	<p>Audio script and key:</p> <ol style="list-style-type: none"> 1. I don't know where my key is. Help me find it, will you? ↗ 2. People have destroyed so many forests, haven't they? ↘ When's deforestation going to stop? 3. I've been to Yellowstone. 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? ↗
<p>Task 2: Choose the correct word or phrase to complete each sentence (4 mins)</p>	
<ul style="list-style-type: none"> - 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. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. species 2. conservation 3. Ecosystems 4. resources
<p>Task 3: Find and correct the mistakes in the following sentences (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and find the mistake and correct it. - Teacher has Ss check their answers in pairs / groups. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. bus stop => bus stop 2. sunseting => sunset 3. sightsee => sightseeing

<ul style="list-style-type: none"> - Teacher checks answers by asking individual Ss to read a sentence each. 	<p>4. <i>wildlives => wildlife</i></p>
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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 research and collaboration skills and to practise giving an oral presentation.

b. Content:

- Presentation of posters about “Restore and protect a local ecosystem?” in class.

c. Expected outcomes:

- Students practise giving an oral presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Instructions (given in Lesson 1 – Getting Started)</p>	
<ul style="list-style-type: none"> - T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups. - 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 and a poster. - Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation. - Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, teacher goes through the criteria for assessing their talk to make sure Ss are familiar with them. - Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Teacher gives praise and feedback after each presentation. 	<p><i>Suggested checklist for peer assessment and self-assessment are attached below as appendixes.</i></p>

- Teacher can also give Ss marks for their presentation as part of their continuous assessment	
Students' presentations	
- All groups exhibit their posters and make presentations. - When one group make presentation, others listen and complete the evaluation sheet.	

Suggested checklist for peer assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- The presenters greeted the audience.</i>		
<i>- The presenters spoke clearly and naturally.</i>		
<i>- The presenters cooperated when delivering their talk.</i>		
<i>- The presenters interacted with the audience.</i>		
<i>- The presenters used appropriate photos / pictures to illustrate their ideas.</i>		
<i>- The presenters concluded their talk appropriately.</i>		
<i>CONTENT: The presentation includes the following information:</i>		
<i>What the heritage is</i>		
<i>What it is famous for</i>		
<i>How important it is</i>		
<i>What we can do to preserve it</i>		
<i>VISUAL AIDS:</i>		
<i>The poster is well-organized and visually attractive.</i>		

<i>There are no spelling or grammar mistakes.</i>		
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Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- I greeted the audience.</i>		
<i>- I spoke clearly and naturally.</i>		
<i>- I cooperated with my group members when delivering the talk.</i>		
<i>- I interacted with the audience.</i>		
<i>- I used some photos/pictures to illustrate my ideas.</i>		
<i>- I concluded my part of the talk appropriately.</i>		
<i>CONTENT: Our presentation includes the following information:</i>		
<i>What the heritage is</i>		
<i>What it is famous for</i>		
<i>How important it is</i>		
<i>What we can do to preserve it</i>		
<i>VISUAL AIDS:</i>		
<i>The poster is well-organized and visually attractive.</i>		
<i>There are no spelling or grammar mistakes.</i>		

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 exercises on 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**