

## 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

Form	Pronunciation	Meaning	Vietnamese equivalent
1. flora (n)	/'flɔ:rə/	the plants of a particular area, type of environment or period of time	Hệ thực vật
2. fauna (n)	/'fə:nə/	all the animals living in an area or in a particular period of history	Hệ động vật
3. insect (n)	/'insekt/	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)	/'ɔ:gənɪzəm/	a living thing, especially one that is extremely small	Sinh vật

5. biodiversity (n)	/ˌbaɪəʊdər'vɜːsəti/	the existence of a large number of different kinds of animals and plants which make a balanced environment	Đa dạng sinh học
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### 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
<p><b>GAME: GUESS THE PLACE</b></p> <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: <ul style="list-style-type: none"> <li>+ gets the correct answer after the 1<sup>st</sup> clue → they get 3 points.</li> </ul> </li> </ul>	<p><b>Clues:</b></p> <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 butterflies.</i></li> <li>3. <i>This place is located 120 km southwest of Hanoi, and nestled between the</i></li> </ol>

<ul style="list-style-type: none"> <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>	<p><i>provinces of Ninh Binh, Thanh Hoa and Hoa Binh.</i>  <b>→ CUC PHUONG NATIONAL PARK</b></p>
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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
<p><b>Vocabulary pre-teaching</b></p> <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>	<p><b>New words:</b></p> <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.               <ul style="list-style-type: none"> <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> </ul> </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>1. <i>Cuc Phuong National Park</i></li> <li>2. <i>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>3. <i>The hands are holding different kinds of animals.</i></li> <li>4. <i>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>	
<p>- 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.</p> <p>- Teacher calls out each question and has different pairs provide their answers.</p> <p>- Teacher confirms the correct answers.</p> <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>	
<p>- Teacher has Ss read the conversation quickly again, and find suitable words to complete the diagram.</p> <p>- Teacher calls on individual S to write the answers on the boards. Check with the whole class.</p>	<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>	
<p>- Teacher has Ss read the four definitions and checks their understanding.</p> <p>- 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.</p> <p>- Teacher checks answers by calling on individual Ss to read out the compound nouns.</p>	<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
<p><b>Task 5. Role play</b></p> <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>	<p><i>Students' own creativity.</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 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**

## 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.	<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></ul>

	<ul style="list-style-type: none"> <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>
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### 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
<p><b>Categorizing game</b></p> <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>	<p><b>Answer keys:</b></p> <p><b>Mammals:</b> human, squirrel, hedgehog, deer, bat, dolphin</p> <p><b>Birds:</b> seagull, crow, owl, eagle, peacock, parrot</p> <p><b>Insects and invertebrates:</b> wasp, butterfly, snail, beetle, worm, ant</p> <p><b>Flowers:</b> marigold, orchard, daffodil, poppy, lily, daisy</p> <p><b>Trees and other plants:</b> cactus, palm, bamboo, oak, seaweed, mushroom</p> <p><b>Sea and river creatures:</b> lobster, squid, trout, octopus, oyster, salmon</p>

##### 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
<p><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></p>	
<p>- 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></p> <p>- 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></p> <p>- Teacher focuses Ss' attention on the Remember! box and has Ss read the explanation and examples.</p> <p>- 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></p> <p>- 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 uses rising intonation because he/she is not sure of the answer.</i></p>	<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> ↘ Yes, we do.</i></li> <li><i>You'll take the books back to the library, <b>won't you?</b> ↗ OK, I'll do that tomorrow.</i></li> <li><i>We don't want our planet to lose biodiversity, <b>do we?</b> ↘ No, we don't.</i></li> <li><i>An ecosystem is a community of living things, <b>isn't it?</b> ↗ 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> ↘ Yes. I did.</i></li> </ol>

<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 aloud.</li> </ul>	
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**Task 2: Mark the intonation in the question tags, using falling intonation or rising intonation. Then practise saying the conversations in pairs (7 mins)**

