**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 10: LIFELONG LEARNING**

**Lesson 1: Getting started – Learning for life**

**I. OBJECTIVES**

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

**1. Knowledge**

- Get an overview of the topic of *Lifelong learning.*

- Use vocabulary related to the learning for life.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of the importance of learning for their life.

- Actively join in class activities

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Getting Started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. trouble (n) | /ˈtrʌbl/ | a problem, worry, difficulty, etc. or a situation causing this | khó khăn |
| 2.summary (n) | /ˈsʌməri/ | a short statement that gives only the main points of something, not the details | bài tóm tắt |
| 3. report (n) | rɪˈpɔːt/ | a written or spoken account of an event, especially one that is published or broadcast | báo cáo |
| 4. attendee (n) | /əˌtenˈdiː/ | a person who attends a meeting | người tham gia buổi họp |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experience about the topic. | - 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 create a friendly and lively atmosphere in the classroom;

- To lead into the unit.

**b. Content:**

**-** Watching a video

**c. Expected outcomes:**

**-** Students can understand what the video is about and guess the unit’s topic.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Watching a video**  - Teacher plays a video and asks Ss to watch and answer the question.  Link:  <https://www.youtube.com/watch?v=kASX8SmSIiU> | - Students watch a video and answer the question. | ***Questions:***  What is the video about?  ***Suggested answer:***  Old people with technology. |

**e. Assessment**

**-** T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with new words related to the topic of *Lifelong learning*

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some vocabulary related to the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary by:  + showing the pictures illustrating the words  + giving explanation  + asking some elicit questions | - Students listen to the teacher’s explanation and guess the words. | **Vocabulary:**  1. trouble (n): khó khăn  2. summary (n): bài tóm tắt  3. report (n): báo cáo  4. attendee (n): người tham gia buổi họp |

**e. Assessment**

- Teacher checks students’ pronunciation & understanding and gives feedback.

**3. ACTIVITY 2: PRACTICE** (25 mins)

**a. Objectives:**

- To introduce some vocabulary and the grammar points to be learnt in the unit.

- To check Ss’ comprehension of the conversation.

- To introduce words and phrases related to career paths

- To help Ss identify the reported speech with orders, requests, offers, and advice

**b. Content:**

-Task 1: Listen and read. (p.128-129)

- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)

- Task 3: Find words and phrase in Task 1 with the following meanings. (p. 129)

- Task 4: Match the beginnings with the endings to make complete sentences. (p. 129)

**c. Expected outcomes:**

**-** Students can understand the conversation and know some collocations to describe jobs.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (7 mins) | | |
| - Teacher sets the context for the listening and reading.  - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions.  - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic while they are listening and reading.  - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.  - Call on three Ss to read the conversation aloud. | - Students look at the picture and answer the questions.  - Students listen to the recording.  - Ss compare the words and phrases with their partner.  - Students read the conversation aloud. | ***Questions:***  1. Who are they?  2. What are they talking about? |
| **Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F)** (7 mins) | | |
| - Teacher puts Ss in pairs. Ask them to read the sentences carefully.  - Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F).  - Teacher has Ss share their answers with the class.  - Confirm the correct answers. | - Students work in pairs to do the activity.  - Students share the answers in front of the class and show where they can find them.  - Correct | ***Answer key:***  1. F  2. T  3. F  4. T |
| **Task 3: Find words and phrase in 1 with the following meaning.** (6 mins) | | |
| - Ask Ss to work independently to do the exercise  - Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings.  - Encourage students to look at the given initials of the words and phrases so that they can find them more quickly.  - Have Ss compare and share their answers with the class.  - Have Ss play the game to check the answers  - Confirm the correct answers. | - Students read the conversation again and work independently to do the activity.  - Share the answer with partners.  - Ss play game to give the answers  - Correct | ***A colorful wheel with numbers  Description automatically generated***  ***Answer key:***  1. boost  2. brush up  3. maintain  4. informed |
| **Task 4: Match the beginnings with the endings to make complete sentences (5 mins)** | | |
| - Run through the task  - Tell Ss that they have to match the beginnings with their endings to make sentences in reported speech.  - Have Ss work individually. Encourage them to try to match a beginning with an appropriate ending without referring to the conversation. Then ask them to check the information in the conversation. Tell Ss that sentence 4 has been changed from the direct speech in the conversation (*I’ll put your name on the list of attendees 🡪 an offer)*  - Check answers as a class. First say the beginnings, then call on individual Ss to read the endings of these sentences.  - Tell Ss that they will learn more about the grammar point in the following lesson. | - Answer some eliciting questions.  - Listen to the teacher.  - Work individually to match the sentences.  - Check the information in the conversation.  - Some weak Ss can read the conversation again to find the information.  - Ss share the answers.  - Listen to the teacher. | ***Answer key:***  1. b  2. c  3. d  4. a |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (5 mins)

**a. Objectives:**

- To give Ss a chance to discuss the questions related to the topic

**b. Content:**

- Discussion

**c. Expected outcomes:**

- Ss can get some ideas about the topic of lifelong learning.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Discussion** | | |
| - Ask Ss to work in groups of 4.  - Have Ss to think and discuss about the questions.  - Call some students to share the answers.  - Give feedback. | - Work in groups of 4.  - Discuss the questions and share the ideas in groups.  - Share the ideas in front of class  - Listen | ***Questions***:   * *What do you think lifelong learning is?* * *Do people around you maintain their lifelong learning?* * *How important do you think lifelong learning is? Why/why not?* * *What is your learning journey ahead?* |

**e. Assessment**

- Teacher gives feedback on group’s presentation

**5. CONSOLIDATION** (5 minutes)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Learn by heart vocabulary.

- Prepare for the project in Lesson 8.

**Board plan**

| *Date of teaching*  **Unit 10: Lifelong learning**  **Lesson 1: Getting started**  **\* Warm-up**  **\* Vocabulary**  1. trouble (n): khó khăn  2. summary (n): bài tóm tắt  3. report (n): báo cáo  4. attendee (n): người tham gia buổi họp  -Task 1: Listen and read. (p.128-129)  - Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)  - Task 3: Find words and phrase in 1 with the following meanings. (p. 129)  - Task 4: Match the beginnings with the endings to make complete sentences. (p. 129)  **\*Discussion**  **\*Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**Lesson 2: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise and use the intonation of questions appropriately.

