

Date of planning: 02 / 3 / 2025

PERIOD 73:

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
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Ss work in groups. - Call on each group one student to the board to pick a piece of paper, then explain the written word 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. 	<p><i>Suggested words: cook, live alone, get around, relax, communicate, work</i></p>

e. Assessment

- Teacher observes the groups, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-READING (8 mins)

a. Objectives:

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

b. Content:

- 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. (p.89)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>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. (8 mins)</p>	

<ul style="list-style-type: none"> - 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
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: WHILE-READING (21 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (7 mins)</p>	
<ul style="list-style-type: none"> - 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 	<p>Answer key: A - 5 B - 4</p>

<ul style="list-style-type: none"> - 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. 	<p>C - 3</p>
<p>Task 3. Read the text again and match the highlighted phrases in the text with their meanings. (7 mins)</p>	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. e 3. b 4. a 5. d
<p>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)</p>	
<ul style="list-style-type: none"> - 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. 	<p>Key:</p> <ol style="list-style-type: none"> 1. many solutions 2. best option 3. a to-do-list 4. night's sleep

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.

e. Assessment

- Teacher's 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - 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. <i>It is getting around using public transport that teenagers need to become independent</i> or <i>It is the time-management skills that I already have.</i> - Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery. 	<p>Suggested answer:</p> <p><i>From the skills mentioned in the text, both of us have several basic life skills such as getting around by ourselves, cooking healthy meals for our family, cleaning the house, and doing laundry. Unfortunately, we don't quite know how to manage our money and time. It is the money-management and time-management skills that we have to develop. Also, we agree that teenagers need emotional skills. It's important for teens to understand and manage their emotions. It is emotional skills that help teenagers behave appropriately, make friends, and become independent.</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 some skills teenagers should have to live independently.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Date of planning: 02 / 3 / 2025

PERIOD 74:

UNIT 8: 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 skills;
- 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
- *hoclieu.vn*

Language analysis

To give instructions, you should use:

- the imperative form of the verb.

Example: Don't .../Avoid .../Make sure ...

- modal verbs.

Example: You could .../You should .../ You mustn't ...

- linking words or phrases.

Example: First,/To begin with,/First of all, ... Second,/Secondly, ...

Then,/After that,/In addition, ... Last but not least,/Finally, ...

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

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 boil eggs.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p style="text-align: center;">Watch a video</p> <ul style="list-style-type: none"> - Teacher ask ss to watch a video about how to boil eggs. - Students watch the video and note down the steps of how to boil eggs. Ss raise hands to answer the questions: <ul style="list-style-type: none"> + What should we prepare? + What are the steps to boil eggs? 	<p>Link: https://www.youtube.com/watch?v=FTha4zARGN4</p>

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.
- To help Ss learn how to give detailed instructions on how to do the laundry.

b. Content:

- Task 1: Work in pairs. Discuss these questions. (p. 90)
- Task 2: Read the following instructions on how to do laundry. Circle the correct answers. (p.90)

c. Expected outcomes:

- Students can use key language more appropriately when they speak;

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss these questions. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to have a look at the pictures and ask, <i>What is the man doing? What life skill are the pictures showing? (He's loading a washing machine. He's adding washing detergent to the detergent drawer. They are showing how to use a washing machine.)</i> - Have Ss 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. - Give Ss two minutes to memorise the steps, then ask them to close their books. Then call out a number, e.g. Two. Have the class say the correct step, e.g. Add the washing powder or liquid. In stronger classes, have Ss test each other in pairs. 	<p>Key:</p> <ol style="list-style-type: none"> 1. B 2. D 3. E 4. C 5. A
Task 2. Read the following instructions on how to do laundry. Circle the correct answers. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Key:</p> <ol style="list-style-type: none"> 1. <i>sort</i> 2. <i>Secondly</i> 3. <i>load</i> 4. <i>remove</i> 5. <i>Finally</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To give Ss an opportunity to practise giving instructions on how to cook rice in a rice cooker.

b. Content:

- 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. (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 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. (10 mins)	
<ul style="list-style-type: none"> - 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. <p>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.</p>	<p><i>Suggested answer:</i></p> <p><i>There are several steps in cooking rice in a rice cooker. First of all, rinse the rice to remove any dirt. 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 bowl that comes with the rice cooker. Finally, turn on the rice cooker and wait for a few minutes until the rice is cooked.</i></p>

e. Assessment

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

4. ACTIVITY 3: FURTHER PRACTICE (17 mins)
a. Objectives:

- To give Ss an opportunity to further practise giving instructions.
- To help some students enhance presentation skills;
- To give students authentic practice in using target language.

b. Content:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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. (17 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answer:</p> <p>Additional steps</p> <ol style="list-style-type: none"> 1. Use cold water to rinse the rice to remove dirt and starch. For best results, rinse the rice until the water runs clean. 2. Read the rice cooker instruction manual. 3. There are different types of rice so make sure you adjust the rice to water ratio accordingly. 4. Measure the rice and water: 2 cups of water for 1 cup of white rice. 5. Combine the rice and water in the non-stick bowl. 6. Turn the cooker on and wait until the rice is cooked. 7. Let the rice sit in the rice cooker for 10 minutes after cooking to make it fluffy. 8. Do not leave the cooked rice in the rice cooker overnight. 9. Clean the non-stick bowl with a soft sponge. <p>Additional recipe tips</p> <ol style="list-style-type: none"> 1. Use chicken broth or coconut juice instead of water to add flavour. 2. Put dried spices in the water before turning the cooker on. 3. Add fresh herbs to the rice before cooking.

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 the next lesson – Listening.

Date of planning: 02 / 3 / 2025

PERIOD 75:

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
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

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 gain knowledge on the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Reorder the steps - Show some jumbled sentences on the screen. - Ss discuss in pairs to put the steps in the correct order when they want to learn a new thing. - Ss raise hands to answer. - Teacher checks answers as a class.	Steps: 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, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (4 mins)
a. Objectives:

- To introduce the topic of the listening and set the context.

b. Content:

- Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs. (p.91)

c. Expected outcomes:

- Students can classify characteristics of independent learners.

d. Organisation

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.	<i>Students' answer.</i>

- 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.

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 and 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

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)	
<ul style="list-style-type: none"> - 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 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. A 3. B 4. B

<p>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.</p> <p>- 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.</p>	
<p>Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers. (7 mins)</p>	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Four / 4</i> 2. <i>Their own learning</i> 3. <i>(Detailed) study plans</i> 4. <i>Asking difficult questions</i>

e. Assessment

- Teacher's 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:

- Task 4: Work in groups. Discuss the following questions. (p.92)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4: Work in groups. Discuss the following questions.</p>	

- Ask Ss to work in groups. Have Ss decide which of the characteristics of independent learners mentioned in the conversation they have.
- Tell Ss to make a list and add the names of the people next to the relevant characteristics.
- In stronger classes, have Ss discuss why they think they have these characteristics and note down the answers on the list.
- Brainstorm some more characteristics of independent learners and write them as prompts, e.g. *critical thinking, self-confident, discipline, self-evaluation*. Ask Ss to explain each one or give examples, e.g. *They think critically of a situation, analyse all possible sides and come up with different solutions*.
- Give Ss some time to discuss and decide on the characteristics they want to develop in the future. Encourage them to provide reasons, e.g. *I want to develop critical thinking skills because these skills will help me make better decisions*.
- Invite Ss from each group to present a summary of their discussions to the class.

Suggested answer:

Hi, I'm Khoi. There are three students in our group: Minh, Quang, and me. We are all self-motivated, responsible, hard-working, and curious. However, we think independent learners need more skills. Minh wants to develop critical thinking skills because these skills will help her make better decisions. Quang needs time-management skills to get more done in less time. I'd like to be more self-confident so as to deal with challenges, overcome difficulties, and better communicate with people.

e. Assessment

- Teacher's 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 in the workbook.
- Prepare for the next lesson – Writing.