

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

**Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG**

**Ngày soạn: 15/ 3 / 2026**

**Thời gian thực hiện: Tuần 27**

**Lớp dạy: 11/2, 11/9, 11/10, 11/13**

**PERIOD 79:**

**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"> <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> <li>- Give short, clear instructions and help if necessary.</li> </ul>

## 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;"><b>Watch a video</b></p> <ul style="list-style-type: none"> <li>- Teacher ask ss to watch a video about how to boil eggs.</li> <li>- 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"> <li>+ What should we prepare?</li> <li>+ What are the steps to boil eggs?</li> </ul> </li> </ul>	<p>Link:  <a href="https://www.youtube.com/watch?v=FTha4zARGN4">https://www.youtube.com/watch?v=FTha4zARGN4</a></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
<b>Task 1. Work in pairs. Discuss these questions. (4 mins)</b>	
<ul style="list-style-type: none"><li>- 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></li><li>- 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.</li><li>- Tell Ss to look at the diagram and read through the steps. Explain any new words or phrases.</li><li>- Have Ss put the steps in order. Encourage them to work with a partner.</li><li>- Check answers as a class.</li><li>- 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.</li></ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"><li>1. B</li><li>2. D</li><li>3. E</li><li>4. C</li><li>5. A</li></ol>
<b>Task 2. Read the following instructions on how to do laundry. Circle the correct answers. (6 mins)</b>	
<ul style="list-style-type: none"><li>- Ask Ss to read the instructions and the tips carefully, focusing on how to do the laundry and check their comprehension.</li><li>- Have Ss decide on the right choices. Tell them to work in pairs to check and discuss their answers.</li><li>- Check answers as a class.</li><li>- 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.</li></ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"><li>1. <i>sort</i></li><li>2. <i>Secondly</i></li><li>3. <i>load</i></li><li>4. <i>remove</i></li><li>5. <i>Finally</i></li></ol>

**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
<p><b>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)</b></p>	
<p>- 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.</p> <p>- Check to make sure Ss understand the vocabulary used in the pictures. Explain any difficult words / phrases or structures.</p> <p>- 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.</p> <p>- Walk round to provide help if necessary.</p> <p><b>Extension:</b> 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><b>Suggested answer:</b></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
<b>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)</b>	
<ul style="list-style-type: none"><li>- 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.</li><li>- 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.</li><li>- Walk round the class to provide help when necessary.</li><li>- Invite some groups to present their instructions with additional steps / tips clearly in front of the class.</li><li>- Praise groups for good effort and clear, detailed instructions.</li></ul>	<p><b>Suggested answer:</b></p> <p><b>Additional steps</b></p> <ol style="list-style-type: none"><li>1. Use cold water to rinse the rice to remove dirt and starch. For best results, rinse the rice until the water runs clean.</li><li>2. Read the rice cooker instruction manual.</li><li>3. There are different types of rice so make sure you adjust the rice to water ratio accordingly.</li><li>4. Measure the rice and water: 2 cups of water for 1 cup of white rice.</li><li>5. Combine the rice and water in the non-stick bowl.</li><li>6. Turn the cooker on and wait until the rice is cooked.</li><li>7. Let the rice sit in the rice cooker for 10 minutes after cooking to make it fluffy.</li><li>8. Do not leave the cooked rice in the rice cooker overnight.</li><li>9. Clean the non-stick bowl with a soft sponge.</li></ol> <p><b>Additional recipe tips</b></p> <ol style="list-style-type: none"><li>1. Use chicken broth or coconut juice instead of water to add flavour.</li><li>2. Put dried spices in the water before turning the cooker on.</li><li>3. Add fresh herbs to the rice before cooking.</li></ol>

**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.

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**PERIOD 80:**

**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**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"><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><li>- Give short, clear instructions and help if necessary.</li></ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"><li>- Make sure they understand the meaning and pronunciation of important words.</li></ul>

	<ul style="list-style-type: none"> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>
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### 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
<b>Reorder the steps</b> <ul style="list-style-type: none"> <li>- Show some jumbled sentences on the screen.</li> <li>- Ss discuss in pairs to put the steps in the correct order when they want to learn a new thing.</li> <li>- Ss raise hands to answer.</li> <li>- Teacher checks answers as a class.</li> </ul>	<i>Steps:</i> <ol style="list-style-type: none"> <li>1. Reward yourself at important milestones.</li> <li>2. Learn through practical experience.</li> <li>3. Teach yourself using many sources.</li> <li>4. Compare your work with an expert's.</li> </ol> <i>Suggested answer: 3-2-4-1</i>

##### 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
<b>Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs. (4 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to look at the title and the table.</li> <li>- Have Ss read through the questions in the table and check comprehension. Explain or teach any difficult vocabulary.</li> </ul>	<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
<b>Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to a conversation between Mai and Mike.</li> <li>- Ask Ss to read through the questions and the choices before they listen to the talk.</li> <li>- Make sure that Ss understand the vocabulary. Elicit or explain any unfamiliar or difficult words.</li> <li>- Play the recording and have Ss do the activity.</li> <li>- Check answers as a class.</li> <li>- If necessary, play the recording again, pausing at the places where they can get the correct information. Remind Ss that incorrect choices are often "irrelevant" (i.e., not meet the requirements) or "too narrow" (i.e., only representing part of the talk) or "too general" (i.e., too broad or too vague). In question 1, choices A and B are too narrow, while in question 4 (which</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. A</li> <li>3. B</li> <li>4. B</li> </ol>

<p>asks for the information not mentioned in the recording) choices A and C are irrelevant as they are mentioned in the recording.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	
<p><b>Task 3. Listen to the conversation again and answer each of the following questions using no more than THREE words or numbers. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Give Ss some time to read through the questions and underline key words to help them work out the answers.</li> <li>- Focus Ss' attention on the instruction 'using no more than THREE words or a number'.</li> <li>- Ask Ss if they can answer any of the questions without listening to the recording again. Write their answers on the board.</li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> <li>- If time allows, ask Ss to discuss their answers in pairs.</li> <li>- Check answers as a class. Play the recording, pausing at the places where Ss can hear the answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Four / 4</li> <li>2. Their own learning</li> <li>3. (Detailed) study plans</li> <li>4. Asking difficult questions</li> </ol>

**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><b>Task 4: Work in groups. Discuss the following questions.</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups. Have Ss decide which of the characteristics of independent learners mentioned in the conversation they have.</li> </ul>	<p><b>Suggested answer:</b>  <i>Hi, I'm Khoi. There are three students in our group: Minh, Quang, and me. We</i></p>

- 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.

*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.

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**PERIOD 81:**

**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> </ul>	<p><b>Answer key:</b>          Pros: 1, 3, 5          Cons: 2, 4, 6</p>

<ul style="list-style-type: none"> <li>- Tell them to look at the table and read through the statements. Explain any new words.</li> <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>Suggested answer:</i></p> <p><b><i>Pros and cons of self-study</i></b></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.</i></p> <p><i>Secondly, it can make learners responsible.</i></p> <p><i>They set their learning goals and make study plans to achieve them. Finally, it makes them</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>more confident. Completing tasks and solving 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.