**Period 63**

**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**

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| **Form** | **Pronunciation** | **Meaning** |
| 1. independent (adj) | /ˌɪndɪˈpendənt/ | 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 | /kənˈvɪns/ | to make someone feel certain that something is true |
| 4. responsible (adj) | /rɪˈspɔnsɪbəl/ | having the job or duty of doing sth or taking care of sb/sth |
| 5. (to) encourage | /ɪnˈkʌrɪdʒ/ | to give sb support, courage or hope |

**Assumption**

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| **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 | - Explain expectations for each task in detail.  - Continue to explain task expectations in small chunks (before every activity).  - Provide vocabulary and useful language before assigning tasks  - Encourage students to work in groups so that they can help each other. |

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of 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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **CATEGORIZING GAME**  - Ss work in 4 groups. Each group is given small pieces of paper on which activities of dependent and independent lifestyle are written.  - Each group has to classify them into correct categories.  - The first team to complete the task correctly is the winner.  - Teacher asks the winner to go to the board and show the correct answers. | **Lists of activities:**  ***- Independent lifestyle***  *+ Cook for yourself*  *+ Have good time management*  *+ Know how to keep house*  *+ Keep your body clean*  *+ Think twice before deciding*  *+ Get enough good sleep*  ***- Dependent lifestyle***  *+ Ask parents for money*  *+ Wait parents to cook*  *+ Don’t do your homework*  *+ Need mother to drop you off at school*  *+ communicate badly with people*  *+ Eat instant noodles all the time* |

**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 usekey language more appropriately before they read.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures, or explanations.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. | ***New words:***  *1. independent (adj)*  *2. trust (earn sb’s trust)*  *3. (to) convince*  *4. responsible (adj)*  *5. (to) encourage* |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and read.** (5 mins) | |
| - Teacher asks Ss to look at the picture in the book as well as the dialogue and answer the questions.  - Ss answer the questions in pairs.  - Teacher plays the recording twice. Ss listen and read.  - Teacher checks Ss’ prediction. T calls 2 Ss to read the conversation aloud. | **Questions:**  *- What can you see in the picture?*  *- What do you think they are discussing?*  ***Suggested answers:***  *- 3 friends, pan, mob,...*  *- They are discussing housework and how to earn parents’ trust.* |
| **Task 2. Read the conversation again and decide who has these skills.** (5 mins) | |
| - Go through the three skills and ask for each one, e.g. *Who can manage their money? Who helps with the household chores? Who is good at managing their time?*  - 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.  - Check answers as a class. Encourage Ss to provide evidence from the conversation, e.g. *Mark is good at managing money because he uses a money-management app that taught him how to be responsible with money.*  **Extension**: Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. *Mai doesn’t have a mobile phone.* Have Ss stand up when they hear a false statement and say *No!* Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the false statements. | ***Answer key:***  *1. Mark*  *2. Mai*  *3. Nam* |
| **Task 3. Find words and a phrase in 1 that have the following meanings.** (5 mins) | |
| - 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.  - 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.  - Have Ss work individually first. Then check answers as a class.  **Extension**: 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). | **Answer key:**  *1. confidence*  *2. independent*  *3. responsibilities*  *4. money-management* |
| **Task 4. Match the two halves to make sentences used in 1.** (5 mins) | |
| - Tell Ss to read the sentence halves and check comprehension.  - Have Ss work individually.  - Check answers by having individual Ss read out the sentences.  - 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 ... | **Answer key:**  *1. d*  *2. a*  *3. b*  *4. c* |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5. Role play**  - Teacher asks Ss to work in groups.  - In each group, one student plays the role of a student. Others are advisors.  - Advisors are giving advice on how to live independently.  - Ss have 3 minutes to prepare for the role-play.  - Teacher invites 1 or 2 groups to come to the stage and do the role-play.  - Teacher asks other groups to listen and give comments.  - Teacher gives feedback and gives marks to the best group. | *Students’ own creativity.* |

**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**

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| *Date of teaching*  **Unit 8: BECOMING INDEPENDENT**  **Lesson 1: Getting started**  **\*Warm-up**    **\* 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** |

**Period 64**

**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**

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| **Structure** | **Example** |
| **Cleft sentences with *It is/was … who/that…***  - A cleft sentence is used to focus on a particular part of the sentence and to emphasize what we want to say.  **It is/was +** S/O/A **+ that/who ….** | 1. **It was** *Nam* **that/who** taught Mai how to use the app in the library last weekend. (Focus on Nam - S)  2. **It was** *the app* **that** Nam taught Mai how to use in the library last weekend. (Focus on the app - O)  3. **It was** *in the library* **that** Nam taught Mai how to use the app last weekend. (Focus on Nam - A) |

**Assumption**

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| **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 | - Explain expectations for each task in detail.  - Continue to explain task expectations in small chunks (before every activity).  - Provide vocabulary and useful language before assigning tasks  - Encourage students to work in groups so that they can help each other. |

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of independent lifestyle;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Watch a video and list out what to do to become independent.