- Understand and use words and phrases related to lifelong learning.

- Use reported speech to report *orders, requests, offers*, and *advice* correctly.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Personal qualities**

- Be aware of the importance of learning for their life.

- Actively join in class activities.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. night school (n) | /ˈnaɪt skuːl/ | classes for adults, held in the evening | lớp học buổi tối |
| 2. distance learning (n) | /ˌdɪstəns ˈlɜːnɪŋ/ | a method of education in which people study at home and send their work to their teachers | học từ xa |
| 3. well-rounded (adj) | /ˌwel ˈraʊndɪd/ | having a variety of experiences and a range of skills and interests | được phát triển một cách toàn diện |
| 4. learning community (np) | /lɜːnɪŋ kəˌmjuːnəti / | a group of learners who share learning goals and often connect with one another | cộng đồng học tập |
| 5. adult education (n) | /ˌædʌlt edʒuˈkeɪʃn/ | education for adults that is available outside schools and universities | giáo dục cho người lớn |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in class. | - Define expectations in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Watching a video

**c. Expected outcomes:**

**-** Students can get to know about reported speech: orders and requests

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - Have Ss watch a video and ask Ss to answer the question.  Link:  <https://www.youtube.com/watch?v=PL2mcIQq7-A>  - Lead into the new lesson | - Ss watch a video and answer the question. | **\* What is the video about?**  A colorful gradient with black text  Description automatically generated  **\* Suggested answer:**  Reported speech: orders and requests |

**e. Assessment**

**-** Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss recognise the intonation of different types of questions.

**b. Content:**

⬧ Task 1. Listen and repeat. Pay attention to the intonation of the following questions. (p. 130)

⬧ Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs (p. 130)

**c. Expected outcomes:**

**-** Students can recognise and practise the intonation of different types of questions.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and repeat. Pay attention to the intonation of the following questions. (6 mins)** | | |
| - Ask students to look at the **Remember!** box for a quick revision of intonation patterns in different types of questions.  - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the intonation of each question.  - Have Ss work in pairs to say these questions with the correct intonation.  - Have Ss revise the different intonation patterns with different types of questions (tag questions, wh-questions, yes-no questions, and choice questions). | - Look at the **Remember! Box.**  - Listen and repeat.  - Pay attention to the intonation of each question.  - Practise reading the sentences in pairs.  - Listen to the teacher | **Audio script**  **A white background with black text  Description automatically generated** |
| **Task 2: Mark the intonation in the following questions using ⭧ (rising intonation) or** ⭨ **(falling intonation). Then listen and check. Practise saying them in pairs.** (6 mins) | | |
| - Ask Ss to listen to the questions and mark the intonation patterns.  - Play the recording several times, if necessary, pause after each question for Ss to repeat.  - Check answers as a class.  - Put Ss into pairs and have them practice saying these questions. Walk around the class, praising pairs for good effort and saying the questions with the correct intonation. | - Listen to the questions and mark the intonation patterns.  - Listen and check  - Listen and repeat. | **Audio script**  A group of text boxes  Description automatically generated with medium confidence |

**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 the words and phrases related to the lifelong learning journey.

- To help Ss practice using the words or phrases in Activity 1 in meaningful contexts.

**b. Content:**

⬧ Task 1. Match the parts of the words to make words and phrases that mean the following. (p. 130)

⬧ Task 2. Complete the sentences using the words and phrases in Task 1. (p. 130)

**c. Expected outcomes:**

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

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Match the parts of the words to make words and phrases that mean the following. (6 mins)** | | |
| - Tell Ss that the meaning of each word or phrase is attached to the second part of the word or phrase.  - Ask Ss to read the definitions of the words or phrases.  - Have Ss match the first and the second parts of the words or phrases individually. Make sure the words or phrases match their meanings.  - Have Ss compare their answers in pairs.  - Check answers as a class. Call on one student to read a word or phrase aloud and another student to read its definition. | - Listen to the teacher  - Read the definitions of the words or phrases  - Match the first and the second parts of the words or phrases.  - Compare the answer in pairs.  - Correct the answer. | ***Answer key:***  1. c (night school)  2. d (distance learning)  3. a (well-rounded)  4. e (learning community)  5. b (adult education) |
| **Task 2: Complete the sentences using the words and phrases in task 1. (6 mins)** | | |
| - Have Ss work in pairs. Tell them to read the sentences and decide which phrase in task 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. *in sentence 1, the phrase ‘become a \_\_\_\_ person’,* gives us the hint that we will need an adjective to modify ‘*person’*. Among the given phrases, *‘well-rounded’* is best suited.  - Check answers by playing the game SECRET GARDEN  - Divide the class into two groups  - Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. *In the second sentence, the phrases ‘continuing education or...’* and *‘helps people keep their knowledge and skills up to date’* give us a hint that the phrase *‘adult education’* is the answer.  - The group has more points will win the game.  - Declare the winner group  - Give feedback | - Students work in pairs, read the sentences carefully and decide which words can be used.  - Listen to the teacher’s instruction.  - Ss choose the numbers and answer the question to get points.  - Correct the answers. | ***A cartoon of plants and flowers  Description automatically generated Answer key:***  1. well-rounded  2. adult education  3. night school  4. learning community  5. distance learning |

**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 and practise reporting *orders, requests, offers* and *advice*.

- To help further practise reported speech with *orders, requests, offers* and *advice* in making true sentences about daily lifelong learning practice.

