Period 71: Date of preparation: 27. 01. 2024

**UNIT 8: BECOMING INDEPENDENT**

**Lesson 1: Getting started – Earning your parents’ trust**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *becoming independent;*

- Gain vocabulary to talk about becoming independent;

- Get to know the language aspects: cleft sentence.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Personal qualities**

- Familiarize with the ways to keep fit and stay healthy;

- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of becoming independent;

- To set the context for the listening and reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Categorizing game: Classify dependent and independent people with some activities

**c. Expected outcomes:**

**-** Students can distinguish independence and dependence

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **CATEGORIZING GAME**- Ss work in groups. Each group is given small pieces of paper on which activities of dependent and independent lifestyle are written.- Each group has to classify them into correct categories.- The first team to complete the task correctly is the winner. - Teacher asks the winner to go to the board and show the correct answers. | **Lists of activities:*****- Independent lifestyle****+ Cook for yourself**+ Have good time management**+ Know how to keep house**+ keep your body clean**+ Think twice before deciding**+ Get enough good sleep****- Dependent lifestyle****+ Ask parents for money**+ Wait parents to cook**+ Don’t do your homework**+ Need mother to drop you off at school**+ communicate badly with people**+ Eat instant noodles all the time* |

**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 usekey language more appropriately before they read.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary by pictures, or explanations.- Teacher checks students’ understanding with the “Rub out and remember” technique.- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | **New words:**1. independent (adj)2. trust (earn sb’s trust) 3. (to) convince 4. responsible (adj) 5. (to) encourage  |

**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 becoming independent.

- To help Ss identify the cleft sentence with “it is/was …. who/that…”.

**b. Content:**

- Task 1: Listen and read (p.86)

- Task 2. Read the conversation again and decide who has these skills. (p.87)

- Task 3. Find words and a phrase in 1 that have the following meanings. (p.87)

- Task 4. Match the two halves to make sentences used in 1. (p.87)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and read.** (5 mins) |
| - Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions.- Ss answer the questions in pairs.- Teacher plays the recording twice. Ss listen and read.- Teacher checks Ss’ prediction. T calls 2 Ss to read the conversation aloud. | Beginner-Friendly Ways to Learn How to Cook | Cozymeal**Questions:***- What can you see in each picture?**- What do you think they are discussing?****Suggested answers:****- 2 friends, pan, food…**- They are discussing about how to cook and how to earn parents’ trust.* |
| **Task 2. Read the conversation again and decide who has these skills.** **(5 mins)** |
| - Ask Ss to read the conversation again and decide who has the skills 1-3. Have them to pay attention to the key words in the phrases first. Then give them time to read the conversation again and locate the part that contains the information for each phrase.- Then put Ss into pairs to compare their answers.- Check answers as a class. Encourage Ss to provide evidence from the conversation, e. g. Mike is good at managing money because he uses a money-management app that taught him how to be responsible with money.**Extension:** Call out sentences from the conversation or other statements related to it, but make mistakes, e. g. Mark can cook, clean the house, and do laundry. Have Ss stand up when they hear a mistake and say No! Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the wrong statements. | ***Answer key:****1. Mark 2. Mai 3. Nam* |
| **Task 3. Find words and a phrase in 1 that have the following meanings.** **(5 mins)** |
| **Aim:** To help Ss revise phrases related to earning parents’ trust.- Have Ss look at the words with scrambled parts. Explain that the words are part of phrases related to teen independence and they are all used in the conversation in Activity 1.- Ask Ss to read the definitions and unscramble the words so that the words / phrases on the left match the definitions on the right. - Have Ss work individually first. Then check answers as a class. - Elicit the meaning of any words Ss don’t know or find hard to understand.Extension: In stronger classes, ask Ss to choose other phrases from the conversation to scramble for their partners to guess / unscramble (convince, experience, encourage, etc.) | **Answer key:***1 confidence, 2 independent, 3 responsibility 4. money-management* |
| **Task 4. Match the two halves to make sentences used in 1. (5 mins)** |
| **Aim:** To help Ss identify cleft-sentences used in the conversation.- Tell Ss to read the sentence halves and check comprehension. - Have Ss work individually. - Check answers by having individual Ss read out the sentences.- Ask them if they can identify the grammar structure, i.e. cleft sentences with it is / was - Focus attention on the beginning of the sentence halves on the left (It’s) and on the right (that / who).**Extension:** Put Ss into pairs and have them change the cleft sentences to sentences with a normal word order, e. g. 1. My mum is calling me. 2. Earning parents’ trust took a long time. 3. My parents still think I don’t have the skills to be independent. 4. The app taught me to be responsible with money. | **Answer key:***1d 2a 3b 4c* |

**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 basic knowledge on how to become independent.

**b. Content:**

- Role play

**c. Expected outcomes:**

- Students can give a short talk about good habits to stay healthy.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5. Role play**- Teacher asks Ss to work in groups.- In each group, one student plays the role of a student. Others are advisors.- Advisors are giving advice on how to live independently.- Ss have 3 minutes to prepare for the role play.- Teacher invites 1 or 2 groups to come to the stage and do the role play.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and give marks to the best group. | *Students’ own creativity.* |

**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 live independently.

- Prepare for the project in Lesson 8

Period 72: Date of preparation: 29. 01. 2024

**UNIT 8: BECOMING INDEPENDENT**

**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 *Becoming independent;*

- identify and pronounce fall-rise intonation in invitations, suggestions and polite requests;

*-* Review the use of *cleft sentences*.