<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: Sorry, I didn't hear my alarm this morning.  B: So you were late again, <b>weren't you?</b> ↓</p> <p>2. A: I couldn't watch the match last night. We won, <b>didn't we?</b> ↗  B: Yes, we did.</p> <p>3. A: There are several ecosystems that can be found in Viet Nam.  B: Yes! Viet Nam is biologically diverse, <b>isn't it?</b> ↓</p> <p>4. A: We are using up fossil fuels, <b>aren't we?</b> ↓  B: Yes, we should find more alternative sources of energy.</p> <p>5. A: People should stop damaging the environment, <b>shouldn't they?</b> ↓  B: Yes, I agree with you.</p>
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**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
<p><b>Task 1. Match the words and phrases with their meanings (6 mins)</b></p>	
<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’? Which definition contains verbs?</i></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>
<p><b>Task 2. Complete the sentences using the words and phrases in Task 1 (6 mins)</b></p>	
<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 1 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> <li>- Teacher asks individual Ss to read the whole sentences.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Tropical forests</i></li> <li>2. <i>conservation</i></li> <li>3. <i>native</i></li> <li>4. <i>species</i></li> <li>5. <i>mammals</i></li> </ol>

**Extension:** In stronger classes, have Ss play a competitive game. Divide them into several teams. Call out one of the five words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their words. The team with the most correct sentences is the winner.

**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>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher has Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.</li> <li>- Teacher asks Ss to work in pairs or individually to form five compound nouns from words given in the box.</li> <li>- Teacher calls on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain the meaning</li> </ul>	<p><b>Answer key:</b>  <i>endangered species, life expectancy, rainforest, nature reserve, vocational school</i></p>

<p>of each compound word by giving examples or making sentences with them, e.g. <i>The tiger is an endangered species.</i> <i>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>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher asks Ss to look at the words in the box and form the other four compound nouns.</li> <li>- Teacher puts Ss in pairs to compare their answers use the compound nouns to make sentences.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>2. <i>wildlife</i></li> <li>3. <i>sea level</i></li> <li>4. <i>swimming pools</i></li> <li>5. <i>mobile phone</i></li> </ol>

**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><i>Date of teaching</i></p> <p><b>Unit 10: The ecosystem</b></p> <p><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b></p> <p>Categorizing game</p> <p><b>* Pronunciation</b></p>
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- **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**

## 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, tongue and tail, and hard scales on its body	Con tê tê

5. floating (adj)	/'fləʊtɪŋ/	staying on or near the surface of a liquid and not sink	Nổi
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### 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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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 style="text-align: center;"><b>Quiz</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 4 groups.</li> <li>- Clues about national parks in Vietnam are shown on the slides.</li> <li>- If one team know the name of the national park, they say BINGO and grab the chance to answer.</li> <li>- If the answer is correct, they have one point.</li> <li>- If the answer is incorrect, the chance is for another team.</li> <li>- The group with the highest points will be the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><b>Quiz content:</b></p> <ol style="list-style-type: none"> <li>1. This national park has a favorable geographical position: bordering with Ha Long Bay, near Haiphong city and others Red River Delta provinces.</li> <li>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.</li> <li>3. This is a national park and UNESCO World Heritage Site. It is approximately 500 km south of Hanoi or about 1,200 km north of Ho Chi Minh City.</li> </ol>

	<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><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. <i>Cat Ba National Park</i></li> <li>2. <i>Ba Vi National Park</i></li> <li>3. <i>Phong Nha – Ke Bang National Park</i></li> <li>4. <i>Ba Be National Park</i></li> <li>5. <i>Yok Don National Park</i></li> <li>6. <i>U Minh Thuong National Park</i></li> </ol>
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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
<b>Lead-in (4 mins)</b>	
<p>- 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> <p>+ <i>Have you ever been to U Minh Thuong National Park? Where is it?</i></p>	<p><b>Suggested answers:</b></p> <p>+ <i>U Minh Thuong National Park is in Kien Giang Province.</i></p> <p>+ <i>We can enjoy the beautiful scenery, visit the rare animals and plants.</i></p>