**b. Content:**

⬧ Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (p. 130)

⬧ Task 2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (p. 130)

**c. Expected outcomes:**

- Students can use simple, compound, and complex sentences correctly in sentences and in speaking activities.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box.** **(6 mins)** | | |
| - Ask Ss to look at the **Remember!** box and read the notes about reporting *orders, requests, offers,* and *advice*. Check understanding by asking, e.g. *Which are the most common verbs in direct speech?* (Verbs *‘say’* and *‘tell’); What decides on the use of different reporting verbs?* (The context and meaning.)  - Tell Ss to work in pairs to complete the activity.  - Check answers as a class.  - Have Ss read out loud each of the complete sentences. | - Look at the **Remember!** box and read the notes about reporting *orders, requests, offers,* and *advice.*  - Answer the questions.  - Work in pairs to complete the activity.  - Give the answers.  - Correct the answer. | ***Answer key:***   1. My mother told me to find more information about the course I wanted to apply. 2. My friend asked me to send him/her the list of available online courses. 3. My brother offered to teach me how to use mobile applications. 4. The head teacher advised us not to waste so much time on social media. |
| **Task 2: Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice.** **(7 mins)** | | |
| - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, let Ss list the daily lifelong learning activities (*read for 30 minutes every day, learn a foreign language, take up a new sport, learn a new skill ..*.)  - Put Ss in pairs and have them tell each other their sentences.  - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences. | - Read the instructions and examples.  - Work in pairs to compare the answers  - Present their ideas in front of the class. | ***Suggested answers:***  My friends suggested that I dedicate some time each day to practice a new musical instrument. They encouraged me to join a local music group or take lessons to enhance my skills. They also advised me to explore different genres of music to broaden my musical knowledge. Additionally, they recommended that I set specific goals for my musical progress and track my achievements along the way. Their support and guidance have motivated me to embrace this new musical journey and strive for continuous improvement. |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

+ Pronunciation: *Intonation in questions (revision)*

+ Vocabulary: *Lifelong learning journey*

+ Grammar: *Reported speech: reporting orders, requests, offers, and advice*

**b. Homework**

- Do exercises in the workbook.

- Learn by heart some vocabulary related to *the Lifelong learning journey.*

- Do more exercises about *Reported speech: reporting orders, requests, offers, and advice*

- Prepare for the next lesson.

**Board plan**

| *Date of teaching*  **UNIT 10: LIFELONG LEARNING**  **Lesson 2: Language**  **\* Warm-up**  **\* Pronunciation**  ⬧ Task 1. Listen and repeat. Pay attention to the intonation of the following questions  ⬧ Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs.  **\* Vocabulary**  ⬧ Task 1. Match the parts of the words to make words and phrases that mean the following.  ⬧ Task 2. Complete the sentences using the words and phrases in task 1.  **\* Grammar**  ⬧ Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box.  ⬧ Task 2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice.  **\* Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**Lesson 3: Reading – Head teacher’s message to school-leavers**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for main ideas and specific information about lifelong learning in a letter to secondary school students.

**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**

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Reading

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. vocational school (n) | /vəʊˈkeɪʃənl skuːl/ | a school that teaches skills that are necessary for particular jobs | trường dạy nghề |
| 2. enrol (v) | /ɪnˈrəʊl/ | to arrange for yourself or for somebody else to officially join a course, school, etc. | đăng ký học |
| 3. martial art (n) | ˌmɑːʃl ˈɑːt/ | any of the fighting sports that include judo and karate | võ thuật |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 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 about the figure they are going to learn about in the lesson;

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Watching a video

**c. Expected outcomes:**

**-** Students join the activity enthusiastically and gain knowledge on the topic.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **\* Watch a video**  - Have Ss watch a video and answer the questions  - Call on some Ss to give the ideas  - Give feedback  - Lead to the new lesson  Link:  <https://www.youtube.com/watch?v=0WYz7TnmjpY> | - Ss watch a video and answer the questions.  - Give the ideas. | **\* What is the video about?**  A drawing of a cartoon on a paper next to a cup of coffee and a phone  Description automatically generated |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRE-READING** (9 mins)

**a. Objectives:**

- To get students to learn vocabulary related to the topic;

- To activate Ss’ background knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Task 1: Work in pairs. Discuss the following questions. (p.132)

- Pre-teach vocabulary

**c. Expected outcomes:**

- Students can identify some vocabulary related to the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1. Work in pairs. Discuss the following questions. (4 mins)** | | |
| - Ask Ss about their school head and what he or she usually does to encourage Ss to learn.  - Put Ss in pairs and have them discuss the questions.  - Invite some pairs to share their answers with the class. | - Listen to the teacher.  - Work in pairs and discuss the questions.  - Share the ideas in front of the class. | **Questions:**  **1.** Have you ever thought of continuing learning after finishing your secondary education?  **2.** If yes, how will you continue your learning?  **Suggested answer:**  *Actually, students at our school have never received any formal letters from the school head. However, our school head usually talks about the importance of learning in our life. She has tried her best to create an environment that supports our learning activities.* |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - 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. | - Students listen to the teacher’s explanation and guess the words.  - Students write down the new words in their notebook. | ***New words:***  1. vocational school (n): trường dạy nghề  2. enrol (v): đăng ký học  3. martial art (n): võ thuật |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: WHILE-READING** (20 mins)

**a. Objectives:**

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

- To help Ss practise reading for main ideas (question 1) and specific information (questions 2, 3, 4, and 5) in multiple choice questions.

**b. Content:**

- Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.

- Task 3: Read the letter again. Choose the correct answer A, B, C, or D.

**c. Expected outcomes:**

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

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.** **(6 mins)** | | |
| - Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. *The first word ’wonder’ in this context is used after a direct question ‘Haven’t we learnt enough in secondary school?’.* Among the two given options, option ‘A’ (*think about something and try to guess what is true or will happen*) is the best match for this word.  - Tell Ss to work in groups to discuss the clues and compare answers.  - Check answers as a class. | - Students read the text and locate the highlighted words individually.  - Work in groups to discuss the clues and compare the answers  -Give the answers. | ***Answer key:***  1. A  2. B  3. A  4. B  5. B |
| **Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (7 mins)** | | |
| - Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.  - Tell Ss to look through the questions, and check their understanding.  - Ask Ss to read the four options, then read the whole letter to understand the overview of the letter. Tell Ss to pay attention to the first or the last sentences of each paragraph to get the main idea. The correct answer should best summarise the main idea of the whole letter. Tell Ss to watch out for distractors, especially choices that are “irrelevant”, i.e not mentioned in the text, “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the text) or “too general” (i.e., not specific to that section only).  - Ask Ss to work in pairs to compare their answers.  - Check answers as a class. In stronger classes, ask Ss to explain their choices. | - Listen to the teacher.  - Look through the questions  - Read the four options, then read the whole letter to understand the overview of the letter.  - Compare the answers.  - Students check answers with the whole class and give explanations for their choice. | ***Answer key:***   1. B 2. D 3. B 4. A 5. C |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-READING** (8 mins)

**a. Objectives:**

To help Ss personalize the language and ideas in the reading.

