

## UNIT 8: BECOMING INDEPENDENT

### Lesson 1: Getting started – Earning your parents’ trust

#### I. OBJECTIVES

By the end of this lesson, Ss will be able to:

##### 1. Knowledge

- Gain an overview about the topic *becoming independent*;
- Gain vocabulary to talk about becoming independent;
- Get to know the language aspects: cleft sentences.

##### 2. Competences

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

##### 3. Personal qualities

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

#### II. MATERIALS

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

#### Language analysis

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

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <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 becoming independent;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

#### b. Content:

- Categorizing game: Classify dependent and independent people with some activities

#### c. Expected outcomes:

- Students can distinguish independence and dependence

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>CATEGORIZING GAME</b></p> <ul style="list-style-type: none"> <li>- Ss work in 4 groups. Each group is given small pieces of paper on which activities of dependent and independent lifestyle are written.</li> <li>- Each group has to classify them into correct categories.</li> <li>- The first team to complete the task correctly is the winner.</li> <li>- Teacher asks the winner to go to the board and show the correct answers.</li> </ul>	<p><b>Lists of activities:</b></p> <ul style="list-style-type: none"> <li>- <b>Independent lifestyle</b></li> <li>+ <i>Cook for yourself</i></li> <li>+ <i>Have good time management</i></li> <li>+ <i>Know how to keep house</i></li> <li>+ <i>Keep your body clean</i></li> <li>+ <i>Think twice before deciding</i></li> <li>+ <i>Get enough good sleep</i></li> <li>- <b>Dependent lifestyle</b></li> <li>+ <i>Ask parents for money</i></li> <li>+ <i>Wait parents to cook</i></li> </ul>

	<ul style="list-style-type: none"> <li>+ <i>Don't do your homework</i></li> <li>+ <i>Need mother to drop you off at school</i></li> <li>+ <i>communicate badly with people</i></li> <li>+ <i>Eat instant noodles all the time</i></li> </ul>
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**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRESENTATION (7 mins)**

**a. Objectives:**

- To get students learn vocabulary related to the topic.

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures, or explanations.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><i>New words:</i></p> <ol style="list-style-type: none"> <li>1. <i>independent (adj)</i></li> <li>2. <i>trust (earn sb's trust)</i></li> <li>3. <i>(to) convince</i></li> <li>4. <i>responsible (adj)</i></li> <li>5. <i>(to) encourage</i></li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

**3. ACTIVITY 2: PRACTICE (20 mins)**

**a. Objectives:**

- To help students get to know the topic.
- To introduce words and phrases related to becoming independent.
- To help Ss identify the cleft sentences with "it is/was .... who/that...".

**b. Content:**

- Task 1: Listen and read (p.86)
- Task 2. Read the conversation again and decide who has these skills. (p.87)
- Task 3. Find words and a phrase in 1 that have the following meanings. (p.87)
- Task 4. Match the two halves to make sentences used in 1. (p.87)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Listen and read. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to look at the picture in the book as well as the dialogue and answer the questions.</li> <li>- Ss answer the questions in pairs.</li> <li>- Teacher plays the recording twice. Ss listen and read.</li> <li>- Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud.</li> </ul>	 <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>What can you see in the picture?</i></li> <li>- <i>What do you think they are discussing?</i></li> </ul> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>3 friends, pan, mob,...</i></li> <li>- <i>They are discussing housework and how to earn parents' trust.</i></li> </ul>
<p><b>Task 2. Read the conversation again and decide who has these skills. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Go through the three skills and ask for each one, e.g. <i>Who can manage their money? Who helps with the household chores? Who is good at managing their time?</i></li> <li>- Have Ss write their answers. Then give them time to read the conversation again and locate the speaker's line that contains information for each skill.</li> <li>- Check answers as a class. Encourage Ss to provide evidence from the conversation, e.g. <i>Mark is good at managing money because he uses a money-management app that taught him how to be responsible with money.</i></li> </ul> <p><b>Extension:</b> Call out sentences from the conversation or other statements related to it, but</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>Mark</i></li> <li>2. <i>Mai</i></li> <li>3. <i>Nam</i></li> </ol>