<p>+ <i>What did/can you see in the park?</i></p> <ul style="list-style-type: none"> <li>- Teacher calls on some pairs to share their ideas.</li> <li>- Teacher elicits the things that Ss may see in U Minh Thuong national park.</li> </ul>	
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<b>Vocabulary pre-teaching (5 mins)</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>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. <i>unique (adj)</i></li> <li>2. <i>mangrove (n)</i></li> <li>3. <i>delta (n)</i></li> <li>4. <i>pangolin (n)</i></li> <li>5. <i>floating (adj)</i></li> </ol>

**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
<p><b>Task 2. Read the article and match the headings (1-4) with the appropriate paragraph (A-D) (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to read the four headings and checks Ss' understanding.</li> </ul>	<p><i>Answer key:</i></p> <p><i>I.C</i></p>

<p>- 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.</p> <p>- 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.</i> 1. <i>Flora and fauna</i> (paragraph C: <i>plants, birds, mammals</i>); 2. <i>Best time to visit</i> (paragraph D: <i>ideal time, November...</i>); 3. <i>Location</i> (paragraph B: <i>located, place, site...</i>); 4. <i>Geography</i> (paragraph B: <i>large area of fresh water wetlands, surrounded by waterways...</i>)</p>	<p>2.D</p> <p>3.A</p> <p>4.B</p>
<p><b>Task 3. Read the article again and complete the sentences with no more than three words. (10 mins)</b></p>	
<p>- Teacher asks Ss to read the statements and underline the key words in each of them.</p> <p>- 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>.)</p> <p>- 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.</p> <p>- Teacher has Ss work in pairs or groups to compare answers.</p> <p>- 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> <p><b>Extension:</b> Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.</p>	<p><b>Answer key:</b></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>

**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
<p><b>Task 4. Discussion</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Teacher invites one or two pairs of Ss to present their ideas to the class. Praise for interesting ideas and fluent delivery.</li></ul>	<p><b>Suggested answers:</b> <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></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**

- 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**

**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)	/,kɑːbən '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

### Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> <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> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### 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><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=kHhspf5IfdE">https://www.youtube.com/watch?v=kHhspf5IfdE</a></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.</li> <li>- Ss watch the video once and answer the question:  <i>What did the group of students do in the video to protect biodiversity?</i></li> <li>- All teams stick the paper on the boards.</li> <li>- Teacher checks answers of each group.</li> <li>- The group that has the most correct answers is the winner.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <ul style="list-style-type: none"> <li>- <i>Discuss reasons for deforestation and the effects</i></li> <li>- <i>Develop a list of actions to restore the forest</i></li> <li>- <i>Animate a community radio program</i></li> <li>- <i>Organize role-play activities to raise awareness</i></li> </ul>

##### 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
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. <i>mass tourism (n.phr)</i></li> <li>2. <i>carbon footprint (n.phr)</i></li> <li>3. <i>shelter (n)</i></li> <li>4. <i>native (adj)</i></li> </ol>
<b>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)</b>	
<ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher asks Ss to read the list in the table and decide which of the actions can help protect biodiversity.</li> <li>- Teacher checks answer as a class.</li> <li>- Teacher lets Ss brainstorm two more ideas, <i>e.g., protect local habitats by following walking paths or hiking trails when outdoors, reduce the amount of water your use, educate people about the importance of biodiversity.</i></li> </ul>	<p><b>Answer key:</b> 1, 2, 4</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)**

- Teacher tells Ss to refer back to the three ways of protecting the local diversity in 1 and think of ideas to answer the three questions.
- Teacher asks Ss to look at the example and note down the necessary phrases or expressions to use for their ideas
- Teacher asks Ss to look at the questions. Tell them that they are going to work in pairs to answer these questions.
- Before they start, quickly review the communication strategies for giving their opinions and reasons in a conversation by asking, *e.g. How can we give opinion and reasons in a conversation?*
- Teacher encourages Ss to use these strategies when they answer the questions in pairs.
- Teacher walks around and provide help if necessary.