**b. Content:**

Task 4: Work in pairs. Discuss the following questions.

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to reply to the head teacher.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Discuss the following questions.** | | |
| - Ask Ss to read the questions and prepare for their answer.  - Have Ss work in pairs to discuss their answers.  - Encourage Ss to explain why they would reply in that way. Walk around the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery. | - Read the questions and prepare for their answers.  - Work in pairs to discuss the answer.  - Students share their answers with the whole class.  - Students listen and give feedback. | ***Suggested answers:***  *If I received such an inspirational letter, I would feel very lucky because I would have a very devoted and experienced person guide me and tell me what I should do after leaving school. I would say thank you to him and ask him for more specific guidelines that may help me see things better.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

+ Some vocabulary in the head teacher’s message to school-leavers

+ Reading the head teacher’s message to school-leavers

+ Discuss how and what to reply the head teacher’s message.

**b. Homework**

- Learn by heart vocabulary

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board plan**

| *Date of teaching*  **UNIT 10: LIFELONG LEARNING**  **Lesson 3: Reading**  **\* Warm-up**  **\* Vocabulary**  1. vocational school (n)  2. enrol (v)  3. martial art (n)  Task 1: Work in pairs. Discuss the following questions.  While-reading  Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.  Task 3: Read the letter again. Choose the correct answer A, B, C, or D.  Task 4: Work in pairs. Discuss the following questions.  **\* Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**Lesson 4: Speaking – Great role models for lifelong learning**

**I. OBJECTIVES**

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

**1. Knowledge**

- Tell about the two role models of lifelong learning.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**3. Personal qualities**

- Dedicated to learning and inspired by role models who pursue education.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Speaking

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack 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 the topic;

- To set the context for the speaking part.

**b. Content:**

- Chatting and watching a video.

**c. Expected outcomes:**

**-** Students can guess the context for the speaking part.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Chatting**  - Show a picture and ask Ss to answer some questions.  - Call on Ss to give the ideas and give feedback.  - Have Ss watch a video about her to get more information.  Link:  <https://www.youtube.com/watch?v=OIVPb7O9n_k&t=130s>  - Teacher leads in the lesson. | - Ss look at the picture and answer the questions.  - Ss share the ideas in front of the class.  - Watch a video. | \* **Chatting**  - Who is she?  - What do you know about her?  Marie Curie | Biography, Nobel Prize, Accomplishments, & Facts | Britannica |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE** (30 mins)

**a. Objectives:**

- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

- To build up information about Uncle Ho as a lifelong learner through an information gap activity.

- To build up information about Marie Curie as a lifelong learner through an information gap activity.

**b. Content:**

- Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.

- Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.

- Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes

**c. Expected outcomes:**

- Students can have more ideas for the speaking.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below. (10 mins)** | | |
| - Ask Ss to form pairs, one is student A, and the other is student B. Tell Ss to look at their given information about two different great role models.  - Check comprehension and explain any phrases Ss may find hard, e.g. *doing national martial arts, managed to go to university, won Nobel prize.*  - In weaker classes, encourage Ss to develop full sentences from their given information, e.g.  *Student A: Our uncle Ho managed to learn every day throughout his life. He often read and wrote until midnight after a working day.*  *Student B: When Marie Curie was young, women in her country, Poland, were not allowed to go to school. But Marie Curie managed to go to university. She moved to France and studied in Sorbonne university.*  - Walk around the class to give help if necessary | - Work in pairs  - Listen and answer  - Ss read the information | ***Students’ practice*** |
| **Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.** **(10 mins)** | | |
| - Ask Ss to work in pairs. Each pair consists of two students, A and B.  - Ask students A to base on their given information and talk about Uncle Ho as a lifelong learner. Tell them to look at the example to understand what they are asked to do.  - Tell students Bs to listen and complete the notes.  - In weaker classes, help students A develop the given information into full sentences.  - In stronger classes, encourage Ss to use different sentence structures to express the given information effectively.  - Ask Ss to share their table completed with information about Uncle Ho as a lifelong learner.  - Help Ss correct any information, if necessary. | - Work in the same pairs  - Students A talk about Uncle Ho as a lifelong learner.  - Students Bs to listen and complete the notes.  - Share their table with information about Uncle Ho as a lifelong learner.  - Correct | ***Example:*** *Uncle Ho is a great role model for lifelong learning. He managed to learn every day throughout his life. He often learnt by reading and writing until midnight after a working day. ...* |
| **Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes. (10 mins)** | | |
| - Ask Ss to work in pairs. Each pair consists of two students, A and B.  - Ask students Bs to base on their given information and talk about Marie Curie as a lifelong learner. Tell them to look at the example to understand what they are asked to do.  - Tell students A to listen and complete the notes.  - In weaker classes, help students Bs develop the given information into full sentences.  - In stronger classes, encourage Ss to use different sentence structures to express the given information effectively.  - Ask Ss to share their table with information about Marie Curie as a lifelong learner.  - Help Ss correct any information, if necessary. | - Work in the same pairs  - Students Bs to base on their given information and talk about Marie Curie as a lifelong learner.  - Students As to listen and complete the notes.  - Share their table with information about Marie Curie as a lifelong learner.  - Correct. | ***Example:***  *Marie Curie is a great role model for lifelong learning. She managed to go to university because in her country, Poland, women were not allowed to go to university to study. Marie moved to France and studied physics and maths in Sorbonne University. ...* |

**e. Assessment**

- Teacher gives feedback on Ss’ pronunciation and conversation.

**3. ACTIVITY 2: LESS-CONTROLLED PRACTICE** (8 mins)

**a. Objectives:**

To use the notes to talk about Uncle Ho and Marie Curie as great role models for lifelong learning.

**b. Content:**

Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.