**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 ready to have independent lifestyle;

- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 8, Language

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of independent lifestyle;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Watch a video and answer the question: **What do humans need to do to stay healthy?**

**c. Expected outcomes:**

**-** Students can listen and find out some ways to stay healthy from the video clip.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Watch a video**<https://www.youtube.com/watch?v=VLCgMkTIdLA>- Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.- Ss watch the video once and list out what to do to be independent.- All teams stick the paper on the boards.- Teacher checks answers of each group.- The group that has the most correct answers is the winner. | **Suggested answers:***- Learn how to save**- set rules for yourself**- Cap your spending**- respect to be respected as an individual* |

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: PRONUNCIATION** (12 mins)

**a. Objectives:**

- To help Ss recognise and practise fall-rise intonation in invitations, suggestions and polite requests.

- To help Ss practise fall-rise intonation in invitations, suggestions and polite requests.

**b. Content:**

**- Task 1:** Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (p.87)

**- Task 2:** Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (p.87)

**c. Expected outcomes:**

- Students can pronounce correctly fall-rise intonation in invitations, suggestions and polite requests*.*

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences.** (5 mins) |
| **Aim:** To help Ss recognise and practise fall-rise intonation in invitations, suggestions and polite requests. - Ask Ss to listen to the sentences. Have them pay attention to the fall-rise intonation in invitations, suggestions and polite requests. - Ask Ss to listen to the sentences again, but this time, have them repeat the sentences. - Have Ss read the notes in the Remember! box. - Ask Ss to work in pairs and take turns to read the sentences. Call on some Ss to read them out loud.- In stronger classes, T can explain that the fall-rise intonation helps make invitations, suggestions, and requests sound friendlier or more polite. | 1. Why don’t you answer your phone?
2. Would you like me to help you install the software?
3. Can you show me the money-management app you told me?
4. Would you like a cup of tea?
 |
| **Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs.** (7 mins) |
| **Aim:** To help Ss practise fall-rise intonation in invitations, suggestions, and polite requests.- Ask Ss to listen and pay attention to the sentences with the fall-rise intonation.- Have Ss listen to the recording again, pausing after each sentence for Ss to repeat. Correct any wrong pronunciation.- In stronger classes, ask individual Ss to read each sentence first, and then play the recording for them to check if they have correctly said the sentences. - Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud.**Extension:** In stronger classes, have Ss write their own sentences expressing invitations, suggestions, and requests. Encourage them to say the sentences in front of the class. Have the rest of the class say if they are using the correct fall-rise intonation to sound friendlier or more polite.  | ***Answer key:***1) Shall we now talk about other learning methods?2) Could you please pay attention when I’m talking to you?3) Why don’t we use public transport to go to school? 4) Would you like to join our cooking course?  |

**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 introduce words / phrases related to “Teens and independence”.

- To help Ss practise the words in meaningful contexts.

**b. Content:**

- **Task 1:** Match the words with their meanings. (p.88)

- **Task 2.** Complete the sentences using the correct forms of the words in 1. (p.88)

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Match the words with their meanings.**  (6 mins) |
| - Ask Ss to work individually to do the matching. Then put them in pairs to compare their answers and discuss the meaning of each word.- In weaker classes, make sure Ss understand the abbreviations in brackets (v, n, adj). Read each word and elicit the part of speech they need to look for in the given definitions, e.g. What part of speech do you need to look for in the definition of ‘self-motivated’? Which definition begins with an adjective?- Have Ss match each word with its meaning. - If necessary, do the first one as an example before asking Ss to match the rest individually or in pairs. - Weaker Ss may look up the words in the glossary.- Check answers as a class. | ***Answer key:***1e, 2d, 3b, 4c, 5a |
| **Task 2. Complete the sentences using the correct forms of the words in Task 1** (6 mins) |
| - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some of the words if necessary.- Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner. - Have Ss call out the word they have used in each sentence before checking answers as a class.**Extension:** In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words. They can do that orally or in written form. Give groups a time limit of three minutes. The group with a coherent text and grammatically correct sentences is the winner.**Example:** My friend is highly self-motivated. She studies hard, does a lot of self-study, and gets very good marks at school. She has also learnt many basic life skills like cooking meals, cleaning the house, managing time and money. She has earned her parents’ trust. | ***Answer key:***1 trust 2 life skills3 self-study4 manage 5 self-motivated |

**e. Assessment**

- Teacher observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: GRAMMAR** (13 mins)

**a. Objectives:**

- To help Ss recognise cleft sentences with it is/was … that/who.

- To help Ss practise cleft sentences with it is/was … that/who.