**c. Expected outcomes:**

**-** Students can listen and find out some ways to become independent.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Watch a video**  - Ss work in 4 groups. Each group is given a big-sized piece of paper and markers.  - Ss watch the video once and list out what to do to be independent.  - All teams stick the paper on the board.  - Teacher checks answers of each group.  - The group that has the most correct answers is the winner. | **Link:** <https://www.youtube.com/watch?v=VLCgMkTIdLA>  **Suggested answers:**  *- Learn how to save*  *- Set rules for yourself*  *- Cap your spending*  *- Respect to be respected as an individual* |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and repeat. Pay attention to the fall-rise intonation in the following sentences.** (5 mins) | |
| - Ask Ss to listen to the sentences. Have them pay attention to the fall-rise intonation in invitations, suggestions and polite requests.  - Ask Ss to listen to the sentences again, but this time, have them repeat the sentences.  - Have Ss read the notes in the Remember! box.  - Ask Ss to work in pairs and take turns to read the sentences. Call on some Ss to read them out loud.  - In stronger classes, T can explain that the fall-rise intonation helps make invitations, suggestions, and requests sound friendlier or more polite. | *1. Would you like a cup of tea?*  *2. WWhy don’t you answer your phone?*  *3. Would you like me to help you install the software?*  *4. Can you show me the money-management app you told me about?* |
| **Task 2: Listen and pay attention to the fall-rise intonation in the following sentences. Then practice saying them in pairs.** (7 mins) | |
| - Ask Ss to listen and pay attention to the sentences with the fall-rise intonation.  - Have Ss listen to the recording again, pausing after each sentence for Ss to repeat. Correct any wrong pronunciation.  - In stronger classes, ask individual Ss to read each sentence first, and then play the recording for them to check if they have correctly said the sentences.  - Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud.  **Extension:** In stronger classes, have Ss write their own sentences expressing invitations, suggestions, and requests. Encourage them to say the sentences in front of the class. Have the rest of the class say if they are using the correct fall-rise intonation to sound friendlier or more polite. | 1. Shall we now talk about other learning methods?  2. Could you please pay attention when I’m talking to you?  3. Why don’t we use public transport to go to school?  4. Would you like to join our cooking  course? |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Match the words with their meanings.**  (6 mins) | |
| - Ask Ss to work individually to do the matching. Then put them in pairs to compare their answers and discuss the meaning of each word.  - In weaker classes, make sure Ss understand the abbreviations in brackets (v, n, adj). Read each word and elicit the part of speech they need to look for in the given definitions, e.g. What part of speech do you need to look for in the definition of ‘self-motivated’? Which definition begins with an adjective?  - Have Ss match each word with its meaning.  - If necessary, do the first one as an example before asking Ss to match the rest individually or in pairs.  - Weaker Ss may look up the words in the glossary.  - Check answers as a class. | ***Answer key:***  1. e  2. d  3. b  4. c  5. a |
| **Task 2. Complete the sentences using the correct forms of the words in Task 1** (6 mins) | |
| - Tell Ss to read the sentences carefully and decide which word in Activity 1 can be used to complete each of the sentences. Tell them to change the forms of some of the words if necessary.  - Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner.  - Have Ss call out the word they have used in each sentence before checking answers as a class.  **Extension:** In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words. They can do that orally or in written form. Give groups a time limit of three minutes. The group with a coherent text and grammatically correct sentences is the winner. Example: *My friend is highly self-motivated. She studies hard, does a lot of self-study, and gets very good marks at school. She has also learnt many basic life skills like cooking meals, cleaning the house, managing time and money. She has earned her parents’ trust.* | ***Answer key:***  1. trust  2. life skills  3. self-study  4. manage  5. self-motivated |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Rewrite the sentences using cleft sentences focusing on the underlined parts.** (6 mins) | |
| - Focus Ss’ attention on the Remember! box. Ask them to read the explanations and the examples.  - Check understanding by asking questions, e.g. When do speakers/writers use cleft sentences? (when they want to focus on a particular part of the sentence), What is the structure of this type of cleft sentence? (begins with It and the focus of the sentence is put after is / was).  - Have Ss do the sentences individually or in pairs.  - Check answers as a class.  - In weaker classes, write the sentences on the board and explain the structures, e. g. ‘It was at the age of seven that I started getting pocket money’ has the same meaning as ‘I started getting pocket money at the age of seven’ but the former focuses on ‘at the age of seven’ while the latter does not.  - In stronger classes, explain that there are other cleft sentences (What they like is …, All I need is …) and give Ss examples if necessary. | ***Answer key:***  *1. is John that/who is saving his pocket money*  *2. is 20 dollars that he gets every week*  *3. was last weekend that John earned*  *4. was gifts for friends and family members that*  *5. is by doing household chores with children that parents* |
| **Task 2. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences.** (7 mins) | |
| - Have Ss read the instructions and example, and make sure they understand the context and what they have to do. In weaker classes, model a short conversation with a student.  - Have Ss first brainstorm verbs that can be used in the clauses, and write them down as prompts, e.g. do the laundry, vacuum the floor, water the plants, walk the dog, make the beds, iron the clothes.  - Put Ss in pairs and have them take turns to ask and answer the questions. Encourage Ss to respond to their partners’ statement, e.g. That’s great! Amazing! Good for you. Really? I can’t believe it.  - Walk round and help if necessary.  - Invite some Ss to report back to the class, e.g. *This is what I found out. It's Nam's mum who does the laundry in his family. It's Nam who vacuums the floor.* | ***Suggested answer:***  *A: Is it your mom who does the laundry at home?*  *B: No, it is my brother who does the laundry. Is it you who tidies up your room?*  *A: Yes, it is who tidies up my own room.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Lesson 3 - Reading.

