

Date of planning: 09 / 3 / 2025

**PERIOD 76:**

## **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**

- Be aware of characteristics of an independent learner.

#### **II. MATERIALS**

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

#### **Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"><li>- Guide students to make an outline before they write.</li><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

#### **III. PROCEDURES**

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

###### **a. Objectives:**

- To stir up the atmosphere and inspire students by a video;
- To set the context for the writing part;

###### **b. Content:**

- Watch a video

**c. Expected outcomes:**

- Students feel excited about self-study.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to watch a video.</li> <li>- Ss watch the video and note down as many ways of self-learning as possible.</li> <li>- Teacher calls students randomly to give the ideas of self-learning by asking some questions:               <ul style="list-style-type: none"> <li>+ <i>Name some ways of self-learning mentioned in the video?</i></li> <li>+ <i>Which ways have you applied to learn by yourself?</i></li> <li>+ <i>Can you name other ways of self-learning?</i></li> </ul> </li> </ul>	<p><b>Link:</b>  <a href="https://www.youtube.com/watch?v=mtYahZhsy0M">https://www.youtube.com/watch?v=mtYahZhsy0M</a></p> <p><b>Students' answer</b></p>

**e. Assessment**

- Teacher observes the students' performance, collects their answers and gives 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:**

- Task 1: Work in pairs. Read the following ideas and decide if they are pros or cons of self-study. Think of other pros and cons to add. (p.92)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>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. (9 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs. Focus their attention on the title and the picture and ask questions, e.g. What does the picture show? What is he doing? Is he studying on his own? Do you know what pros and cons mean? Elicit Ss' answers.</li> <li>- Tell them to look at the table and read through the statements. Explain any new words.</li> </ul>	<p><b>Answer key:</b>            Pros: 1, 3, 5            Cons: 2, 4, 6</p>

<ul style="list-style-type: none"> <li>- Put them in pairs to discuss and decide if they are pros or cons of self-study.</li> <li>- Ask Ss to tick the columns, then discuss and check their answers with a partner.</li> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>	
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**e. Assessment**

- Teacher observes Ss' work and gives 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Explain the task. Ask Ss to refer back to the suggested ideas in 1, and study the outline with the expressions in the box.</li> <li>- If necessary, ask Ss to go back to the model on page 34 in Unit 3 and revise the different parts of an article.</li> <li>- 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.</li> <li>- Set a time limit for Ss to write in class.</li> <li>- In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help.</li> </ul>	<p><i><b>Suggested answer:</b></i></p> <p><i><b>Pros and cons of self-study</b></i></p> <p><i>Independent learning often involves self-study – learning at home without a teacher. Let's look at its pros and cons.</i></p> <p><i>First of all, 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</i></p>

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Collect Ss' articles and give face-to-face feedback in private, or give them back with some written feedback.</li> </ul>	<p><i>problems on their own boost learners' confidence.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
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**e. Assessment**

- Teacher's 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>CROSS-CHECKING</b></p> <ul style="list-style-type: none"> <li>- Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p style="text-align: right;"><b>TOTAL: .../50</b></p>

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.	
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**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 – Communication and Culture.

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## **UNIT 8: BECOMING INDEPENDENT**

### **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;
- Review expressions for expressing best wishes and responding to them;
- Learn how teenagers in the US become independent.

##### **2. Core competence**

- Be able to express best wishes and respond to them;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

##### **3. Personal qualities**

- Be ready to express best wishes to others when necessary;
- Relate what they have learnt about teen independence in the US to their country.

#### **II. MATERIALS**

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

#### **Assumption**

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

#### **III. PROCEDURES**

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

**a. Objectives:**

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

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students can identify the pros and cons of living alone.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Teacher ask Ss to watch a video about living alone.</li> <li>- Ss watch the video and note down the pros and cons of living alone, e.g: the problems they might face when living alone, the solutions for them,...</li> <li>- Ss work in pairs to brainstorm the ideas.</li> <li>- Teacher calls some Ss randomly to present the ideas to the whole class.</li> </ul>	<p><b>Link:</b>  <a href="https://www.youtube.com/watch?v=FzAX_PTTnOk">https://www.youtube.com/watch?v=FzAX_PTTnOk</a></p> <p><b>Suggested answer:</b></p> <ul style="list-style-type: none"> <li>- Cons: <i>have to make dinner while you're tired, repair or fix broken thing by yourself, feel bored sometimes,...</i></li> <li>- Pros: <i>there will be your favorite food only, live quietly, dress up your space,...</i></li> </ul>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH (18 mins)**

**a. Objectives:**

- To provide Ss with example conversations in which people express best wishes and respond to them;
- To review expressions for expressing best wishes and responding to them.