**b. Content:**

- **Task 1.** Rewrite the sentences using cleft sentences focusing on the underlined parts. (p.88)

- **Task 2.** Ask and answer questions about the chores you and your family members do at home. Use cleft sentences. (p.87)

**c. Expected outcomes:**

- Students know how to use the cleft sentence and can apply it to give a short talk on the given topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts.** (6 mins) |
| - Focus Ss’ attention on the Remember! box. Ask them to read the explanations and the examples.- Check understanding by asking questions, e.g. When do speakers/writers use cleft sentences? (when they want to focus on a particular part of the sentence), What is the structure of this type of cleft sentence? (begins with It and the focus of the sentence is put after is / was). - Have Ss do the sentences individually or in pairs.- Check answers as a class. - In weaker classes, write the sentences on the board and explain the structures, e. g. ‘It was at the age of seven that I started getting pocket money’ has the same meaning as ‘I started getting pocket money at the age of seven’ but the former focuses on ‘at the age of seven’ while the latter does not.- In stronger classes, explain that there are other cleft sentences (What they like is …, All I need is …) and give Ss examples if necessary. | ***Answer key:***1. It is John who is saving his pocket money to buy a new phone.2. It is 20 dollars that he gets every week by doing chores around the house.3. It was last weekend that John earned more pocket money helping his grandpa.4. It was gifts for friends and family members that he bought with his pocket money.5. It is by taking part-time jobs that teenagers can earn pocket money. |
| **Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences.** (7 mins) |
| - Ask Ss to complete the sentences. Tell them to pay attention to the underlined part of each sentence (namely, the part we want to focus on). - Have Ss to work individually. Walk round the class and offer help if necessary.- Put Ss into pairs and have them compare their sentences.- Check answers as a class. Invite individual Ss to read the sentences aloud. | ***Suggested answer:*** |

**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.

Period 73: Date of preparation: 30. 01. 2024

**UNIT 8: A LONG AND HEALTHY LIFE**

**Lesson 3: Reading – How to become independent**

**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 how to live independently.

**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**

- Acknowledge and be able to apply the tips on how to develop independent lifestyle in their own life;

- Develop self-study skills.

**II. MATERIALS**

- Grade 11 textbook, Unit 8, Reading

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of becoming independent;

- To set the context for the reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** guessing

**c. Expected outcomes:**

**-** Students can find out all the words as well as the key word based on the definitions given by the teacher.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **GUESSING**- Ss work in groups. - Call on each group one student to the board to explain the words by using body language.- The rest of the groups must guess the word, if they are wrong, the chance turns to others.- The groups with more correct answers will be the winner. | **GUESSING**Some verbs:- cook, live alone, get around, relax, communicate, work,  |

**e. Assessment**

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

**2. ACTIVITY 1: PRE-READING** (9 mins)

**a. Objectives:**

- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Lead students in the reading passage;

**c. Expected outcomes:**

- Students can usekey language more appropriately before they read.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Tick the appropriate box to see how independent you are. Add up your points. If your total score is nine or above, you are independent. Compare with a partner.** (4 mins) |
| - Focus Ss' attention on the heading and the table. - Have Ss read through the rubrics. Invite some Ss to read the questions out loud while others follow along and tick the correct boxes. Have Ss add up their points according to their answers. - Ask Ss to work in pairs to compare their answers. Invite some Ss to share their answers with the class, e.g. I have 3 points for question 1, 6 points for questions 2, 3, and 4, and 1 point for question 5. My total score is 10. I’m an independent teenager. - Lead in to the topic of the reading text, e. g. Would you like to become more independent as a teenager? You’ll find more information about the skills necessary for an independent teenager in the following article.  | **Students’ answer** |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**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 text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (p.89)

- Task 3. Read the text again and match the highlighted phrases in the text with their meanings. (p.90)

- Task 4. Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap. (p.90)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings.** (6 mins) |
| - Have Ss read the whole text quickly to get an overall idea. Walk round the class and provide help if necessary. - In weaker classes, go through the options and check - Ask Ss to work in pairs to discuss and compare their answers. - In weaker classes offer help if they cannot decide on the correct answers. Explain that each heading should cover the main content of the paragraph it heads. To do the matching, Ss should read through all the headings, underline the key words and look for them or their synonyms in the paragraphs, e. g. heading 3 Develop time-management skills should go with paragraph C as we can find the key words time, management and their related words (schedule, sleep, hours, etc.) in this paragraph.- Check answers as a class. | **Answer key:***A5, B4, C3* |
| **Task 3. Read the text again and match the highlighted phrases in the text with their meanings.** (7 mins) |
| - Ask Ss to read the article again. - Focus Ss’ attention on the context of the highlighted words and have them look for clues offering direct or indirect suggestions about their meanings, e. g. Ss can match ‘1. get around’ with ‘c. to be able to travel to different places’ because they can use the words ‘transport, walking, cycling’ as clues.- If necessary, tell Ss that all phrases are phrasal verbs and their meaning is idiomatic.- Have Ss guess the meaning of each of the words, based on the context. Tell them to work individually first, then compare their choices with a partner.- Check answers as a class.  | **Answer key:*****1c, 2e, 3b, 4a, 5d*** |
| **Task 4. Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.** (7 mins) |
| - Have Ss look at the diagrams and read through the steps. Check Ss’ understanding and explain new / difficult vocabulary for them if necessary.- Ask Ss to read the text again. Have Ss work individually and fill the gaps. Encourage them to discuss and compare their answers with a partner.- Check answers as a class. Have Ss explain the answers by providing evidence from the article. **Extension:** Have Ss create a diagram with information from paragraph. Help Ss by asking questions about the paragraph, e.g. What basic life skill should you learn first? (Getting around using public transport, walking or cycling) What is the next skill should you learn? (Communicating well and developing good relationships with people). Ask Ss work in groups and present their diagrams to the class. | ***Suggested answers:****1. best option* *2. choice* *3. a to-do-list* *4. night’s sleep* |

**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 practise team working;

- To give students authentic practice in using target language**.**

**b. Content:**

- Discussion: *Which of the skills mentioned in the text do you have? What other skills do you think teenagers need to become independent?*

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to reflect on their own lifestyle.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5. Discussion**- Ask Ss to work in groups of three or four.- Have Ss talk about the skills they have, brainstorm and suggest other skills they think they need to become independent.- In stronger classes, encourage Ss to use cleft sentences if possible, e.g.‘It is getting around using public transport that teenagers need to become independent’ or ‘It is the time-management skills that I already have.’- Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery. | *Students’ own ideas.* |

**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 some skills teenagers should have to live independently.

- Do exercises on workbook.