<p>make mistakes, e.g. <i>Mai doesn't have a mobile phone</i>. Have Ss stand up when they hear a false statement and say <i>No!</i> Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the false statements.</p>	
<p><b>Task 3. Find words and a phrase in 1 that have the following meanings. (5 mins)</b></p>	
<p>- Have Ss read the definitions and check understanding. Explain that the words or phrases Ss need to find in the conversation to match are related to earning parents' trust.</p> <p>- In weaker classes, provide some extra clues, e.g. No 1 is a noun beginning with the letter 'c'. No 2 is an adjective containing four syllables. No 3 is a plural noun ending in '-ilities'. No 4 is a phrase consisting of two nouns linked with a hyphen.</p> <p>- Have Ss work individually first. Then check answers as a class.</p> <p><b>Extension:</b> In stronger classes, ask Ss to choose other words or phrases from the conversation. In pairs, Ss write short definitions of them or other clues to help guess the words/phrases. Ask pairs to take turns reading their definitions or clues for the rest of the class to guess the word/phrase or find it in the conversation, e.g. a person's mother and father (parent), Nam says that he uses this to manage his time. (time-management app).</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>confidence</i></li> <li>2. <i>independent</i></li> <li>3. <i>responsibilities</i></li> <li>4. <i>money-management</i></li> </ol>
<p><b>Task 4. Match the two halves to make sentences used in 1. (5 mins)</b></p>	
<p>- Tell Ss to read the sentence halves and check comprehension.</p> <p>- Have Ss work individually.</p> <p>- Check answers by having individual Ss read out the sentences.</p> <p>- Focus attention on the beginning of each sentence half on the left (It's/It was ...) and on the first word of each sentence half on the right (that/who). Ask Ss if they can identify the grammar structure, i.e. cleft sentences with It is/was ... that/who ...</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>d</i></li> <li>2. <i>a</i></li> <li>3. <i>b</i></li> <li>4. <i>c</i></li> </ol>

**e. Assessment**

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

#### 4. ACTIVITY 3: PRODUCTION (10 mins)

##### a. Objectives:

- To help Ss practice speaking skills;
- To help Ss memorize the basic knowledge on how to become independent.

##### b. Content:

- Role-play

##### c. Expected outcomes:

- Students can give a short talk about how to live independently.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5. Role play</b></p> <ul style="list-style-type: none"> <li>- Teacher asks Ss to work in groups.</li> <li>- In each group, one student plays the role of a student. Others are advisors.</li> <li>- Advisors are giving advice on how to live independently.</li> <li>- Ss have 3 minutes to prepare for the role-play.</li> <li>- Teacher invites 1 or 2 groups to come to the stage and do the role-play.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<p><i>Students' own creativity.</i></p>

##### e. Assessment

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

#### 4. CONSOLIDATION (3 mins)

##### a. Wrap-up

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

##### b. Homework

- Write a short paragraph about how to live independently.
- Prepare for the project in Lesson 8

#### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: BECOMING INDEPENDENT</b></p> <p><b>Lesson 1: Getting started</b></p> <p><b>*Warm-up</b></p>
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**\* Vocabulary**

1. independent (adj)
2. trust (earn sb's trust)
3. (to) convince
4. responsible (adj)
5. (to) encourage

- Task 1: Listen and read.
- Task 2: Decide who has these skills.
- Task 3: Find words and a phrase.
- Task 4: Match the two halves to make sentences.
- Task 5: Role-play

**\*Homework**

## 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><b>Cleft sentences with <i>It is/was ... who/that...</i></b></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><b>It is/was + S/O/A + that/who ....</b></p>	<ol style="list-style-type: none"> <li>1. <b>It was <u>Nam</u> that/who</b> taught Mai how to use the app in the library last weekend. (Focus on Nam - S)</li> <li>2. <b>It was <u>the app</u> that</b> Nam taught Mai how to use in the library last weekend. (Focus on the app - O)</li> <li>3. <b>It was <u>in the library</u> that</b> Nam taught Mai how to use the app last weekend. (Focus on Nam - A)</li> </ol>

#### Assumption

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

##### e. Assessment

- Teacher observes the groups and gives feedback.

#### 2. ACTIVITY 1: PRONUNCIATION (12 mins)

##### a. Objectives:

- To help Ss recognise and practise fall-rise intonation in invitations, suggestions and polite requests.
- To help Ss practise fall-rise intonation in invitations, suggestions and polite requests.

