

## LESSON PLAN

**DATE:** the 29<sup>th</sup> of SEPTEMBER 2025

**CLASS:** 11<sup>th</sup> B

**NO. OF STUDENTS:** 18

**LEVEL:** Upper-Intermediate

**SCHOOL:** Colegiul Tehnic "Gheorghe Asachi" Focșani

**TEACHER :** Marinela Anghel

**TIME OF LESSON:** 100 min.

**TEXTBOOK:** Link up, Heinle

**UNIT:** *ENVIRONMENT*

**LESSON:** *WHY ARE ECOSYSTEMS IMPORTANT?*

**TEXT:** *RANGERS VS POACHERS: THE FIGHT TO SAVE AFRICA'S ELEPHANTS*

**APPROACH:** communicative

**TYPE OF LESSON:** mixed

**TEACHING TECHNIQUES AND METHODS:** conversation, frontal work, individual work;

**TEACHING AIDS:** textbook, listening cards, guiding questions card for watching the video, smart board, projector, ppt.presentation, Internet;

**MATERIALS:**

**WORKSHEET 1** Individual video-to-text worksheet for each student( the text was created from the original video using the Diffit platform)

**LINK 1** the BBC video: [https://www.youtube.com/watch?v=rF\\_uPrWJGQ8](https://www.youtube.com/watch?v=rF_uPrWJGQ8)

**WORKSHEET 2** Vocabulary practice

**WORKSHEET 3** Multiple choice Quizz;

**ONLINE TEST** Vocabulary check Google Form; ppt created with Gamma

**LESSON AIMS:**

- to activate and use environment-derived vocabulary;
- to practice listening/watching for the general message and for details;
- to practice reading for the general message and for details;
- to practice writing/speaking while expressing their opinion;
- to increase awareness towards the necessity to protect our planet.

| Stage                      | T's activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Interaction                                         | Skills                                               |
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| 1.Warm up                  | T greets the Ss and asks about their state.<br>T explains that the lesson has two main parts: listening to/watching a video and a speaking part .<br>( expressing opinions on the topic of ecosystems)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | T-Ss                                                | S<br>L                                               |
| 2.Introducing new material | <p><b>Pre-listening</b></p> <p>-T asks the Ss to fill in environment-related vocabulary on a Padlet.</p> <p><a href="https://padlet.com/marinelaanghel2012/ecosystems-vocabulary-d9wpy329o1dd9322">https://padlet.com/marinelaanghel2012/ecosystems-vocabulary-d9wpy329o1dd9322</a></p> <p>T invites students to watch a presentation and to elicit add other relevant expressions for the Padlet.</p> <p><a href="https://docs.google.com/presentation/d/1a0Tb8DLVidT0UZdYQ6EYvIVuw4MztMsk/edit?usp=drive_link&amp;oid=115772358778898943307&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1a0Tb8DLVidT0UZdYQ6EYvIVuw4MztMsk/edit?usp=drive_link&amp;oid=115772358778898943307&amp;rtpof=true&amp;sd=true</a></p> <p>-T encourages students to discuss the expressions on the Padlet.<br/>-T tells the Ss that they are going to watch a video.</p> <p><b>Listening/Watching</b></p> <p>T asks Ss to listen/watch and fill in the video.<br/>T plays the video.<br/>T asks the students to work in pairs in order to fill in the missing word/expressions on <b>WORKSHEET 1</b> . If necessary, they access the link with the video again.</p> <p><b>Post listening/watching</b></p> <p>-T checks general understanding.</p> <p style="padding-left: 40px;"><i>What is the title of the video?</i><br/><i>What is the difference between a ranger and a poacher?</i><br/><i>Who was the famous person who in the introduction? (Prince William)</i><br/><i>Who do you think this video is addressed to?</i></p> <p>-T checks the way in which the Ss filled in the text.<br/>-T asks the Ss to say the missing words.</p> | <p>T-Ss</p> <p>IW</p> <p>PW</p> <p>FW</p> <p>FW</p> | <p>L/R</p> <p>S</p> <p>L/R/W</p> <p>S</p> <p>R/S</p> |

3. Reading practice

-T helps the Ss to understand the message of the written text while reading the 3 summary sentences:

- *Dzanga-Sangha, a biodiverse wilderness in the Central African Republic, faces threats from poaching, endangering iconic species like elephants and gorillas.*
- *Modiki, a former poacher turned award-winning ranger, leads efforts to protect this vital ecosystem, risking his life to combat armed poachers and remove snares.*
- *The Dzanga Bai clearing, rich in minerals, attracts wildlife but also poachers, highlighting the ongoing struggle to preserve this UNESCO-recognized park and its elephant population.*

Vocabulary practice

Teacher asks the students to work in groups on the following WORKSHEET 2:

Vocabulary

| Term                | Definition                                                                                                                  | Example Sentence                                                                                                                                                                    |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| poachers (noun)     | Individuals who illegally hunt or catch animals on land that is not their own, or in contravention of official regulations. | Despite increased patrols, the *poachers* continued to infiltrate the protected area, decimating the rhino population for their horns.                                              |
| ecosystem (noun)    | A biological community of interacting organisms and their physical environment.                                             | The introduction of the invasive species severely disrupted the delicate *ecosystem* of the lake, leading to the decline of native fish populations.                                |
| seizure (noun)      | The action of confiscating or impounding property, especially illegal or prohibited items.                                  | The *seizure* of the smuggled goods at the border resulted in the arrest of several individuals involved in the trafficking operation.                                              |
| ammunitions (noun)  | Projectiles, such as bullets or shells, discharged from guns or other weapons.                                              | The illegal arms dealer was found to be stockpiling large quantities of *ammunitions*, raising concerns about potential violence in the region.                                     |
| biodiversity (noun) | The variety of life in the world or in a particular habitat or ecosystem.                                                   | The conservation project aimed to protect the region's rich *biodiversity* by establishing a wildlife corridor that would allow animals to move freely between fragmented habitats. |

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| Question #1                                                                                                                                                                                                                                                                                | Question #2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Question #3                                                                                                                                                                                                                                                                                               |             |             |                                                                                                                             |                                                                                                                           |                                                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |    |   |
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| <p><b>4.Vocabulary Assessment</b></p>                                                                                                                                                                                                                                                      | <p><b>Teacher sends the link of the Google form and allows students time to do the test.</b><br/><a href="https://forms.gle/zn8Ky95MJggZMe667">https://forms.gle/zn8Ky95MJggZMe667</a></p> <p>Teacher offers feedback and the students asses their own understanding of the vocabulary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | T-Ss                                                                                                                                                                                                                                                                                                      | R<br><br>S  |             |                                                                                                                             |                                                                                                                           |                                                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |    |   |
| <p><b>5.Speaking practice</b></p>                                                                                                                                                                                                                                                          | <p><b>Group work – individualized work tasks</b><br/>Teacher groups students into 6 groups. Each group has to work together and to present a common answer on the given question</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | GW                                                                                                                                                                                                                                                                                                        | R/W/S/L     |             |                                                                                                                             |                                                                                                                           |                                                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |    |   |

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|                   | <p><b>Short answer questions</b></p> <p>G1 What are the primary threats to wildlife in Dzanga-Sangha, as identified in the text?</p> <p>G2 According to the text, what actions did Modiki and his team undertake in 2024 to protect the wildlife in Dzanga-Sangha?</p> <p>G3 What does the text reveal about the international community's involvement in the conservation efforts at Dzanga-Sangha?</p> <p><b>Open ended questions</b></p> <p>G4 Modiki's transformation from poacher to protector highlights the potential for change within individuals. Reflect on a time when your perspective shifted significantly, leading you to alter your actions or beliefs. What prompted this change, and what impact did it have on you and your community?</p> <p>G5 The text emphasizes the importance of protecting ecosystems for future generations. Describe a place, either local or global, that you believe is essential to preserve. What personal connection do you have to this place, and what steps can individuals or communities take to ensure its protection for years to come?</p> <p>G6 The ecoguards in Dzanga-Sangha face considerable risks to protect endangered species. Discuss a cause or issue that you feel passionately about and are willing to advocate for, even in the face of challenges or opposition. What motivates you to take action, and what strategies can you employ to make a meaningful difference?</p> |      |        |
| <b>6.Homework</b> | T asks Ss to devise a motivational/inspirational/transformational poster using CANVA based on the content of the text and to present it during the next class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | T-Ss | L<br>W |