

Date of planning: 23 / 02 / 2025

PERIOD 70:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

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 7;
- 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 7, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking students practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of the generation gap.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Mysterious creature

c. Expected outcomes:

- Students can get ready to learn about differences among generations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group having more points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>school-leavers</i> 2. <i>higher education</i> 3. <i>apprenticeships</i> 4. <i>institutions</i> 5. <i>graduation</i>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review intonation in Wh- and Yes/ No questions.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of perfect gerunds and perfect participle clauses.

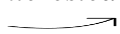
b. Content:

- Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (p.84)
- Task 2: Complete the text. Use the correct form of the words and phrase in the box. (p.84)
- Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (p.85)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (4 mins)</p>	
<p>- Teacher asks Ss to listen and mark the intonation (rising or falling) on the questions.</p>	<p><i>Answer key</i></p> <ol style="list-style-type: none"> 1. <i>Are you interested in studying at university?</i> 

<ul style="list-style-type: none"> - Teacher asks several pairs of Ss to say these exchanges out loud in front of the class. - Teacher confirms the correct answers. Correct Ss if necessary. Praise for good pronunciation and fluent delivery. 	<p>2. <i>How much is the fee for this cooking course?</i> →</p> <p>3. <i>Did you attend the education fair?</i> →</p> <p>4. <i>Who would like to train to become a tour guide?</i> →</p>
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Task 2: Complete the text. Use the correct form of the words and phrase in the box. (4 mins)

<ul style="list-style-type: none"> - Teacher has Ss read the text, and the given words and phrase in the box. Tell Ss that all these words and phrases have been taught and used throughout the unit. - Teacher asks Ss to focus their attention on the gaps in the text. - Teacher tells Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Teacher asks Ss to choose the words or phrases from the box to complete the gaps in the text. - Teacher has Ss check their answers in pairs/ groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>school-leavers</i> 2. <i>higher education</i> 3. <i>apprenticeships</i> 4. <i>institutions</i> 5. <i>graduation</i>
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Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (4 mins)

<ul style="list-style-type: none"> - Teacher asks Ss to read the given sentences. Then explain that they will need to use appropriate perfect gerunds or perfect participle clauses to complete the new sentences without changing the meaning. - Teacher asks Ss write their sentences first. Then ask them to check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read a sentence each. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Having finished school, my brother</i> 2. <i>He did not remember having discussed</i> 3. <i>Not having asked anyone for advice,</i> 4. <i>Having won the first prize in the competition</i>
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e. Assessment

- Teacher observes Ss's work and give feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.

b. Content:

- Presentation of generational differences among us.

c. Expected outcomes:

- Students practice giving an oral presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Instructions (given in Lesson 1 – Getting Started)	
<ul style="list-style-type: none">- 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 about an educational institution.- Teacher has Ss work in their groups. Give them a few minutes to prepare for the presentation.- Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.- Teacher invites two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- Teacher gives praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	
Students' presentations	
<ul style="list-style-type: none">- All groups make presentations.- When one group make presentation, others listen and complete the evaluation sheet.	

e. Assessment

- T gives comments and feedback to all 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 8.

Suggested checklist for peer assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- The presenters greet the audience.</i>		
<i>-The presenters speak clearly and naturally.</i>		
<i>- The presenters cooperate when delivering their talk.</i>		
<i>-The presenters have interactions with the audience.</i>		
<i>-The presenters use some photos/pictures to illustrate their ideas.</i>		
<i>-The presenters conclude their talk appropriately.</i>		
<i>CONTENT: The presentation includes the following information about an educational institution</i>		
<i>- what type of educational it is / where it is/ how big it is / how much the fee is...</i>		
<i>- what programmes or training it offers</i>		
<i>- what facilities it has</i>		
<i>- if/whether there are students activities or clubs</i>		
<i>-what job opportunities there are for students after graduation</i>		

Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
<i>DELIVERY</i>		
<i>- I greeted the audience.</i>		
<i>-I spoke clearly and naturally.</i>		
<i>- I cooperated with my group members when delivering the talk.</i>		
<i>- I had interactions with the audience.</i>		
<i>- I used some photos/pictures to illustrate my ideas.</i>		
<i>-I concluded my part of the talk appropriately.</i>		
<i>CONTENT: Our presentation includes the following information about a volunteer project</i>		
<i>- What type of educational it is / where it is/ how big it is / how much the fee is...</i>		
<i>- What programmes or training it offers</i>		
<i>- What facilities it has</i>		
<i>- If/whether there are students activities or clubs</i>		
<i>- What job opportunities there are for students after graduation</i>		

