

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 09/ 3 / 2026

Thời gian thực hiện: Tuần 26

Lớp dạy: 11/2, 11/9, 11/10, 11/13

PERIOD 76:

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>1. It was <u>Nam</u> that/who taught Mai how to use the app in the library last weekend. (Focus on Nam - S)</p> <p>2. It was <u>the app</u> that Nam taught Mai how to use in the library last weekend. (Focus on the app - O)</p>

It is/was + S/O/A + that/who	3. It was <i>in the library</i> that Nam taught Mai how to use the app last weekend. (Focus on Nam - A)
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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 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
Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (5 mins)	
<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> ↗
Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (7 mins)	
<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</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> ↗

are using the correct fall-rise intonation to sound friendlier or more polite.

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</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. trust 2. life skills 3. self-study 4. manage 5. self-motivated

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.*

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)	

- 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.
- Walk round and help if necessary.
- Invite some Ss to report back to the class, e.g. *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.*

Suggested answer:

A: Is it your mom who does the laundry at home?

B: No, it is my brother who does the laundry. Is it you who tidies up your room?

A: Yes, it is who tidies up my own room.

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.

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PERIOD 77:

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.

<p>2. Students may have underdeveloped reading, speaking and co-operating skills.</p>	<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.
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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 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
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)	
<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

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
Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (7 mins)	

<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 - 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>Answer key:</p> <p><i>A - 5</i></p> <p><i>B - 4</i></p> <p><i>C - 3</i></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> <p><i>1. c</i></p> <p><i>2. e</i></p> <p><i>3. b</i></p> <p><i>4. a</i></p> <p><i>5. d</i></p>
<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. 	<p>Key:</p> <p><i>1. many solutions</i></p> <p><i>2. best option</i></p> <p><i>3. a to-do-list</i></p> <p><i>4. night's sleep</i></p>

<p>- Check answers as a class. Have Ss explain the answers by providing evidence from the article.</p> <p>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.</p>	
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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><i>Suggested answer:</i></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.

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PERIOD 78:

CORRECTION
(MID-SECOND-TERM TEST)

I. Objectives:

- To help Ss recognize their mistakes and errors and take important notes.

II. Procedure:

- T delivers the tests to Ss.

- Ss take 15 minutes to look at their tests again.

- T corrects Ss' mistakes and errors and makes important notes.