- Prepare for the next lesson – Speaking.

Period 74: Date of preparation: 01. 02. 2024

**UNIT 1: BECOMING INDEPENDENT**

**Lesson 4: Speaking – Learning basic life skills**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Give detailed instructions on learning basic life skills.;

- Memorize vocabulary to talk about a basic life skill.

**2. Competences**

 - Gain some language expressions to talk about life skill;

 - Talk about the steps to give instructions for learning a life skill;

- Be collaborative and supportive in pair work and teamwork;

 - Develop presentation skills;

**3. Personal qualities**

- Acknowledge and be able to give instructions on learning basic life skill;

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 8, Speaking

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on a basic life skill;

- To set the context for the speaking part;

**b. Content:**

**-** Watch a video on how to .

**c. Expected outcomes:**

**-** Students can follow the instructions and memorize some of the steps.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Watch a video**- Teacher ask ss to watch a video about how to boil eggs.- Call on some students to answer some questions:+ What should we prepare?+ What are the steps to boil eggs? | Link:https://www.youtube.com/watch?v=FTha4zARGN4 |

**e. Assessment**

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

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

- Introducing tips to give instructions.

**c. Expected outcomes:**

- Students can usekey language more appropriately when they speak;

- Students have an overview on how to give instructions on a basic life style.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Work in pairs. Discuss these questions.** (4 mins) |
| - Ask Ss to have a look at the pictures and read through the questions. - Have them work in pairs to discuss the first question. Set a time limit of two minutes and invite some pairs to share their answers with the class.- Tell Ss to look at the diagram and read through the steps. Explain any new words or phrases.- Have Ss put the steps in order. Encourage them to work with a partner. - Check answers as a class. |  **Answer key:****1B, 2D, 3E, 4C, 5A**  |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: WHILE-SPEAKING** (20 mins)

**a. Objectives:**

- To help Ss practise linking words and phrases in giving instructions;

- To give Ss an opportunity to practice giving instructions on a basic life skill.

**b. Content:**

- Task 2. Read the following instructions on how to do laundry. Circle the correct answers. (p.90)

- Task 3. Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to ive instructions. (p.91)

- Task 4. Work in groups. Add more steps or tips, and report to the whole class. Vote for the best recipe for cooking rice in a rice cooker. (p.91)

**c. Expected outcomes:**

- Students know how to give instructions on a basic life skill.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Read the following instructions on how to do laundry. Circle the correct answers.** (6 mins) |
| - Ask Ss to read the instructions and the tips carefully, focusing on how to do the laundry and check their comprehension. - Have Ss decide on the right choices. Tell them to work in pairs to check and discuss their answers. - Check answers as a class.- Alternatively, call on some Ss to take turns and share their answers with the whole class. Correct any wrong answers. In stronger classes, ask other Ss to decide if the answers are correct and give explanations.  | **Suggested answers:***1 sort,* *2 Secondly,* *3 load,* *4 remove,* *5 Finally* |
| **Task 3. Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions.** (7 mins) |
| - Ask Ss to study the pictures with steps in cooking rice in a rice cooker. Tell them that this is one of the basic life skill teenagers need to become independent.- Check to make sure Ss understand the vocabulary used in the pictures. Explain any difficult words / phrases or structures. - Have Ss refer back to the sample and tips in Activity 2 to help them. Ask Ss to work in pairs. They should give instructions to each other on how to cook rice in a rice cooker. - Walk round to provide help if necessary. **Extension:** Have Ss think of another life skill and write detailed instructions, e. g. cleaning your bedroom. There are several steps in cleaning your bedroom. First of all, pick up all rubbish and throw it away. Secondly, pick up any dirty clothes and put them in the laundry basket. Next, remove your bed sheets, put them in the laundry basket, and put the new ones on. Then, wipe all surfaces clean with a wet cloth or dust the furniture. Finally, clean the floor or vacuum the carpet. You could also sweep the floor with a broom and clean it with a wet cloth. | **Sample answer***There are several steps in cooking rice in a rice cooker. First of all, rinse the rice to remove any dirt on it. Secondly, measure the rice and the water. You should add two cups of water for every cup of regular rice. Then, combine the rice and the water in the non-stick container that comes with the rice cooker. Finally, turn on the rice cooker and wait for a few minutes until the rice is cooked.* |
| **Task 4. Work in groups. Add more steps or tips, and report to the whole class. Vote for the best recipe for cooking rice in a rice cooker.** (7 mins) |
| - Ask Ss to work in groups of three to discuss and decide on the additional steps or tips in cooking rice in a rice cooker. - In weaker classes, provide more help by making suggestions of the steps and tips by asking questions, e.g. Do you use a non-stick container in the cooker? Do you have to clean the container? Should you check if the rice cooker works? Is it necessary to identify the type of rice to find out how much water it needs? etc. You can offer help by writing or projecting the questions / steps / tips on the board.- Walk round the class to provide help when necessary.- Invite some groups to present their instructions with additional steps / tips clearly in front of the class. - Praise groups for good effort and clear, detailed instructions. | *Students’ practice***Additional steps (2-4)**1. Rinse the rice to remove dirt2. Clean the non-stick container3. Check if the rice cooker works 4. Identify the type of rice to find out how much water it needs5. Measure the rice and water: 2 cups of water for 1 cup of regular rice 6. Combine the rice and water in the non-stick container7. Turn the cooker on and wait**Additional recipe tips** 1. Use chicken broth or coconut juice instead of water to add flavour2. Put dried spices in the water before turning the cooker on |