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PERIOD 71:

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 sentences.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be prepared to be live independently;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 8, Getting started
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. independent (adj)	/,ɪndɪ'pendʰnt/	confident and free to do things without needing help from other people
2. trust (earn sb’s trust)	/trʌst/	the belief that sb/sth is good, sincere, honest, etc.
3. (to) convince	/kən'vɪns/	to make someone feel certain that something is true
4. responsible (adj)	/rɪ'spɒnsɪbəl/	having the job or duty of doing sth or taking care of sb/sth
5. (to) encourage	/ɪn'kʌrɪdʒ/	to give sb support, courage or hope

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>CATEGORIZING GAME</p> <ul style="list-style-type: none"> - Ss work in 4 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. 	<p>Lists of activities:</p> <ul style="list-style-type: none"> - Independent lifestyle + <i>Cook for yourself</i> + <i>Have good time management</i> + <i>Know how to keep house</i> + <i>Keep your body clean</i> + <i>Think twice before deciding</i> + <i>Get enough good sleep</i> - Dependent lifestyle + <i>Ask parents for money</i> + <i>Wait parents to cook</i> + <i>Don't do your homework</i> + <i>Need mother to drop you off at school</i>

	+ <i>communicate badly with people</i> + <i>Eat instant noodles all the time</i>
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - 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. 	<p><i>New words:</i></p> <ol style="list-style-type: none"> <i>1. independent (adj)</i> <i>2. trust (earn sb's trust)</i> <i>3. (to) convince</i> <i>4. responsible (adj)</i> <i>5. (to) encourage</i>

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 sentences 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the picture 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. 	 <p>Questions:</p> <ul style="list-style-type: none"> - What can you see in the picture? - What do you think they are discussing? <p>Suggested answers:</p> <ul style="list-style-type: none"> - 3 friends, pan, mob,... - They are discussing housework and how to earn parents' trust.
<p>Task 2. Read the conversation again and decide who has these skills. (5 mins)</p> <ul style="list-style-type: none"> - Go through the three skills and ask for each one, e.g. <i>Who can manage their money? Who helps with the household chores? Who is good at managing their time?</i> - Have Ss write their answers. Then give them time to read the conversation again and locate the speaker's line that contains information for each skill. - Check answers as a class. Encourage Ss to provide evidence from the conversation, e.g. <i>Mark is good at managing money because he uses a money-management app that taught him how to be responsible with money.</i> <p>Extension: Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. <i>Mai doesn't have a mobile phone.</i> Have Ss stand up when they hear a false statement and say <i>No!</i> Invite a student to correct the</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mark 2. Mai 3. Nam

<p>mistake. In stronger classes, vary the game by having Ss say the false statements.</p>	
<p>Task 3. Find words and a phrase in 1 that have the following meanings. (5 mins)</p>	
<p>- Have Ss read the definitions and check understanding. Explain that the words or phrases Ss need to find in the conversation to match are related to earning parents' trust.</p> <p>- In weaker classes, provide some extra clues, e.g. No 1 is a noun beginning with the letter 'c'. No 2 is an adjective containing four syllables. No 3 is a plural noun ending in '-ilities'. No 4 is a phrase consisting of two nouns linked with a hyphen.</p> <p>- Have Ss work individually first. Then check answers as a class.</p> <p>Extension: In stronger classes, ask Ss to choose other words or phrases from the conversation. In pairs, Ss write short definitions of them or other clues to help guess the words/phrases. Ask pairs to take turns reading their definitions or clues for the rest of the class to guess the word/phrase or find it in the conversation, e.g. a person's mother and father (parent), Nam says that he uses this to manage his time. (time-management app).</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>confidence</i> 2. <i>independent</i> 3. <i>responsibilities</i> 4. <i>money-management</i>
<p>Task 4. Match the two halves to make sentences used in 1. (5 mins)</p>	
<p>- Tell Ss to read the sentence halves and check comprehension.</p> <p>- Have Ss work individually.</p> <p>- Check answers by having individual Ss read out the sentences.</p> <p>- Focus attention on the beginning of each sentence half on the left (It's/It was ...) and on the first word of each sentence half on the right (that/who). Ask Ss if they can identify the grammar structure, i.e. cleft sentences with It is/was ... that/who ...</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>d</i> 2. <i>a</i> 3. <i>b</i> 4. <i>c</i>