**c. Expected outcomes:**

- Students can report their discussion results to the class.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.** | | |
| - Ask Ss to work in groups.  - Tell Ss to use the notes to talk about these two great role models for lifelong learning.  - I weaker classes, help Ss with sentence structures that they need to develop the notes into a talk.  - In stronger classes, encourage Ss to add any related information about these two lifelong learners in their talks.  - Walk around and give Ss any support, if necessary.  - Invite some Ss to give their talk in front of the whole class. Praise Ss for their effort, pronunciation, and fluent delivery. | - Students work in groups to do the task.  - Use the notes to talk about these two great role models for lifelong learning.  - Ss present their ideas to the class. | **Sample:**  **- Uncle Ho** as a lifelong learner  Today, I would like to tell you about our Uncle Ho as a great role model for lifelong learning. Throughout his life, he managed to learn something every day. You see, after a working day, our Uncle Ho often spent time reading or writing until midnight.  He also could speak a lot of foreign languages such as English, Chinese, Italian, German, and Russian. He learnt to use these languages mainly through self-study. In his hard days, our Uncle Ho had an effective way to learn new words. He wrote the new words on his arms and revised them throughout his working days.  Uncle Ho still regularly exercised and played sports. He maintained doing exercise every day, doing national martial arts, and playing different sports. Our Uncle Ho really set a very good example as a lifelong learner for many of us.  For me, I really admire Uncle Ho’s lifelong learning. I think I will try to learn another foreign language and do regular exercise to keep fit and healthy.  - **Marie Curie** as a lifelong learner  Today, I would like to tell you about Marie Curie as a great role model for lifelong learning, especially for women. When Marie Curie was young, women in her country, Poland, weren’t allowed to go to school. She moved to France and managed to study in Sorbonne university, which is one of the top and world-famous universities.  Marie Curie spent a lot of time studying. She read a lot of books from the library, registered to study many different courses at university. In her life, this woman won a Nobel prize twice. She won a Nobel prize in Physics in 1903 and another Nobel prize in 1911. I believe that she achieved this partially thanks to her hard work and her lifelong learning practice.  Personally, I really admire Marie Curie for what she did and achieved in her life. Many girls and I should learn the way she overcame obstacles in her life to continue and maintained her study. |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

+ Build up the information and talk about Uncle Ho and Marie Curie as great role models for lifelong learning.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board plan**

| *Date of teaching*  **Unit 10: Lifelong learning**  **Lesson 4: Speaking**  **\* Warm-up**  Chatting and watching a video  Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.  Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.  Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes  Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class  **\* Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**Lesson 5: Listening – Challenges of lifelong learning**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for main ideas and specific information in a talk about the challenges of lifelong learning

**2. Competences**

- Be collaborative and supportive in pair work and teamwork;

- Develop listening skills.

**3. Personal qualities**

- Awareness of the challenges of lifelong learning

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Listening

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. determination (n) | /dɪˌtɜːmɪˈneɪʃn/ | the ability to continue trying to do something even when it is difficult | sự quyết tâm |
| 2. obstacles (n) | /ˈɒbstəkl/ | difficult situations | tình huống khó khăn |
| 3. distractions (n) | /dɪˈstrækʃn/ | things that stop you from paying attention to what you are doing | sự phân tâm, sự sao lãng |
| 4. acquire (v) | əˈkwaɪə/ | gained | có được, đạt được |
| 5. complex (a) | /ˈkɒmpleks/ | difficult to deal with | phức tạp |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack 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. |
| Students cannot follow the speed of the recording. | - Make sure they understand the meaning and pronunciation of important words.  - Teach them the skill of underlining key words in the questions before they listen.  - Play more time if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Students can give the challenges of lifelong learning

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Brainstorming**  - Ask Ss some questions.  - Have Ss brainstorm the challenges of lifelong learning.  - Call on some Ss to give the ideas.  - Lead into the new lesson. | - Students answer the questions.  - Brainstorm the ideas.  - Give the ideas. | **Questions**:   * Do you think lifelong learning is easy? * If not, what are the challenges of lifelong learning? |

**e. Assessment**

**-** Teacher observes what students think about lifelong learning.

**2. ACTIVITY 1: PRE-LISTENING** (9 mins)

**a. Objectives:**

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

**b. Content:**

- Task 1: Choose the correct meanings of the underlined words.

**c. Expected outcomes:**

- Students understand the meaning and know how to pronounce some words.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Choose the correct meanings of the underlined words. (4 mins)** | | |
| - Ask Ss to read the five vocabulary items and have Ss guess their meaning.  - In weaker classes, read the definitions and check your understanding of the vocabulary.  - Have Ss do the matching in pairs or individually.  - Check answers as a class. Further explain to Ss if necessary.  - Ask Ss to copy down the vocabulary. | - Read the vocabulary and. guess the meaning  - Listen to the teacher.  - Solve the task.  - Give the answers and correct. | ***Answer key:***  1. B  2. A  3. B  4. A  5. A |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Teacher observes Ss’ writing of vocabulary in their notebooks.

**3. ACTIVITY 2: WHILE-LISTENING** (20 mins)

**a. Objectives:**

- To help Ss practise listening for main idea.

- To help Ss practise listening for main idea and specific information.

**b. Content:**

- Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.

- Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.

**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 ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them. (10 mins)** | | |
| - Ask Ss to read the instructions. Check Ss’ understanding of the context and its aim by asking questions such as, *What is the talk about?* (Lifelong learning); *How many main ideas are mentioned in the talk?* (Three); *What are you expected to do with these main ideas?* (Put them in the right order).  - Have Ss read the options carefully and check if they understand all the vocabulary.  - Play the recording and have Ss listen and put these options in the order.  - Ask Ss to compare their answers in pairs.  - Check answers as a class. | - Read the instructions and answer some questions  - Read the options and listen to the teacher’s explanation.  - Ss listen to the recording and do the task.  - Compare the answers in pairs.  - Give the answers and explanations for the answers. | **Answer key:**  1. b 2. c 3. a |
| **Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap. (10 mins)** | | |
| - Have Ss read through the five sentences, then check if they understand their overall meaning.  - Tell Ss that need to complete each of these five sentences, using no more than three words.  - Ask Ss to predict types of words, *i.e noun, adjective or verb* and meaning of the missing words or phrase.  - Play the recording. Ask Ss to listen, take notes, then complete.  - Have Ss compare their answers.    - Check answers as a class by asking Ss to play the game MOVE UP MOVE UP.  - Divide the class into 2 groups: RABBIT AND TIGER.  - The groups will choose the number and answer the question behind the number. If the answer is correct, your group will move up. And continue to another group.  - The group that has the higher position will win the game.  - Confirm the correct ones. | - Read through the five sentences.  - Guess the types of words.  - Listen to the recording to complete the sentences.  - Compare the answers with a partner.  - Listen to the teacher’s instructions.  - Play the game to check the answer. | ***Answer key:***  1. knowledge  2. achieve your goals  3. collecting information  4. complex problem  5. well-rounded |

**e. Assessment**

- Teacher’s observation of Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: POST-LISTENING** (8 mins)

**a. Objectives:**

To help Ss use the language and ideas from the listening to discuss other information about the courses.