**e. Assessment**

- Teacher observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-SPEAKING** (8 mins)

**a. Objectives:**

- To check students’ understanding about the language use in giving instructions for an exercise routine;

- To help some students enhance presentation skills;

- To practise pair working;

- To give students authentic practice in using target language**.**

**b. Content:**

- Further practice: Students give instructions for another life skill.

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to be more independent.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Further practice**- Teacher asks Ss to work in pairs and come up with instructions for another life skill.  - Teacher invites some pairs to demonstrate skill in front of the class and give instructions. - Teacher encourages the rest of the class to follow their instructions and do the exercises.- Teacher gives feedback and give marks to Ss’ performance. | *Students’ practice.* |

**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.

Period 75: Date of preparation: 03. 02. 2024

**UNIT 8: BECOMING INDEPENDENT**

**Lesson 5: Listening – Becoming independent learners**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- listen for main ideas and specific information in a conversation about becoming independent learners.

**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 how to become independent learners;

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 11 textbook, Unit 8, Listening

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on becoming independent learners;

- To set the context for the listening part;

**b. Content:**

**-** Reorder steps when you want to learn a new thing.

**c. Expected outcomes:**

**-** Students can join the quiz and gain knowledge on the topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Quiz**- Show some jumbled sentences on the screen.- Ask ss to put them in the correct order. | 1. Reward yourself at important milestones.2. Learn through practical experience.3. Teach yourself using many sources.4. Compare your work with an expert's.**Suggested answer:**3-2-4-1 |

**e. Assessment**

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

**2. ACTIVITY 1: PRE-LISTENING** (9 mins)

**a. Objectives:**

- 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 are ready to listen.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs.** (4 mins) |
| - Ask Ss to look at the title and the table.- Have Ss read through the questions in the table and check comprehension. Explain or teach any difficult vocabulary. - Ask Ss to tick the columns and compare their answers with a partner. If Ss have 3 ‘yes’ answers or more, they have characteristics of independent learners.- Invite some pairs to share their answers with the whole class, e.g. I can say that my partner / classmate / friend Ngoc Minh has characteristics of an independent learner. She said ‘yes’ to questions all the 4 questions. | *Students’ answer.* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: WHILE-LISTENING** (20 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 becoming independent learners*.*

**b. Content:**

- Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C. (p.91)

- Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers. (p.92)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C.** (6 mins) |
| - Tell Ss that they are going to listen to a conversation between Mai and Mike. - Ask Ss to read through the questions and the choices before they listen to the talk.- Make sure that Ss understand the vocabulary. Elicit or explain any unfamiliar or difficult words.- Play the recording and have Ss do the activity.- Check answers as a class. - If necessary, play the recording again, pausing at the places where they can get the correct information. Remind Ss that incorrect choices are often “irrelevant” (i.e., not meet the requirements) or “too narrow” (i.e., only representing part of the talk) or “too general” (i.e., too broad or too vague). In question 1, choices A and B are too narrow, while in question 4 (which asks for the information not mentioned in the recording) choices A and C are irrelevant as they are mentioned in the recording.- In stronger class, invite some Ss to give answers and have the rest of the class check if they are correct. Ask them to provide explanations for their answers. | **Answer key:***1C, 2A, 3B, 4B* |
| **Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers.** (7 mins) |
| - Give Ss some time to read through the questions and underline key words to help them work out the answers.- Focus Ss’ attention on the instruction ‘using no more than THREE words or a number’. - Ask Ss if they can answer any of the questions without listening to the recording again. Write their answers on the board.- Play the recording once in stronger classes and twice in weaker classes.- If time allows, ask Ss to discuss their answers in pairs.- Check answers as a class. Play the recording, pausing at the places where Ss can hear the answers. | **Answer key:***1 Four / 4* *2 Their own learning* *3 (Detailed) study plans* *4 Asking difficult questions* |

**e. Assessment**

- Teacher observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-LISTENING** (8 mins)

**a. Objectives:**

- To check students’ understanding and memorize the information in the recording;

- To help some students enhance presentation skills;

- To practise team working;

- To give students authentic practice in using target language**.**

**b. Content:**

- Students realize what characteristics of independent learners they think they have.