e. Assessment

- Teacher's 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 how to live independently.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Role play</p> <ul style="list-style-type: none"> - 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 gives marks to the best group. 	<p><i>Students' own creativity.</i></p>

e. Assessment

- Teacher's 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

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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
- *hoclieu.vn*

Language analysis

Structure	Example
<p>Cleft sentences with <i>It is/was ... who/that...</i></p> <p>- A cleft sentence is used to focus on a particular part of the sentence and to emphasize what we want to say.</p> <p>It is/was + S/O/A + that/who</p>	<ol style="list-style-type: none">1. It was <u>Nam</u> that/who taught Mai how to use the app in the library last weekend. (Focus on Nam - S)2. It was <u>the app</u> that Nam taught Mai how to use in the library last weekend. (Focus on the app - O)3. It was <u>in the library</u> that Nam taught Mai how to use the app last weekend. (Focus on Nam - A)

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.

Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of independent lifestyle;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video and list out what to do to become independent.

c. Expected outcomes:

- Students can listen and find out some ways to become independent.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers. - Ss watch the video once and list out what to do to be independent. - All teams stick the paper on the board. - Teacher checks answers of each group. - The group that has the most correct answers is the winner. 	<p>Link: https://www.youtube.com/watch?v=VLCgMkTidLA</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Learn how to save</i> - <i>Set rules for yourself</i> - <i>Cap your spending</i> - <i>Respect to be respected as an individual</i>

e. Assessment

- Teacher observes the groups and gives 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (5 mins)</p>	
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. <i>Would you like a cup of tea?</i> ↗ 2. <i>Why don't you answer your phone?</i> ↗ 3. <i>Would you like me to help you install the software?</i> ↗ 4. <i>Can you show me the money-management app you told me about?</i> ↗
<p>Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (7 mins)</p>	
<ul style="list-style-type: none"> - 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. <p>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.</p>	<ol style="list-style-type: none"> 1. <i>Shall we now talk about other learning methods?</i> ↗ 2. <i>Could you please pay attention when I'm talking to you?</i> ↗ 3. <i>Why don't we use public transport to go to school?</i> ↗ 4. <i>Would you like to join our cooking course?</i> ↗

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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. d 3. b 4. c 5. a
Task 2. Complete the sentences using the correct forms of the words in Task 1 (6 mins)	
<ul style="list-style-type: none"> - 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. <p>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: <i>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.</i></p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. trust 2. life skills 3. self-study 4. manage 5. self-motivated

e. Assessment

- Teacher's 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>is John that/who is saving his pocket money</i> 2. <i>is 20 dollars that he gets every week</i> 3. <i>was last weekend that John earned</i> 4. <i>was gifts for friends and family members that</i> 5. <i>is by doing household chores with children that parents</i>
Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences. (7 mins)	
<ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they understand the context and what they have to do. In weaker classes, model a short conversation with a student. - Have Ss first brainstorm verbs that can be used in the clauses, and write them down as prompts, e.g. do the laundry, vacuum the floor, water the plants, walk the dog, make the beds, iron the clothes. - Put Ss in pairs and have them take turns to ask and answer the questions. Encourage Ss to respond to their partners' statement, e.g. That's great! Amazing! Good for you. Really? I can't believe it. 	<p>Suggested answer:</p> <p><i>A: Is it your mom who does the laundry at home?</i></p> <p><i>B: No, it is my brother who does the laundry. Is it you who tidies up your room?</i></p> <p><i>A: Yes, it is who tidies up my own room.</i></p>

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| <ul style="list-style-type: none">- Walk round and help if necessary.- Invite some Ss to report back to the class, e.g. <i>This is what I found out. It's Nam's mum who does the laundry in his family. It's Nam who vacuums the floor.</i> | |
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.