***Suggested answer:***

*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.*

**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
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the instruction and check their understanding.</li> <li>- 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.</li> <li>- 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.</li> <li>- Set a time limit for this activity.</li> <li>- Walk round the class and offer help if necessary.</li> </ul>	<p><b>Suggested answers:</b></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
<b>Task 4. Report your answer to the whole class. Vote for the best answer.</b>	
<p>- Teacher has some Ss or groups share their answers to each situation in front of the class.</p> <p>- Teacher praises for good effort, well-structured responses and fluent delivery.</p> <p>- 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> <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><i>Date of teaching</i></p> <p><b>Unit 10: The ecosystem</b></p> <p><b>Lesson 4: Speaking – Ways to protect local biodiversity</b></p> <p><b>*Warm-up</b></p>
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**\* 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**

## 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)	/'kɔrəl 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

## Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> <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> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

## 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;

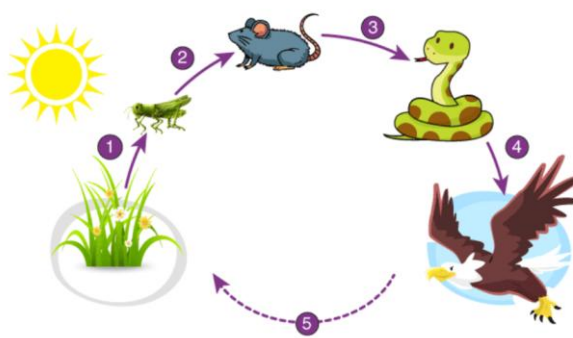
#### b. Content:

- 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
<p><b>Game: Food chain</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- Teacher explains what a food chain is.</li> <li>- Teacher asks Ss to put the animals in the correct positions in the food chain.</li> <li>- Ss stick the animal on their paper and put the paper on the board.</li> <li>- Teacher corrects and gives feedback.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><i>Content:</i></p>  <p>1 The grasshopper eats the plants   2 The mouse eats the grasshopper   3 The snake eats the mouse</p> <p>4 The eagle eats the snake   5 When the eagle dies, fungi break down the body and turn them into nutrients</p>

#### 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
<b>Task 1. Choose the correct meaning of these words (4 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher calls on some pairs to share their answers. Correct answers as a whole class.</li> <li>- Teacher elicits the topic by asking questions such as “<i>What the listening is about</i>”, “<i>What the human impact on ecosystems are</i>”.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>1.B</li> <li>2.A</li> <li>3.A</li> <li>4.B</li> </ul>
<b>Vocabulary pre-teaching (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the “Rub out and remember” technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>1. coral reef (n)</li> <li>2. expert (n)</li> <li>3. food chain (n)</li> <li>4. run out of (v)</li> <li>5. restore (v)</li> </ul>

### 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
<b>Task 2. Listen to a talk and choose the correct answers A, B or C (6 mins)</b>	
<p>- Teacher has Ss read each of the question and three options, and underline the most important key words in the questions, e.g. (1. why, Dr Logan, give a talk; 2. Which, benefits, provided, a healthy ecosystem, NOT mentioned; 3. How much, coral reef, disappeared; 4. What, happen, result, damaging, ecosystem balance; 5. What, Dr Logan, talk, next). Ss should also underline the key words in the options to help them work out the difference between the options, then think of synonyms or paraphrases they might hear.</p> <p>- Teacher plays the recording and tells Ss to listen and choose the best answer for each question.</p> <p>- Teacher has Ss compare their answers in pairs / groups.</p> <p>- 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>	<p><b>Answer key:</b></p> <p>1. B 2.C 3.B 4.B 5.A</p>
<b>Task 3. Listen to the talk again and decide the statements are True or False (9 mins)</b>	
<p>- Teacher has Ss read each of the statements and underline key words, e.g. (1. Threat, Earth, biodiversity, come, human activities; 2. Nearly half, world's forest, destroyed; 3. disappearance, species, cause problem, food chain; 4. Health, human beings, depend, healthy ecosystem). Tell Ss to pay more attention to these words and phrases, and the</p>	<p><b>Answer key:</b></p> <p><b>Key:</b> 1. T    2. F    3. T    4. F</p>