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to become an independent learner.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Ask Ss to work in groups. Have Ss decide which of the characteristics of independent learners mentioned in the listening they have. Tell Ss to note down their partners’ ideas.- Give Ss some time to discuss and decide on the characteristics they want to develop in the future. Encourage them to provide reasons.- Invite some Ss from each group to present a summary of their discussions to the class.  |  |

**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 – Writing.

Period 76: Date of preparation: 15. 02. 2024

**UNIT 8: BECOMING INDEPENDENT**

**Lesson 6: Writing – An article about pros and cons of self-study**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about how to write an article;

- Write an article about the pros and cons of self-study

**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 8, Writing

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and inspire ss by a video;

- To set the context for the writing part;

**b. Content:**

**-** a video.

**c. Expected outcomes:**

**-** Students feel excited about self-study.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Video**- Ask ss to watch a video.- Ask ss what they have learned from the video and how they feel. | Link:https://www.youtube.com/watch?v=mtYahZhsy0M |

**e. Assessment**

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

**2. ACTIVITY 1: PRE-WRITNG** (9 mins)

**a. Objectives:**

- To help students develop ideas for their writing.;

- To help students revise some common expressions in writing an article.

**b. Content:**

- Some pros and cons of self-study;

**c. Expected outcomes:**

- Students understand the structure and are familiar with the language of an article.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Work in pairs. Read the following ideas and decide if they are pros and cons of self-study. Think of other pros and cons to add.** (4 mins) |
| - Have Ss work in pairs. Focus their attention on the title and the pictures and ask questions, e.g. Who do you see in the pictures? What are they doing? Are they studying by themselves? Do you know what pros and cons mean? Elicit Ss answers. - Tell them to look at the table and read through the statements. Explain any new words. - Put them in pairs to discuss and decide if they are pros or cons of self-study. - Ask Ss to tick the columns, then discuss and check their answers with a partner.- Encourage Ss to think of other pros and cons of self-study, e. g. pros: Ss can learn at their own pace Cons: Ss miss the opportunity to learn things from teachers and peers etc.- Check answers as a class. |  **Answer key:**Pros: 1, 3, 5 Cons: 2, 4, 6 |

**e. Assessment**

- Teacher observes Ss’ work and give feedback.

**3. ACTIVITY 2: WHILE-WRITING** (16 mins)

**a. Objectives:**

- To help Ss practise writing some common structures in an article;

- To help Ss write a complete an article about the pros and cons of self-study.

*.***b. Content:**

- Task 2. Write an article about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you. (p.92)

**c. Expected outcomes:**

- Students can write a complete article.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Write an article about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you.**  (16 mins) |
| - Explain the task. Ask Ss to refer back to the suggested ideas in Activity 1, and study the outline with the expressions in the box and the model in Unit 3 carefully. - In weaker classes, provide the first two parts of the article, i.e. the introduction and the first body paragraph (given in the sample answer) as a model by reading them aloud or displaying them on the board. Check Ss’ understanding. - Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph, e. g. Self-study gives learners more freedom. They decide what they should study and how to study depending on their abilities.- Set a time limit for Ss to write in class.- In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help.- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners’ suggestions before they produce a final draft.- Collect Ss’ articles and give face-to-face feedback in private, or give them back with some written feedback. | ***Sample answer:*** ***Pros and cons of self-study****Independent learning often involves self-study – learning at home without a teacher. Let’s look at its pros and cons.**First, self-study gives learners more freedom. They decide what they should study and how to study depending on their abilities. Secondly, it can make learners responsible. They set their learning goals and make study plans to achieve them. Finally, it makes them more confident. Completing tasks and solving problems on their own boost learners’ confidence.* *On the other hand, learners may need more time to learn things. They study at their own pace, with no one to push them or help them. Moreover, they may not develop certain life skills. For example, as they always study alone, they may have difficulty communicating or developing relationships. Finally, they may not learn practical skills. Focusing too much on theoretical knowledge, they may fail to apply their academic skills in real life.**In conclusion, learners should understand both the advantages and disadvantages to choose the right option. However, as education is changing all the time, they may have to get used to the challenges of independent learning.* |

**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 work for cross-checking.

**c. Expected outcomes:**

- Students can evaluate others’ work as well as improve their own pieces of writing.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **CROSS-CHECKING**- Teacher has the pairs swap and give feedback on each other’s writing. Teacher shows a writing rubric to help Ss do the peer review.- Ss do the task as required.- After peer review, Ss give the writing back to the owner and discuss how to improve it.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss- Teacher chooses some typical errors and correct as a whole class without nominating the Ss’ names. | **Writing rubric**1. *Organization: …/10*
2. *Legibility: …/10*
3. *Ideas: …/10*
4. *Word choice: …/10*
5. *Grammar usage and mechanics: …/10*

 *TOTAL: …/50* |

**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.

Period 77: Date of preparation: 17. 02. 2024

**UNIT 1: A LONG AND HEALTHY LIFE**

**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;

-Distinguish bacteria and viruses and how to deal with them;

- Review expressions for offering help and responding to offers.

**2. Core competence**

- Be able to offer help and respond to offers;

- Access and consolidate information from a variety of sources;

- Actively join in class activities.

**3. Personal qualities**

 - Be ready to offer help to others when necessary;

 - Protect their own health as well as their families’.

**II. MATERIALS**

- Grade 11 textbook, Unit 1, Communication and Culture

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of healthy life.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Game: Mysterious creature

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Mysterious creature**- Ss work in groups.- There are 4 questions which relate to a key picture.- T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened.- The group which gets the correct answer of the key picture is the winner. | **Clues:***1. The kind of* education that takes place over the Internet*2. A* substance that is put into the body of a person or animal to protect them from a disease by causing them to produce antibodies *3. A* covering for your face or for part of your face*4. A* set of measures aimed at stopping the spread of an infectious disease, based on staying away from other people as much as possible.**Answer key:***1. Online learning**2. Vaccine**3. Mask**4. Social distancing**KEY WORD: Corona virus* |

**e. Assessment**

- Teacher observes the groups and give feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (20 mins)

**a. Objectives:**

- To provide a model conversation in which speakers offer help and respond to offers.