**b. Content:**

- Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (p.93)
- Task 2: Work in pairs. Make similar conversation for these situations (p.93)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (8 mins)</b></p>	

<ul style="list-style-type: none"> <li>- Ask Ss to think about when people express best wishes, e.g. for formal occasions such as weddings and anniversaries, and less formal ones like birthdays, holidays, and exams.</li> <li>- Tell Ss that they are going to listen to two conversations in which speakers give best wishes and respond to them. While listening, Ss should complete the conversations with the expressions they hear. Remind them that the expressions are also in the word box.</li> <li>- Give Ss a few minutes to skim through the conversations and look for context clues for the missing expressions. In stronger classes, encourage them to work out the answers based on the context clues before they listen.</li> <li>- Play the recording once (in stronger classes) or twice (in weaker classes).</li> <li>- Check answers as a class. Play the recording again, pausing after each gap to confirm the correct answers.</li> <li>- Put Ss into pairs and have them practise the conversations.</li> </ul>	<p><b>Answer key</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. D</li> <li>3. C</li> <li>4. A</li> </ol>
<p><b>Task 2: Work in pairs. Make similar conversation for these situations. (10 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Remind Ss that the expressions they used to fill in the gaps in 1 are set expressions for expressing best wishes and responding to them.</li> <li>- Ask Ss to read the list of useful expressions in the box and check understanding.</li> <li>- Put Ss in pairs and explain the situations.</li> <li>- Give Ss a few minutes to plan their conversations, e.g. who will be Student A, who will be Student B, how they are going to start their conversations, what kind of exam they will be talking about, and what expressions they are going to use.</li> <li>- In weaker classes, model a conversation for one of the situations with a student and write some prompts on the board, e.g. I heard your exam is coming soon/you are not feeling well.</li> <li>- If time allows, have Ss swap roles so that they have a chance to role-play both Students A and B in each situation.</li> <li>- Walk round the class and provide help when necessary.</li> <li>- Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for good wishes, and fluent delivery.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1.  <i>B: I heard you're taking an English exam tomorrow. Good luck!</i>  <i>A: Thanks so much.</i> </li> <li>2.  <i>A: Are you OK? You look very tired.</i>  <i>B: I'm afraid I'm not feeling well.</i>  <i>A: I'm sorry to hear that. Hope you feel better soon.</i>  <i>B: Thanks.</i> </li> </ol>

**e. Assessment**

- Teacher observes Ss's work and gives feedback.
- Teacher gives score to evaluate Ss' performance.



### 3. ACTIVITY 2: CULTURE (20 mins)

#### a. Objectives:

- To help Ss learn how teenagers in the US become independent.
- To help Ss relate what they have learnt about teen independence in the US to their country.

#### b. Content:

- Task 1: Read the text below and complete the diagram. Use no more than THREE words for each gap. (p.93)

- Task 2: Work in groups. Discuss the following questions. (p.93)

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Read the text below and complete the diagram. Use no more than THREE words for each gap. (10 mins)</b></p>	
<p>- Focus Ss' attention on the heading and the pictures. Ask some questions to find out what Ss already know about the topic, e.g. <i>Do you know how teenagers in the US become independent? What do they do at school? What activities do they do outside school?</i></p> <p>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. What subjects do teenagers in the US study at school? (They study required subjects like English, maths, science, or social studies.) Do they have extracurricular activities? (Yes, they take part in sports, clubs, and bands.) What is community service for? (It counts towards the volunteer hours required for university admission.)</p> <p>- Explain or elicit any new or difficult words, e.g. diploma, (subjects) required/selected, extracurricular activities, babysitting, university admission. In stronger classes, encourage Ss to guess the words from context.</p> <p>- Ask Ss to read the diagram and remind them to use no more than three words for each gap.</p> <p>- Have Ss read the text and fill the gaps individually. Then encourage them to discuss and compare their answers with a partner.</p>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. English, maths</li> <li>2. sports, clubs</li> <li>3. fast-food restaurants</li> <li>4. local hospitals</li> </ol>

- Check answers as a class.
- Go 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.