##### b. Content:

- Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (p.87)

- Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (p.87)

**c. Expected outcomes:**

- Students can pronounce correctly fall-rise intonation in invitations, suggestions and polite requests.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to listen to the sentences. Have them pay attention to the fall-rise intonation in invitations, suggestions and polite requests.</li> <li>- Ask Ss to listen to the sentences again, but this time, have them repeat the sentences.</li> <li>- Have Ss read the notes in the Remember! box.</li> <li>- Ask Ss to work in pairs and take turns to read the sentences. Call on some Ss to read them out loud.</li> <li>- In stronger classes, T can explain that the fall-rise intonation helps make invitations, suggestions, and requests sound friendlier or more polite.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Would you like a cup of tea?</i> ↗</li> <li>2. <i>Why don't you answer your phone?</i> ↗</li> <li>3. <i>Would you like me to help you install the software?</i> ↗</li> <li>4. <i>Can you show me the money-management app you told me about?</i> ↗</li> </ol>
<p><b>Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs. (7 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to listen and pay attention to the sentences with the fall-rise intonation.</li> <li>- Have Ss listen to the recording again, pausing after each sentence for Ss to repeat. Correct any wrong pronunciation.</li> <li>- 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.</li> <li>- Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud.</li> </ul> <p><b>Extension:</b> In stronger classes, have Ss write their own sentences expressing invitations, suggestions, and requests. Encourage them to say the sentences in front of the class. Have the rest of the class say if they are using the correct fall-rise intonation to sound friendlier or more polite.</p>	<ol style="list-style-type: none"> <li>1. <i>Shall we now talk about other learning methods?</i> ↗</li> <li>2. <i>Could you please pay attention when I'm talking to you?</i> ↗</li> <li>3. <i>Why don't we use public transport to go to school?</i> ↗</li> <li>4. <i>Would you like to join our cooking course?</i> ↗</li> </ol>

**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
<b>Task 1. Match the words with their meanings. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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?</li> <li>- Have Ss match each word with its meaning.</li> <li>- If necessary, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Weaker Ss may look up the words in the glossary.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. e</li> <li>2. d</li> <li>3. b</li> <li>4. c</li> <li>5. a</li> </ol>
<b>Task 2. Complete the sentences using the correct forms of the words in Task 1 (6 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Have Ss call out the word they have used in each sentence before checking answers as a class.</li> </ul> <p><b>Extension:</b> In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words. They can do that orally or in written form. Give groups a time limit of three minutes. The group with a coherent text and grammatically correct sentences is the winner. Example: <i>My friend is highly self-motivated. She studies hard, does a lot of self-study, and gets very good marks at school. She has also learnt many basic life</i></p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. trust</li> <li>2. life skills</li> <li>3. self-study</li> <li>4. manage</li> <li>5. self-motivated</li> </ol>

*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
<b>Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Focus Ss' attention on the Remember! box. Ask them to read the explanations and the examples.</li> <li>- 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).</li> <li>- Have Ss do the sentences individually or in pairs.</li> <li>- Check answers as a class.</li> <li>- 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.</li> <li>- In stronger classes, explain that there are other cleft sentences (What they like is ..., All I need is ...) and give Ss examples if necessary.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>is John that/who is saving his pocket money</i></li> <li>2. <i>is 20 dollars that he gets every week</i></li> <li>3. <i>was last weekend that John earned</i></li> <li>4. <i>was gifts for friends and family members that</i></li> <li>5. <i>is by doing household chores with children that parents</i></li> </ol>
<b>Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Suggested answer:</b></p> <p><i>A: Is it your mom who does the laundry at home?</i></p>

- 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.*

*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.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 8: BECOMING INDEPENDENT</b></p> <p><b>Lesson 2: Language</b></p> <p><b>*Warm-up</b> Watch a video</p> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>- Task 1: Listen and repeat.</li> <li>- Task 2: Read the sentences,</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Task 1: Match the words with their meanings.</li> <li>- Task 2. Complete the sentences.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Task 1. Rewrite the sentence..</li> <li>- Task 2. Ask and answer questions.</li> </ul> <p><b>*Homework</b></p>
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## 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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, 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 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><b>Guessing game</b></p> <ul style="list-style-type: none"> <li>- Ss work in groups.</li> <li>- Call on each group one student to the board to pick a piece of paper, then explain the written word by using body language.</li> <li>- The rest of the groups must guess the word, if they are wrong, the chance turns to others.</li> <li>- The groups with more correct answers will be the winner.</li> </ul>	<p><i><b>Suggested words:</b> 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><b>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)</b></p>	
<ul style="list-style-type: none"> <li>- Focus Ss' attention on the heading and the table.</li> <li>- Have Ss read through the rubrics. Invite some Ss to read the questions out loud while others follow along and tick the</li> </ul>	<p><b>Students' answer</b></p>

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.

**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><b>Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (7 mins)</b></p>	
<p>- Have Ss read the whole text quickly to get an overall idea. Walk round the class and provide help if necessary.</p> <p>- In weaker classes, go through the options and check</p> <p>- Ask Ss to work in pairs to discuss and compare their answers.</p>	<p><b>Answer key:</b></p> <p>A - 5</p> <p>B - 4</p> <p>C - 3</p>

- 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.