- To review expressions for offering help and responding to offers.

**b. Content:**

**- Task 1:** Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.15)

**- Task 2:** Work in pairs. Make similar conversation for these situations (p.15)

**c. Expected outcomes:**

- Students can use appropriate language to express help and respond to offers in certain situations.

**d. Organisation**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs** (6 mins) |
| - Teacher asks Ss if they have ever been to the gym or know how to use fitness equipment.- Teacher tells Ss that they are going to listen to conversation between a teenager, Tam, and a trainer. While listening, they should complete the conversation with the words they hear. - Teacher gives Ss some time to skim through the conversation. Check understanding of words such as *treadmill* or *workout.* Use the photo to illustrate these words if necessary. - Teacher plays the recording once in stronger classes and twice in weaker classes. - Teacher checks answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Teacher puts Ss into pairs and have them practise the conversation. | **Answer key**1*. A* *2. C* *3. B* *4. D*  |
| **Useful expressions** (7 mins) |
| - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: offering help and responding to offers.- Ss work in groups to do the task.- Check as a class.- T asks if Ss can add some more expressions. | **Useful expressions****- Offering help:***+ Can I give you a hand?**+ Can I help you with …?**+ Let me help you with …**+ What can I do for you?* *+ Is there anything (else) I can do for you?*- **Responding to offers***+ That’s very kind/nice of you.**+ Thanks for your help.**+ Thanks, but I think I’m fine.**+ You are so kind. Thanks a lot.* |
| **Task 2: Work in pairs. Make similar conversation for these situations.** (7 mins) |
| - Teacher tells Ss that the words they used to fill in the gaps in Task 1 are used to offer help and respond to offers. - Teacher asks Ss to read the list of useful expressions and check understanding. - Teacher puts Ss in pairs and explain the task: to role-play conversations similar to the one in Task 1, but based on the two situations. Ss should play the roles given in this activity. - Teacher gives Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.- Teacher walks round the class and provide help when necessary. - Teacher asks some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery | **Sample conversations:** *1. A: Let me help you with the squats.* *B: Oh, please. They’re so difficult to do.* *A: Here, let me show you. You should sit on your heels with your knees bent up close to your body. Do it with me.* *B: Oh, like this?* *A: Yes. Well done!* *B: Thanks for your help.* *2. B: Can I help you with anything, Madam?* *A: Oh, please. I’m looking for some food which is healthy for my family.* *B: Well, I’ll recommend fresh fruits and vegetables. They’re very good for our health. You can find plenty of them over there.* *A: That’s very kind of you.* *B: You’re welcome.* |

**e. Assessment**

- Teacher obverses Ss’s work and give feedback.

- Teacher gives score to evaluate Ss’ performance.

**3. ACTIVITY 2: CLIL** (15 mins)

**a. Objectives:**

- To introduce words / phrases related to health and fitness.

- To help Ss practise the words in meaningful contexts.

- To help Ss relate what they have learnt about bacteria and viruses to real-life situations.

**b. Content:**

- **Task 1:** Read the text and complete the comparison table below (p.16)

- **Task 2.** Discuss in pairs. What would you say to these people? (p.16)

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Pre-teach vocabulary** (4 mins) |
| - Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary by pictures.- Teacher checks students’ understanding with the “Rub out and remember” technique.- Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | **New words**1. tuberculosis (n)2. organism (n)3. diameter (n)4. antibiotic (n)5. cell (n) |
| **Task 1**. **Read the text and complete the comparison table below** (6 mins) |
| - Teacher asks Ss some questions to find out what they already know about the topic, e.g. *Do you know what bacteria and viruses are? What is the similarity between bacteria and viruses? What is the difference?* - Teacher asks Ss what they want to know about the topic. Write their questions on the board, e.g. *What are some diseases caused by viruses?* Common cold, flu, AIDS and Covid-19 *What are some diseases caused by bacteria? (*tuberculosis and food poisoning*) What are some ways to treat or prevent diseases caused by them? (Using medicines such as antibiotics or vaccines)* - Teacher asks Ss to study the comparison table in Task 1. Make sure they understand the first column. Encourage them to guess the answers. - Teacher tells Ss that they are going to read about viruses and bacteria. As they read, they should fill in the comparison table to show the differences between viruses and bacteria. - Teacher explains or elicits any new or difficult words, e.g. *organism, infectious, food poisoning, antibiotics, germs, infect*. In stronger class, encourage them to guess their meaning from context as they read the text.- Teacher has Ss read the text and complete the table individually. - Check answers as a class.- Teacher goes back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. | ***Answer key:***

|  |  |  |
| --- | --- | --- |
|  | **Bacteria** | **Viruses** |
| Living or not when entering human body?  | Living | Not living |
| Which is smaller? | Bigger | Smaller |
| Examples of diseases they can cause  | tuberculosis or food poisoning | Common cold, flu, AIDS and Covid-19 |
| How to treat/prevent diseases caused by them?  | Antibiotics | Vaccines |

 |
| **Task 2.** **Discuss in pairs. What would you say to these people? (5 mins)** |
| - Teacher asks Ss to read the two statements and check their understanding.- Teacher tells Ss to read the text again before they decide how to respond to them. - If time allows, have Ss discuss their answers in pairs.- Teacher asks some Ss to share their answers in front of the class. Ask other Ss if they agree or disagree, and give/add more reasons to explain their answers.  | **Suggested answers:** *- To Anne: Covid 19 is caused by (Corona) viruses. Antibiotics are useful for treating diseases caused by bacteria, not viruses. A better way to protect yourself from viruses in general and Corona viruses in particular is to get vaccinated.* *- To Joe: Not all bacteria are bad or dangerous. Some bacteria are useful for our body and nature (e.g. some can help us to digest food or absorb nutrients, some can help to decompose rubbish in nature). Therefore, we should not try to get rid of them all.*  |