<p>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.</p> <ul style="list-style-type: none"> <li>- Teacher tells Ss to decide whether each statement is true or false based on their listening in 2.</li> <li>- Teacher plays the recording again and has Ss check whether their answers are correct.</li> <li>- Teacher has Ss compare their answers in pairs / groups.</li> <li>- 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.</li> <li>- Teacher lets Ss listen again, pausing at the places where Ss can find the information.</li> </ul>	
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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"> <li>- Teacher asks Ss to work in groups and discuss the question.</li> </ul> <p>Teacher walks round the class and offer help.</p> <ul style="list-style-type: none"> <li>- Teacher calls on Ss from different groups to share their ideas with the class.</li> </ul>	<p><b>Suggested ideas:</b></p> <ul style="list-style-type: none"> <li>- Try eco-friendly products</li> <li>- Plant more trees</li> <li>- Reduce, reuse and recycle materials</li> <li>- Save water</li> <li>- Conserve energy</li> </ul>

	- Buy local, in-season produce and organic food if possible
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**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**

## 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"><li>- Guide students to make an outline before they write.</li><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>

#### 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><b>Game: Jumble words</b></p> <ul style="list-style-type: none"> <li>- Teacher divides class into 2 groups.</li> <li>- Teacher shows each jumble word on the screen.</li> <li>- If a team can answer the word, students raise their hands and say BINGO to get the chance to answer.</li> <li>- If Ss have a correct answer, they get one point for their team.</li> <li>- The team with more points will be the winner of the game.</li> </ul>	<p><i>Words:</i></p> <ol style="list-style-type: none"> <li>1. R/U/N/A/L/T/A E/I/D/A/S/S/T/R (2 words)</li> <li>2. N/E/B/A/C/A/L</li> <li>3. L/O/C/A/R F/E/R/E (2 words)</li> <li>4. M/O/C/E/Y/S/T/S/E</li> <li>5. A/N/R/D/E/A/N/G/R/E C/E/S/I/P/S/E (2 words)</li> </ol> <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><b>Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- Teacher calls on some pairs to share their answers.</li> <li>- Teacher checks answers as a class.</li> </ul>	<p><i>Answer key:</i></p> <p>For: 2,4,5                      Against: 1,3, 6</p>

<p>- 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>	
<p><b>Useful expressions (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher gives Ss a handout and asks them to classify the items into correct categories: Introduction, Body, Conclusion</li> <li>- Teacher lets Ss work in groups.</li> <li>- The groups show their answers on the board.</li> <li>- The whole class check the task together.</li> </ul>	<p><b>List of expressions:</b></p> <ul style="list-style-type: none"> <li><b>- Introduction</b> <ul style="list-style-type: none"> <li>+ <i>Today, many people argue that ...</i></li> <li>+ <i>From my point of view/In my opinion, this is/people should ...</i></li> </ul> </li> <li><b>- Body</b> <ul style="list-style-type: none"> <li>+ <i>Firstly, the most important reason why we should/should not ... is that ...</i></li> <li>+ <i>Secondly, we should/should not ... because/as/since ... (this) has caused ... That's why ...</i></li> <li>+ <i>Finally, ... this has led/affected ...</i></li> </ul> </li> <li><b>- Conclusion</b> <ul style="list-style-type: none"> <li>+ <i>In conclusion, I firmly believe that ... it is essential to ...</i></li> </ul> </li> </ul>

**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**

<p><b>TEACHER'S AND STUDENTS' ACTIVITIES</b></p>	<p><b>CONTENTS</b></p>
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**Task 2. Write an opinion essay (150-180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in Task 1 and the outline below to help you.**

- Teacher asks Ss to study the outline or they may refer to the structure in Unit 2.
- Teachers puts Ss into groups and has them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of reasons to support their view.
- Teacher sets a time limit for the task. Walk round the class to give further support if needed.
- When Ss finish writing, teacher gives them time to check their own essay.