**b. Content:**

Task 4: Work in groups. Discuss the following question.

**c. Expected outcomes:**

- Students can use the language and ideas from the listening to discuss other information about the courses.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in groups. Discuss the following question. (8 mins)** | | |
| - Ask Ss to recall the challenges that have been mentioned in the talk (*lifelong learning is not easy; it requires strong determination and hard work; you also need to stay focused on your learning and avoid distractions; you need to put your learning into practice to make it effective; you need money, time and space to continue your pursuit of knowledge and skills).*  - Put Ss into groups to discuss the question. Walk round the class and offer help. In weaker classes, give some suggestions, if necessary*.* Make sure Ss take notes of their ideas.  - Invite Ss from some groups to share their ideas with the whole class. | - Recall the challenges that have been mentioned in the talk.  - Work in groups to discuss the questions.  - Students share their ideas to the whole class. | **Suggested answers:**  *I think that in order to overcome the challenges of lifelong learning and become lifelong learners, we need to be practical. We need to have a plan for what we want to do, for example, to learn a certain skill or to learn a short course. Then, once we have planned what we want to do, we need to stick to it.* |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

+ Some vocabulary related to *the challenges of lifelong learning.*

+ Listening for specific information about *the challenges of lifelong learning.*

**b. Homework**

- Learn by heart vocabulary.

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **Unit 10: Lifelong learning**  **Lesson 5: Listening**  **\*Warm-up**  Brainstorming  **\*Pre-listening**  Task 1: Choose the correct meanings of the underlined words.  **\*While-listening**  Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.  Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.  **\*Post-listening**  Task 4: Work in groups. Discuss the following question.  **\*Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**Lesson 6: Writing – An article about the benefits and challenges of lifelong learning**

**I. OBJECTIVES**

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

**1. Knowledge**

- Synthesise and summarise information to write an article about the benefits and challenges of lifelong learning.

**2. Competences**

- Develop writing skills, in terms of vocabulary, grammar, coherence, and cohesion;

- Be collaborative and supportive in pair work and teamwork;

**3. Personal qualities**

- Awareness of the benefits and challenges of lifelong learning.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Writing

- Computer connected to the Internet

- Projector / TV

*- hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped  listening, writing and co-operating skills. | - Play the recording many times if necessary.  - 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 create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

- Watching a video

**c. Expected outcomes:**

- Students can improve listening skills and get to know what he is talking about.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Watching a video**  - Have Ss watch a video and answer what he is talking about  Link: <https://www.youtube.com/watch?v=EMbuM0OzGt4>  - Call on Ss to give the answers.  - Correct the answers.  - Lead into the new lesson. | - Students watch a video.  - Give the answers. | \* **Motivation of lifelong learning**  A person in a suit holding his hands up  Description automatically generated |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRE-WRITING** (10 mins)

**a. Objectives:**

- To help Ss develop ideas for their writing, using the ideas from the Reading and Listening sections.

**b. Content:**

Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you.

**c. Expected outcomes:**

- Students can develop ideas for their writing.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you. (10 mins)** | | |
| - Ask Ss to work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections.  - Tell Ss to look at the table with the given benefits and challenges of lifelong learning*.*  - Let Ss discuss and complete their tables with other benefits and challenges of lifelong learning.  - Walk around and help Ss, if necessary.  - For weaker classes, give a list of benefits and challenges taken from the Reading and Listening sections and let students put them in the table.  - Check answers as a class. | - Work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections.  - Look at the table  - Discuss and complete their tables with other benefits and challenges of lifelong learning.  - Give the answers and correct. | **Answer key:**   1. Lifelong learning/It keeps your brain healthy and improves memory. 2. Lifelong learning/It helps you stay connected with people and current ideas. 3. Lifelong learning is only effective when you put what you’ve learnt into practice. / It can be hard to put what you’ve learnt into practice. 4. You need money, time and space to continue your pursuit of knowledge and skills. |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WHILE-WRITING** (15 mins)

**a. Objectives:**

- To help Ss practise writing an article about the benefits and challenges of lifelong learning.

**b. Content:**

Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.

**c. Expected outcomes:**

**-** Students can write an article about the benefits and challenges of lifelong learning.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in Task 1 and the outline below to help you.** | | |
| - Tell Ss that they need to complete an article about the benefits and challenges of lifelong learning, using the given outline and the ideas in Task 1.  - Set a time limit for Ss to write the article. Walk around the class to provide help.  - If time allows, encourage Ss to swap their article with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments.  - Encourage Ss to make some revisions based on their partners’ suggestions before they produce a final draft.  - Ask Ss to stick their posters on the BB. | - Listen to the teacher.  - Work in groups to write the article.  - Swap their writing with a partner for peer feedback (if time allows).  - Stick the posters on the BB. | ***Suggested answer:***  **Benefits and Challenges of Lifelong Learning**  *Lifelong learning is self-motivated learning that is focused on both personal and professional development. This type of learning is essential in today’s rapidly changing world. It brings many benefits as it helps us understand the world around us and provides us with better opportunities. Lifelong learners can also face challenges. So, what are these benefits and challenges?*  *Let’s start with the benefits. First, lifelong learning helps you have a better understanding of the world and make good decisions. Second, lifelong learning is good for your brain. When you acquire new knowledge, your brain stays active, thus improving your memory and slowing down memory decline. In addition, lifelong learning helps you stay connected. When you learn, you often connect with other people and modern ideas.*  *What about the challenges of lifelong learning? First, you need to have strong motivation and determination to become a lifelong learner. In addition, lifelong learning is only effective when you put what you’ve learnt into practice. And, finally,* *you need money, time and space to continue your pursuit of knowledge and skills. Many adult learners may not have the time and enough money to attend classes and complete assignments because of family or work commitments. That’s why you really need to prepare yourself for all the pressure that lifelong learning may bring to your family, work and social life.*  *In conclusion, lifelong learning has many benefits, but it can also be challenging. However, in my opinion, despite all the drawbacks we should try to overcome the challenges and never stop learning.* |