**Task 3. Read the text again and match the highlighted phrases in the text with their meanings. (7 mins)**

- 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.

**Answer key:**

1. c
2. e
3. b
4. a
5. d

**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)**

- 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.

**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

**Key:**

1. many solutions
2. best option
3. a to-do-list
4. night's sleep

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><b>Task 5. Discussion</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in groups of three or four.</li> <li>- Have Ss talk about the skills they have, brainstorm and suggest other skills they think they need to become independent.</li> <li>- 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></li> <li>- Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery.</li> </ul>	<p><b><i>Suggested answer:</i></b></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.

**Board Plan**

*Date of teaching*

**Unit 8: Becoming Independent****Lesson 3: Reading – How to become independent****\*Warm-up**

- Task 2: Match the paragraphs with their headings.
- Task 3: Match the highlighted phrases in the text with their meanings.
- Task 4: Complete the diagrams.
- Task 5: Discussion

**\*Homework**

## 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
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Students may lack more vocabulary to deliver a speech.

- 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;"><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>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check to make sure Ss understand the vocabulary used in the pictures. Explain any difficult words / phrases or structures.</li> <li>- 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.</li> <li>- Walk round to provide help if necessary.</li> </ul> <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><i>Suggested answer:</i></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
<p><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></p>	
<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><i>Suggested answer:</i></b></p> <p><b><i>Additional steps</i></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><i>Additional recipe tips</i></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.

**Board Plan**

*Date of teaching*

**Unit 8: Becoming independent**

**Lesson 4: Speaking – Learning basic life skills**

**\*Warm-up**

- Task 1: Discuss these questions.
- Task 2: Choose the correct answers.
- Task 3: Give instructions on how to cook rice.
- Task 4: Add more steps or tips, and report to the whole class.

**\*Homework**

## 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"> <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> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

#### 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
<p><b>Reorder the steps</b></p> <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>	<p><b>Steps:</b></p> <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> <p><b>Suggested answer: 3-2-4-1</b></p>

**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
<p><b>Task 1. Tick the columns to complete the following table about you. Compare your answers in pairs. (4 mins)</b></p>	
<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> <li>- 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.</li> </ul>	<p><i>Students' answer.</i></p>

- 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
<p><b>Task 2. Listen to a conversation between Mai and Mike, and choose the correct answers A, B, or C. (6 mins)</b></p>	
<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 asks for the information not mentioned in the recording) choices A and C are irrelevant as they are mentioned in the recording.</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>

<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 are all self-motivated, responsible,</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.

*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.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 8: Becoming independent</b></p> <p><b>Lesson 5: Listening – Becoming independent learners</b></p> <p><b>*Warm-up</b></p> <ul style="list-style-type: none"> <li>- Task 1: Tick the columns.</li> <li>- Task 2: Choose the correct answers A, B, or C.</li> <li>- Task 3: Answer the questions.</li> <li>- Task 5: Discussion.</li> </ul>
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**\*Homework**

## 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

Anticipated difficulties	Solutions
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> <li>- Put them in pairs to discuss and decide if they are pros or cons of self-study.</li> </ul>	<p><b>Answer key:</b>            Pros: 1, 3, 5            Cons: 2, 4, 6</p>

<ul style="list-style-type: none"> <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> <li>- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to</li> </ul>	<p><b><i>Suggested answer:</i></b></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. 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 problems on their own boost learners' confidence.</i></p>

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.

- Collect Ss' articles and give face-to-face feedback in private, or give them back with some written feedback.

*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. 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.*

**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/ expressions/ word choices Ss have used to give suggestions to other Ss</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>TOTAL: .../50</p>

- Teacher chooses some typical errors and correct as a whole class without nominating the Ss' names.

**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.

**Board Plan**

*Date of teaching*

**Unit 8: BECOMING INDEPENDENT**

**Lesson 6: Writing – An article about pros and cons of self-study**

**\*Warm-up**

- Task 1. Decide if the ideas are pros and cons of self-study.
- Task 2. Write an article about the pros and cons of self-study.

**\* Cross-checking**

**\*Homework**

## 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

Anticipated difficulties	Solutions
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
<b>Video watching</b> - Teacher ask Ss to watch a video about living alone. - 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,... - Ss work in pairs to brainstorm the ideas. - Teacher calls some Ss randomly to present the ideas to the whole class.	<b>Link:</b> <a href="https://www.youtube.com/watch?v=FzAX_PTTnOk">https://www.youtube.com/watch?v=FzAX_PTTnOk</a> <b>Suggested answer:</b> - Cons: have to make dinner while you're tired, repair or fix broken thing by yourself, feel bored sometimes,... - Pros: there will be your favorite food only, live quietly, dress up your space,...