**Suggested answer:**

*Today many people argue that we should spend more money on restoring local ecosystems. From my point of view, this is a great idea for the following reasons.*

*Firstly, the most important reason why we should invest in restoring 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.*

*Secondly, habitat loss has caused the disappearance of many plant and animal species. This has affected the balance of local ecosystems since all living things play an important role. When plants or animals die out, the food chain may also break down. That is why we should spend more money on protecting and restoring all wildlife.*

*Finally, much of our local forest has been cut down to make space for houses and farm land. This has led to more natural disasters in the region. For example, floods have become more common. They destroy people's houses, fields and crops every year. To prevent damage from natural disasters, we should spend more money on planting more trees and restoring our forest.*

*In conclusion, I firmly believe that it is essential to spend more money on restoring local ecosystems. Investing in nature conservation will help create a healthy and stable living environment for future generations.*

**e. Assessment**

- Teacher 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
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<p><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss</li> <li>- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. <i>Organization: .../10</i></li> <li>2. <i>Legibility: .../10</i></li> <li>3. <i>Ideas: .../10</i></li> <li>4. <i>Word choice: .../10</i></li> <li>5. <i>Grammar usage and mechanics: .../10</i></li> </ol> <p style="text-align: right;"><i>TOTAL: .../50</i></p>
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**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><b>Unit 10: The ecosystem</b></p> <p><b>Lesson 6: Writing – An opinion essay about spending more money on restoring local ecosystems</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1. Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems.</li> </ul> <p>* Useful expressions</p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p><b>* Peer-review</b></p> <p><b>*Homework</b></p>
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**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/	<b>cruelty (to somebody/something)</b> behaviour that causes physical or mental pain to others and makes them suffer, especially deliberately	Sự tàn ác
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"> <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 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><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=sAPK6-pEoPk">https://www.youtube.com/watch?v=sAPK6-pEoPk</a></p> <ul style="list-style-type: none"> <li>- Ss work in pairs and watch a video.</li> <li>- Ss answer the questions: <i>Which expressions are used to talk about likes and dislikes in the video?</i></li> <li>- In pairs. One student lists out the expressions to talk about likes, one notes down the dislikes.</li> <li>- Teacher calls some pairs to write their answers on the board.</li> <li>- Teacher checks the answers and leads in the lesson.</li> </ul>	<p><b>Answer key:</b></p> <table border="1"> <thead> <tr> <th><i>Likes</i></th> <th><i>Dislikes</i></th> </tr> </thead> <tbody> <tr> <td><i>I'd love to</i></td> <td><i>... sounds better to me</i></td> </tr> <tr> <td><i>I love them.</i></td> <td><i>Not my style</i></td> </tr> <tr> <td><i>Sounds good</i></td> <td><i>I don't like</i></td> </tr> <tr> <td><i>Sounds great</i></td> <td><i>No thanks</i></td> </tr> <tr> <td><i>Perfect</i></td> <td><i>No way</i></td> </tr> <tr> <td><i>Great</i></td> <td><i>It's just awful</i></td> </tr> <tr> <td><i>Wonderful</i></td> <td><i>It's terrible</i></td> </tr> <tr> <td></td> <td><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>Great</i>	<i>It's just awful</i>																		
<i>Wonderful</i>	<i>It's terrible</i>																		
	<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
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (6 mins)</b>	
<ul style="list-style-type: none"><li>- 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></li><li>- 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.</li><li>- Teacher has Ss listen and complete the conversation with the words from the box.</li><li>- Teacher checks answers by asking two Ss to read out the conversation.</li><li>- 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>)</li><li>- Teacher puts Ss in pairs and has them practise the conversation.</li></ul>	<p><b>Answer key</b> 1. C    2.A.    3.B</p> <p><b>Audio script:</b></p> <p><i>Alice: There're so many activities for visitors in this park. Do you fancy going on an elephant ride, Mai?</i></p> <p><i>Mai: No, thanks. I'm not a fan of elephant rides.</i></p> <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>