**e. Assessment**

- Teacher gives corrections and 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 ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Cross-checking** | | |
| - Teacher has the pairs swap and gives feedback on each other’s writing. Teacher shows a writing rubric to help Ss do the peer review.  - Ss do the task as required.  - After peer review, Ss give the writing back to the owner and discuss how to improve it.  - Teacher then chooses one piece of writing and gives feedback on it as a model.  - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.  - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss’ names. | - Students swap their piece of writing with their partners and give peer review. | ***Writing rubric***  1. Organization: …/10  2. Legibility: …/10  3. Ideas: …/10  4. Word choice: …/10  5. Grammar usage and mechanics: …/10  TOTAL: …/50 |

**e. Assessment**

- Teacher’s observation on Ss’ performance, provides help if necessary.

- Teacher’s feedback and peers’ feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

+ Write an article about the benefits and challenges of lifelong learning.

**b. Homework**

- Do exercises in the workbook.

- Complete the writing in your notebook.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **Unit 10: Lifelong learning**  **Lesson 6: Writing**  **\*Warm-up**  Watching a video  - Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you  Task 2: Write an article (180-200 words) about the benefits and challenges of lifelong learning. Use the ideas in 1 and the outline below to help you.  - Peer review  **\*Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**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;

- Thank and accept thanks;

- Get to know about one of the oldest university graduates.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skills;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Aware of how to express thanking and accepting thanking;

- Actively join in class activities.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, Communication and Culture / CLIL

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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**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. | - 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** (7 mins)

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

- Watching a video

**c. Expected outcomes:**

- Students can get involved in the topic.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Watching a video**  - Have Ss to watch a video and answer the question  Link:  <https://www.youtube.com/watch?v=ahxRv5Rzhe4>  - Call on Ss to give the answer  - Lead in to the new lesson | - Students watch a video and answer the question. | **\* What do you know about this woman?** |

**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (13 mins)

**a. Objectives:**

- To provide a model conversation in which speakers thank and reply.

- To review expressions for thanking and replying.

**b. Content:**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

**c. Expected outcomes:**

- Students can express for thanking and replying

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (4 mins)** | | |
| - Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, *e.g. Who are the speakers?* (A: Ms Lan and Mai; B: Nam and Mark)*; What are they talking about?* (A: information about the online courses; B: activities of the science club)  - Have Ss listen and complete the conversations with the expressions from the box.  - Check answers by asking two Ss to read out the conversations.  - Have Ss underline expressions used to express thanks, e.g. *thank you for sharing…; thank you for inviting …?*, and replying, e.g. *Don’t mention it …; I’m glad you found it useful, ...*  - Put Ss in pairs and have them practise the conversations. | - Read through the incomplete conversations.  - Listen and complete the conversations with the expressions from the box.  - Read out the conversations.  - Practise the conversations. | ***Answer key:***  1. B - I really appreciate it  2. C - It’s my pleasure  3. D - Thank you for inviting  4. A - Don’t mention it |
| **Useful expressions** (2 mins) | | |
| - Have Ss read the useful expression. | - Ss read the useful expression. | **A chart with text on it  Description automatically generatedA chart with text on it  Description automatically generated** |
| **Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.**  **(7 mins)** | | |
| - Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations, if they learned how to cook a dish from their grandmother or got information about an app for learning English.  - Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.  - Go through the useful expressions in the box and remind them to use them in their conversations.  - Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grandmother/ a granddaughter; two friends talking about an app for learning English). Have Ss practise their conversations in pairs.  - Invite several pairs of Ss to act out their conversations in front of the class.  - Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for making an appointment. | - Read the situations.  - Practise the role-play conversation, based on the two situations.  - Swap the role and continue practising.  - Perform in front of class. | ***Sample conversations:***  1.  A. Grandma, thank you very much for teaching me how to cook this fish soup. It’s so delicious.  B. Don’t mention it. I’m glad you like my cooking style.  2.  B. A, thank you for sharing about Duolingo app. I like it very much, and I try to learn French every day.  A. My pleasure, B. |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: CLIL** (18 mins)

**a. Objectives:**

To help Ss learn about one of the oldest university graduates.

To help Ss relate what they have learnt in the reading text to their own context.

**b. Content:**

- Task 1: Read the text and complete the diagram with information from the text.

- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.

**c. Expected outcomes:**

- Students can learn about one of the oldest university graduates.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Read the text and complete the diagram with information from the text.**  **(7 mins)** | | |
| - Ask Ss some questions to find out if they know any old-aged university students, e.g. *Do you know any old-aged university students? How old were they? What did they study at university?*  - Tell Ss that they will read a text about one of the oldest university graduates. Ask Ss what they want to know about this person, e.g. *How old was this person when he graduated? Why did he study at university at such an old age? How did he feel when he received his degree at such an old age? …* Write these questions on the board and tell Ss to answer them later on.  - Put Ss into pairs. Ask them to read the text ‘*One of the oldest university graduates*’ and complete the diagram. Walk round the class and offer help, explaining unfamiliar words or answering questions.  - Check answers as a class by calling on pairs to write the missing words or phrases on the board.  - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. | - Listen and answer  - Listen to the teacher  - Work in pairs to complete the diagram.  - Give the answer and correct | ***Suggested answers:***   1. earned a BA in Psychology 2. completed a BSc in Molecular Biology 3. started his Master’s degree 4. received his Master’s degree |
| **Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.** (11 mins) | | |
| - Have Ss look back at the diagram in Task 1 which summarises the information about an old-aged university graduate.  - Ask Ss to work in groups to share stories of the people they know who keep learning despite their old age.  - Invite several groups to share their stories. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas. | - Look back at the diagram in Task 1.  - Work in groups to share stories of the people they know who keep learning despite their old age.  - Students share their ideas in front of the class. | ***Suggested answers:***  In our group, we all admire Tam’s grandfather. He retired 10 years ago. After he retired, he had more free time to pursue his interests. He really likes French literature, especially novels, so he registers for a course to brush up on his French to help him translate French novels into Vietnamese. He also managed to publish some of them. |

**e. Assessment**

**-** Teacher gives feedback on student’s opinions and pronunciation.

**4. EXTRA ACTIVITY** (5 mins)

**a. Objectives:**

- To help Ss discuss the topic further.