**e. Assessment**

- Teacher observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: EXTRA ACTIVITY** (5 mins)

**a. Objectives:**

- To help Ss gain some knowledge about Coronavirus and Covid-19 pandemic.

- To help Ss be aware of some measures to protect themselves from coronavirus.

**b. Content:**

- Watch a video about Covid-19 pandemic and discuss.

**c. Expected outcomes:**

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Watch a video about Covid-19 pandemic and discuss** (6 mins) |
| **\* Extension**: - Teacher asks the students to share their knowledge about pandemics or diseases caused by viruses and/or bacteria. - Teacher plays a video about pandemics such as Covid-19 pandemic. Ask Ss comprehension questions to check understanding or have them summarize the main points. **Guiding questions:**1. How can the coronavirus spread?2. What are some measures to avoid the spreading of the conoravirus?  | ***Diseases caused by viruses:**** *AIDS.*
* *Common cold.*
* *Ebola.*
* *Genital herpes.*
* *Influenza.*
* *Measles.*
* *Chickenpox and shingles.*
* *Coronavirus disease 2019*

***Diseases caused by bacteria**** *Tuberculosis.*
* *Pneumonia.*
* *Cholera.*

***Link***<https://www.youtube.com/watch?v=8z9BsKpCJY0>**Suggested answer:***1. Via vectors like objects we have touched through sneezing or coughing**2. Wash your hands, use hydro alcoholic gel, avoid touching your face, keep a safe distance, don’t touch your mask, cough or sneeze into your elbow* |

**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.

Period 78: Date of preparation: 19. 02. 2024

**UNIT 8: BECOMING INDEPENDENT**

**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 8;

- 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 8, Looking back and project

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of becoming independent.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Revise what students have learnt

**c. Expected outcomes:**

**-** Students remember what they have learnt and are able to do all the exercises.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Questions**- What have you learned in Unit 8? | **Suggested words:***1. Identify and pronounce fall-rise intonation in invitations, suggestions and polite requests.**2. Cleft sentences with It is/was … who/that…**3. What we need to become independent.* |

**e. Assessment**

- Teacher listens and gives feedback.

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

**a. Objectives:**

- To help Ss review fall-rise intonation in invitations, suggestions and polite requests.

- To help Ss revise words and phrases they have learnt in this unit.

- To help Ss review cleft sentences.

**b. Content:**

**- Task 1:** Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (p.94)

**- Task 2:** Choose the correct answers a, B, or C to complete the sentences. (p.94)

- **Task 3:** Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (p.95)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs.** (4 mins) |
| - Ask Ss to work individually. Have them read the sentences and mark the fall-rise intonation at the appropriate words.- Play the recording, pausing after each sentence for Ss to listen and repeat.- Have Ss practise reading the sentences in pairs, focusing on the fall-rise intonation. | 1. Shall we look for a part-time job to earn some pocket money?2. Do you feel like doing a vegetarian cooking course?3. Would you please give me some advice on how to set my goals?4. Could you help me improve my communication skills? |
|  **Task 2:** **Choose the correct answers A, B, or C to complete the sentences.** (4 mins) |
| *-* Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.- In weaker classes, have Ss work in pairs or groups.- Check answers as a class. ***Extension:*** *If time allows, ask Ss to find the place where each word / phrase first appears in the unit and call out the section of the unit where it appears, e.g. manage first appears in the Getting started section.*  | **Answer key**1A 2A 3C 4B |
| **Task 3:** **Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (**4 mins) |
| - Explain to Ss that they are going to review the use of cleft sentences. - In weaker classes, have Ss review the grammar rules in the Language section before they do the exercise. If necessary, complete the first sentences on the board as an example and explain the sentence structure.- Walk round the class to provide help if necessary.- If time allows, ask Ss to work in pairs to compare answers.- Check answers as a class.  | **Answer key:** 1. No. It is the dog-walking job that I’d like to apply for.2. No. It was a new motorbike that he bought me last week.3. No. It is Tuan that / who is the best decision-maker in my class.4. No. It is the after tomorrow that the soft-skill class starts. |

**e. Assessment**

- Teacher obverses Ss’s work and give feedback.

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

**a. Objectives:**

- To provide an opportunity for Ss to develop their presentation about which life skill they need to develop in order to become independent.

**b. Content:**

- Presentation of posters about how to live independently.

**c. Expected outcomes:**

- Students practice giving a poster presentation.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Instructions (given in Lesson 1 – Getting Started)** |
| - 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.- Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (√) appropriate items while listening to their classmates’ presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. |  |
| **Students’ presentations** |
| - All groups exhibit their posters and make presentations.- When one group make presentation, others listen and complete the evaluation sheet. |  |

**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 Unit 9.