**Board Plan**

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| Date of teaching  **Unit 8: BECOMING INDEPENDENT**  **Lesson 2: Language**  **\*Warm-up**  Watch a video  **Pronunciation**  - Task 1: Listen and repeat.  - Task 2: Read the sentences,  **Vocabulary**  - Task 1: Match the words with their meanings.  - Task 2. Complete the sentences.  **Grammar**  - Task 1. Rewrite the sentence..  - Task 2. Ask and answer questions.  **\*Homework** |

**Period 65**

**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**

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| **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. | - Let students read the text again (if necessary).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic of becoming independent;

- To set the context for the reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** guessing

**c. Expected outcomes:**

**-** Students can find out all the words as well as the key word based on the definitions given by the teacher.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Guessing game**  - Ss work in groups.  - Call on each group one student to the board to pick a piece of paper, then explain the written word by using body language.  - The rest of the groups must guess the word, if they are wrong, the chance turns to others.  - The groups with more correct answers will be the winner. | ***Suggested words:*** *cook, live alone, get around, relax, communicate, work* |

**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 usekey language more appropriately before they read.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Tick the appropriate box to see how independent you are. Add up your points. If your total score is nine or above, you are independent. Compare with a partner.** (8 mins) | |
| - Focus Ss' attention on the heading and the table.  - Have Ss read through the rubrics. Invite some Ss to read the questions out loud while others follow along and tick the correct boxes. Have Ss add up their points according to their answers.  - Ask Ss to work in pairs to compare their answers. Invite some Ss to share their answers with the class, e.g. I have 3 points for question 1, 6 points for questions 2, 3, and 4, and 1 point for question 5. My total score is 10. I’m an independent teenager.  - Lead in to the topic of the reading text, e. g. Would you like to become more independent as a teenager? You’ll find more information about the skills necessary for an independent teenager in the following article. | **Students’ answer** |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: WHILE-READING** (21 mins)

**a. Objectives:**

- To help Ss practise guessing the meaning of words from context;

- To develop reading skills for general information;

- To develop reading skills for specific information.

**b. Content:**

- Task 2: Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings. (p.89)

- Task 3: Read the text again and match the highlighted phrases in the text with their meanings. (p.90)

- Task 4: Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap. (p.90)

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Read the text. Match the paragraphs (A-C) with their headings (1-5). There are TWO extra headings.** (7 mins) | |
| - Have Ss read the whole text quickly to get an overall idea. Walk round the class and provide help if necessary.  - In weaker classes, go through the options and check  - Ask Ss to work in pairs to discuss and compare their answers.  - In weaker classes offer help if they cannot decide on the correct answers. Explain that each heading should cover the main content of the paragraph it heads. To do the matching, Ss should read through all the headings, underline the key words and look for them or their synonyms in the paragraphs, e. g. heading 3 Develop time-management skills should go with paragraph C as we can find the key words time, management and their related words (schedule, sleep, hours, etc.) in this paragraph.  - Check answers as a class. | **Answer key:**  *A - 5*  *B - 4*  *C - 3* |
| **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 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. | ***Key:***  *1. many solutions*  *2. best option*  *3. a to-do-list*  *4. night’s sleep* |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5. Discussion**  - Ask Ss to work in groups of three or four.  - Have Ss talk about the skills they have, brainstorm and suggest other skills they think they need to become independent.  - In stronger classes, encourage Ss to use cleft sentences if possible, e.g. *It is getting around using public transport that teenagers need to become independent* or *It is the time-management skills that I already have.*  - Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery. | ***Suggested answer:***  *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.* |

**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**

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| *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** |