**b. Content:**

Discuss the questions

**c. Expected outcomes:**

- Students can use the knowledge to discuss the topic further

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Discuss the questions (5 mins)** | | |
| - Have Ss work individually and discuss the questions.  - Call on some Ss to give ideas. | - Think about the questions and answer  - Some students give ideas and others give feedback or comment. | ***Questions:***  ***1.*** *Do you think lifelong learning is important?*  ***2.*** *Why do some people still choose to learn even when they are older?* |

**e. Assessment**

**-** Teacher gives feedback on student’s opinions and pronunciation.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Lesson 8 – Looking back and project.

**Board Plan**

| *Date of teaching*  **Unit 10: Lifelong learning**  **Lesson 7. Communication and Culture / CLIL**  **\*Warm-up**  Watching a video  **\*Everyday English**  Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.  Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.  **\*CLIL**  Task 1: Read the text and complete the diagram with information from the text.  Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.  **\* Discuss the questions**  **\* Homework** |
| --- |

**UNIT 10: LIFELONG LEARNING**

**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 10;

- Apply what they have learned (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 teamwork;

- Actively join in class activities.

**3. Personal qualities**

- Be admire of certain role models who pursue education despite their advanced age.

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 10, 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. | - Encourage students to work in pairs and in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Explain expectations for each task in detail.  - Continue to explain task expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

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

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

- Game: Slingshot.

**c. Expected outcomes:**

- Students can review some vocabulary that they have learnt in the previous lesson

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Slingshot**  - Have Ss work individually to choose the correct word or phrase with the given meaning.  - Call on Ss to give answers  - Correct | - Choose the correct answer  - Give the answers  - Correct | **Answer key:**  1. relevant  2. adult education  3. distance learning  4. learning community  5. well-rounded |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK** (12 mins)

**a. Objectives:**

To help Ss review intonation patterns in questions.

To help Ss review words and phrases they have learnt in the unit.

To help Ss review the use of reported speech in *orders, advice, offers* and *requests*.

**b. Content:**

Pronunciation: Mark the intonation in the following questions. Then listen and check. Practise saying them in pairs.

Vocabulary: Complete the text. Use the correct forms of the words and phrases in the box

Grammar: Choose the sentence that has the closest meaning to the given sentence.

**c.** **Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Mark the intonation in the following questions. Then listen and check. Practice saying them in pairs. (4 mins)** | | |
| - Ask Ss to listen and identify/mark the intonation pattern in the questions.  - Ask Ss to compare their answers.  - Confirm the correct answers.  - Have Ss practise saying the questions in pairs. Praise for correct use of intonation patterns. | - Listen and identify/mark the intonation pattern in the questions.  - Give the answers  - Practise the questions in pairs.  - Read the questions out loud in front of the class | ***Answer key:***  1. When was the last meeting of your reading club?  (falling)  2. Is lifelong learning important for career development?  (rising)  3. You don’t attend night school classes, do you?  I’ve never seen you before.  4. Is the course held on weekdays or at the weekends? |
| **Complete the text. Use the correct forms of the words and phrases in the box (4 mins)** | | |
| - Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit.  - Ask Ss to focus their attention on the gaps in the text.  - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps.  - Have Ss compare their answers in pairs.  - Check answers as a class by asking individual Ss to read the text. | - Ss do the activity individually  - Compare the answers with the partners  - Play the game to check the answers  - Correct | ***Answer key:***  1. relevant  2. adult education  3. distance learning  4. learning community  5. well-rounded |
| **Choose the sentence that has the closest meaning to the given sentence. (4 mins)** | | |
| - Tell Ss that this type of exercise is similar to questions that they often have in the exams.  - Ask Ss to read the original sentence and recall the grammar structure that are tested in the original sentence, e.g. *in sentence 1, students need to report advice; in sentence 2, students need to report an offer; in sentence 3, students need to report a request; and in sentence 4, students need to report an order.*  - Have Ss read the four options that follow each sentence and eliminate the options that can be grammatically incorrect.  - Ask Ss to choose the sentence that doesn’t change the meaning of the original sentence.  - Let Ss compare their answers.  - Check the answers by asking Ss to play the game SUPER MARIO  - Divide the class into 2 groups  - Give the instructions for the game  - Confirm the correct answers. | - Read the original sentence and recall the grammar structure that are tested in the original sentence  - Read the four options  - Do the task  - Compare the answers  - Play the game in groups to check the answers  - Correct | ***A screenshot of a video game  Description automatically generated***  ***Answer key:***  1. A  2. B  3. C  4. D |

**e. Assessment**

- Teacher obverses Ss’s work and gives feedback.

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

**a. Objectives:**

To provide an opportunity for Ss to develop their research and collaboration skills and to show the collected information in a leaflet about a lifelong learning habit.

**b. Content:**

A leaflet about lifelong learning habits

**c. Expected outcomes:**

- Students practice giving a presentation.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/PowerPoint presentation.  - Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it.  - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.  - If necessary, go through the assessment criteria to make sure Ss are familiar with them.  - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.  - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. | - All groups exhibit their posters and make presentations.  - When one group makes a presentation, others listen and complete the evaluation sheet. | ***Students’ presentations*** |

**e. Assessment**

- Teacher gives comments and feedback to all presentations.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **Unit 10: Lifelong learning**  **Lesson 8: Looking back and project**  **\*Warm-up**  **\* Looking back**  - Pronunciation  - Vocabulary  - Language  **\* Project: A leaflet about lifelong learning habits**  **\*Homework** |
| --- |