<p>- Teacher invites some pairs to role play the conversation in front of the class.</p>	
<p><b>Useful expressions (7 mins)</b></p>	
<p>- 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>	<p><b>Useful expressions</b>  <b>- Expressing likes:</b>  + <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>  <b>- Expressing dislikes:</b>  + <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></p>
<p><b>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)</b></p>	
<p>- 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>  - 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>	<p><b>Sample conversations:</b>  <b>Situation 1.</b>  <i>A: In our field trip to Cat Ba National Park, we should bring snacks to feed the birds. They like snacks.</i>  <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>  <i>B: Really, I don't know that. How about burning the camp fire in the forest?</i>  <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>  <b>Situation 2.</b>  <i>A: We are going to have an eco-friendly party. What should we prepare for it?</i>  <i>A: Shall we decorate the party with flowers and plants. It will be the greenest party ever.</i>  <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
<b>Pre-teach vocabulary (5 mins)</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 words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words</b></p> <ol style="list-style-type: none"> <li>1. <i>fancy (v)</i></li> <li>2. <i>cruelty (n)</i></li> <li>3. <i>barrier (n)</i></li> <li>4. <i>snorkelling (n)</i></li> <li>5. <i>marine (adj)</i></li> </ol>
<b>Task 1. Read the text and tick the correct project in the table (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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</i></li> </ul>	<p><b>Answer key:</b></p> <p><i>The Great Green Wall: 2,3.</i></p> <p><i>Belize Barrier Reef System: 1,4</i></p>

<p><i>Africa? What is its goal? Have you heard of the Belize Barrier Reef? Where is it?</i></p> <ul style="list-style-type: none"> <li>- 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></li> <li>- Teacher puts Ss into pairs. Ask them to read the text and complete the table by putting a tick under the correct project.</li> <li>- Teacher walks round the class and offer help, explaining unfamiliar words or answering questions.</li> <li>- 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.</li> <li>- 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.</li> </ul>	
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups to discuss whether Viet Nam have similar projects of protecting ecosystems.</li> <li>- 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 (<a href="http://environment-ecology.com/ecovillages/424-ecovillage-projects-in-vietnam.html">http://environment-ecology.com/ecovillages/424-ecovillage-projects-in-vietnam.html</a>); Green buildings (<a href="https://www.vietnam-briefing.com/news/green-buildings-in-vietnam-how-sustainable-are-they.html/">https://www.vietnam-briefing.com/news/green-buildings-in-vietnam-how-sustainable-are-they.html/</a>, <a href="https://unhabitat.org/vietnam-materials">https://unhabitat.org/vietnam-materials</a>))</li> <li>- Teacher invites some groups to present a summary of their discussion to the class.</li> </ul>	<p><i>Students' own ideas</i></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 style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 10: The ecosystem</b></p> <p style="text-align: center;"><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English. Expressing likes and dislikes</b></p> <ul style="list-style-type: none"><li>- <b>Task 1:</b> Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.116)</li><li>- <b>Task 2:</b> 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)</li></ul> <p><b>* CLIL (Culture) Preserving heritage around the world</b></p> <ul style="list-style-type: none"><li>- <b>Task 1:</b> Read the text and tick the correct project in the table (p.117)</li><li>- <b>Task 2.</b> 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)</li></ul> <p><b>*Homework</b></p>
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**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"><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 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;"><b>MIMING GAME</b></p> <ul style="list-style-type: none"> <li>- Teacher lists out some words that Ss have learnt in Unit 10</li> <li>- Teacher has a volunteer come to the front then whispers one of the words into his/her ears.</li> <li>- 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.</li> <li>- The class plays the game together.</li> <li>- T checks if the answers are correct or incorrect and leads in the lesson</li> </ul>	<p><i><b>Suggested words:</b></i>  <i>Flora and fauna</i>  <i>Bacteria</i>  <i>Ecosystem</i>  <i>Insect</i>  <i>Climate change</i>  <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><b>Task 1: Mark the intonation in the question tags. Then listen and check. Practise saying them in pairs. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to mark the intonation on the question tags in each sentence individually, then compare their answers in pairs.</li> </ul>	<p><i><b>Audio script and key:</b></i>  <i>1. I don't know where my key is. Help me find it, will you? ↗</i></p>