**Task 2: Work in groups. Discuss the following questions. (10 mins)**

- Put Ss in groups and give them enough time to discuss the questions. Alternatively, have them create a similar diagram about Vietnamese teens. This will help them see the similarities and differences.
- In weaker classes, offer help by reading sections from the text and asking questions, e.g. American teenagers often start high school with a basic plan of classes they need to take to get a high school diploma. How about Vietnamese students? Some subjects like English, maths, science, or social studies are required, others can be selected. What subjects are compulsory in Viet Nam? Can students select any subjects?
- Ask some groups to share their ideas with the whole class.

***Suggested answer:***

*We made a diagram about Vietnamese teens, and we can see both similarities and differences. To begin with, I'll talk about the similarities at school. We also have required subjects like Vietnamese literature, maths, natural sciences (physics, biology, chemistry), and social sciences (geography, history, civic education) to get a high school diploma. Extracurricular activities are also becoming popular in Vietnamese secondary schools. However, there are differences too. In Viet Nam, all subjects are compulsory for students while in the US, some school subjects can be selected. Also, in the US, emphasis is placed on providing a well-rounded education whereas Vietnamese education focuses more on grades and academic achievements.*

**e. Assessment**

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

**4. CONSOLIDATION (2 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 8 - Looking back and project.

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## **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;
- Be ready to live independently.

#### **II. MATERIALS**

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

#### **Assumption**

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

#### **III. PROCEDURES**

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

###### **a. Objectives:**

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

- To enhance students' skills of cooperating with teammates.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students describe the reasons why they should do chores.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher lets Ss watch a video and answer the question: <i>Why should we do chores?</i> - Ss watch the video, note down some of the reasons why doing chores is essential for kids and teens. - Ss raise hands to share the ideas. Ss may include some detailed information, e.g: <i>At which age should children do chores? What are the benefits of doing chores at young age? What kind of chores should parents assign children?</i>	<i>Link:</i> <a href="https://www.youtube.com/watch?v=hBkwCyilVmc">https://www.youtube.com/watch?v=hBkwCyilVmc</a> <i>Suggested answer:</i> - <i>Benefits: develop teamwork skills, strengthen bond with siblings, high self-esteem when completed tasks,...</i> - <i>Chores for different age:</i> + <i>Pre-school: pick up toys, put dirty clothes into laundry bags, ...</i> + <i>7-12: clean study table, help to set the dinning table, ...</i> + <i>Teenagers: clean the garage, keep the house clean, ...</i>

**e. Assessment**

- Teacher observes 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**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<b>Task 1: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work individually. Have them read the sentences and mark the fall-rise intonation at the appropriate words.</li> <li>- Play the recording, pausing after each sentence for Ss to listen and repeat.</li> <li>- Have Ss practise reading the sentences in pairs, focusing on the fall-rise intonation.</li> </ul>	<b>Audio script:</b> <i>1. Shall we look for a part-time job to earn some pocket money?</i> <i>2. Do you feel like doing a vegetarian cooking course?</i> <i>3. Would you please give me some advice on how to set my goals?</i> <i>4. Could you help me improve my communication skills?</i>
<b>Task 2: Choose the correct answers A, B, or C to complete the sentences. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.</li> <li>- In weaker classes, have Ss work in pairs or groups.</li> <li>- Check answers as a class.</li> </ul> <p><b>Extension:</b> 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.</p>	<b>Key</b> <i>1. A</i> <i>2. A</i> <i>3. C</i> <i>4. B</i>
<b>Task 3: Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Explain to Ss that they are going to review the use of cleft sentences.</li> <li>- In weaker classes, have Ss review the grammar rules in the <b>Language</b> section before they do the exercise. If necessary, complete the first sentences on the board as an example and explain the sentence structure.</li> <li>- Walk round the class to provide help if necessary.</li> <li>- If time allows, ask Ss to work in pairs to compare answers.</li> <li>- Check answers as a class.</li> </ul>	<b>Key:</b> <i>1. is the dog walking job that</i> <i>2. was a new motorbike that</i> <i>3. is Tuan that/who</i> <i>4. is the day after tomorrow that</i>

**e. Assessment**

- Teacher observes Ss's work and gives feedback.

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

**a. Objectives:**

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

**b. Content:**

- Project: A life skills workshop (p.95)

**c. Expected outcomes:**

- Students apply what they have learnt into practice through a project.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Project: A life skills workshop</b>	
<ul style="list-style-type: none"> <li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.</li> <li>- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.</li> <li>- Give Ss checklists 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 checklists after completing their presentation.</li> <li>- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	<p><i>Students' presentations</i></p>

**e. Assessment**

- Teacher gives comments and feedback to the 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 in the workbook.
- Prepare for Unit 9.