**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
<b>Task 1: Listen and complete the conversation with the expressions in the box. Then practice it in pairs (8 mins)</b>	
- 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.	<b>Answer key</b> 1. B 2. D 3. C 4. A

- 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.
- 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.
- Play the recording once (in stronger classes) or twice (in weaker classes).
- Check answers as a class. Play the recording again, pausing after each gap to confirm the correct answers.
- Put Ss into pairs and have them practise the conversations.

**Task 2: Work in pairs. Make similar conversation for these situations. (10 mins)**

- 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.
- Ask Ss to read the list of useful expressions in the box and check understanding.
- Put Ss in pairs and explain the situations.
- 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.
- 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.
- If time allows, have Ss swap roles so that they have a chance to role-play both Students A and B in each situation.
- Walk round the class and provide help when necessary.
- 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.

***Suggested answers:***

1.  
*B: I heard you're taking an English exam tomorrow. Good luck!*  
*A: Thanks so much.*
2.  
*A: Are you OK? You look very tired.*  
*B: I'm afraid I'm not feeling well.*  
*A: I'm sorry to hear that. Hope you feel better soon.*  
*B: Thanks.*

**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>- Check answers as a class.</p> <p>- 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</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>

homework.	
<b>Task 2: Work in groups. Discuss the following questions. (10 mins)</b>	
<p>- 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.</p> <p>- 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?</p> <p>- Ask some groups to share their ideas with the whole class.</p>	<p><b>Suggested answer:</b></p> <p><i>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.</i></p>

**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.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 8: Becoming independent</b></p> <p><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p><b>* Everyday English</b></p>
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- Task 1: Listen and complete the conversation.
- Task 2: Make similar conversations.

\* **Culture**

- Task 1: Complete the diagram.
- Task 2: Discussion.

\* **Homework**

## 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

Anticipated difficulties	Solutions
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
<p>Video watching</p> <ul style="list-style-type: none"> <li>- Teacher lets Ss watch a video and answer the question: <i>Why should we do chores?</i></li> <li>- Ss watch the video, note down some of the reasons why doing chores is essential for kids and teens.</li> <li>- 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></li> </ul>	<p><i>Link:</i> <a href="https://www.youtube.com/watch?v=hBkwCyilVmc">https://www.youtube.com/watch?v=hBkwCyilVmc</a></p> <p><i>Suggested answer:</i></p> <ul style="list-style-type: none"> <li>- <i>Benefits: develop teamwork skills, strengthen bond with siblings, high self-esteem when completed tasks,...</i></li> <li>- <i>Chores for different age:</i> <ul style="list-style-type: none"> <li>+ <i>Pre-school: pick up toys, put dirty clothes into laundry bags, ...</i></li> <li>+ <i>7-12: clean study table, help to set the dining table, ...</i></li> <li>+ <i>Teenagers: clean the garage, keep the house clean, ...</i></li> </ul> </li> </ul>

**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
<p><b>Task 1: Read the sentences using fall-rise intonation. Then listen and compare. Practise saying them in pairs. (4 mins)</b></p>	

<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>	<p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li>1. <i>Shall we look for a part-time job to earn some pocket money?</i></li> <li>2. <i>Do you feel like doing a vegetarian cooking course?</i></li> <li>3. <i>Would you please give me some advice on how to set my goals?</i></li> <li>4. <i>Could you help me improve my communication skills?</i></li> </ol>
<p><b>Task 2: Choose the correct answers A, B, or C to complete the sentences. (4 mins)</b></p>	
<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>	<p><b>Key</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> </ol>
<p><b>Task 3: Complete the answers to these questions using cleft sentences focusing on the words or phrases in brackets. (4 mins)</b></p>	
<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>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>is the dog walking job that</i></li> <li>2. <i>was a new motorbike that</i></li> <li>3. <i>is Tuan that/who</i></li> <li>4. <i>is the day after tomorrow that</i></li> </ol>

**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.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 8: BECOMING INDEPENDENT</b></p> <p><b>Lesson 8: Looking back and project</b></p> <p><b>*Warm-up</b></p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"> <li>- Pronunciation: Fall-rise intonation</li> <li>- Vocabulary: Choose the correct answer.</li> </ul>
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- Language: Complete the answers.

\* **Project: A life skills workshop**

\* **Homework**