<ul style="list-style-type: none"> <li>- Teacher plays the recording for Ss to check their answers.</li> <li>- Teacher has Ss practise saying the sentences out loud in pairs, making sure they use appropriate intonation on the question tags in bold.</li> <li>- Teacher asks several Ss to say these sentences out loud in front of the class. Praise for using appropriate intonation and fluent delivery.</li> </ul>	<p>2. <i>People have destroyed so many forests, <b>haven't they?</b> ↘ When's deforestation going to stop?</i></p> <p>3. <i>I've been to Yellowstone. It's a famous natural park in the USA, <b>isn't it?</b> ↘</i></p> <p>4. <i>I don't know much about Sam. He didn't graduate from university, <b>did he?</b> ↗</i></p>
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**Task 2: Choose the correct word or phrase to complete each sentence (4 mins)**

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and check comprehension. Then focus Ss' attention on the options.</li> <li>- Teacher tells Ss to study the context carefully and decide on the suitable word to complete each sentence.</li> <li>- Teacher has Ss check their answers in pairs / groups.</li> <li>- Teacher checks answers as a class by asking individual Ss to read the sentences.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. <i>species</i></li> <li>2. <i>conservation</i></li> <li>3. <i>Ecosystems</i></li> <li>4. <i>resources</i></li> </ol>
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**Task 3: Find and correct the mistakes in the following sentences (4 mins)**

<ul style="list-style-type: none"> <li>- Teacher asks Ss to read each sentence and find the mistake and correct it.</li> <li>- Teacher has Ss check their answers in pairs / groups.</li> <li>- Teacher checks answers by asking individual Ss to read a sentence each.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>bus stop =&gt; bus stop</i></li> <li>2. <i>sunsetting =&gt; sunset</i></li> <li>3. <i>sightsee =&gt; sightseeing</i></li> <li>4. <i>wildlives =&gt; wildlife</i></li> </ol>
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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
<b>Instructions (given in Lesson 1 – Getting Started)</b>	
<ul style="list-style-type: none"> <li>- T assigns the project after finishing Lesson 1 – Getting Started. T divides class into 4 groups.</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 and a poster.</li> <li>- Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation.</li> <li>- 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.</li> <li>- If necessary, teacher goes through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Teacher gives praise and feedback after each presentation.</li> <li>- Teacher can also give Ss marks for their presentation as part of their continuous assessment</li> </ul>	<p><i>Suggested checklist for peer assessment and self-assessment are attached below as appendixes.</i></p>
<b>Students’ presentations</b>	
<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group make presentation, others listen and complete the evaluation sheet.</li> </ul>	

**Suggested checklist for peer assessment:**

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
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<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 appropriate photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately.		
<b>CONTENT:</b> The presentation includes the following information:		
What the heritage is		
What it is famous for		
How important it is		
What we can do to preserve it		
<b>VISUAL AIDS:</b>		
The poster is well-organized and visually attractive.		
There are no spelling or grammar mistakes.		

**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>- 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>		
<b>CONTENT:</b> <i>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>		
<b>VISUAL AIDS:</b>		
<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**

