



**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.

#### 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)	/rɪˈpɔ:t/	a written or spoken account of an event, especially one that is published or broadcast	báo cáo



4. attendee (n)	/əˈtenˈdiː/	a person who attends a meeting	người tham gia buổi họp
-----------------	-------------	--------------------------------	-------------------------

### Assumption

Anticipated difficulties	Solutions
Students may lack knowledge and experience about the topic.	<ul style="list-style-type: none"> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

## III. PROCEDURES

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

#### a. Objectives:

- To 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
<b>Watching a video</b> - Teacher plays a video, has Ss watch the video and take notes. - Teacher asks what the video is about. - Teacher leads in the topic.	- Students watch a video and answer the question.	<b>Link:</b> <a href="https://www.youtube.com/watch?v=kASX8SmSIiU">https://www.youtube.com/watch?v=kASX8SmSIiU</a> <b>Suggested answer:</b> 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
<b>Vocabulary pre-teaching</b> - Teacher introduces the vocabulary by: + showing the pictures illustrating the words + providing the word's pronunciation + giving explanation + asking some elicit questions	- Students listen to the teacher's explanation and guess the words. - Students write new words into their notebooks.	<b>Vocabulary:</b> 1. trouble (n) 2. summary (n) 3. report (n): 4. attendee (n):

**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 point to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to lifelong learning.
- 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 three words and a 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
<b>Task 1: Listen and read. (7 mins)</b>		
- Teacher sets the context for the listening and reading. - Teacher has Ss look at the photo and elicit the context of the conversation by asking a question. - Teacher plays the recording twice for Ss to listen and read	- Students look at the photo and answer the question. - Students listen to the recording. - Students compare the words and phrases with their partner. - Students read the conversation aloud.	<b>Question:</b> What is the woman in the photo doing?

<p>along. Have Ss underline words and phrases related to the topic while they are listening and reading.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Call on two Ss to read the conversation aloud.</li> </ul>		
<p><b>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (7 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Teacher puts Ss in pairs. Ask them to read the sentences carefully.</li> <li>- 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).</li> <li>- Teacher has Ss share their answers with the class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs to do the activity.</li> <li>- Students share the answers in front of the class and show where they can find them.</li> <li>- Check the answer with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. T</li> <li>3. F</li> <li>4. T</li> </ol>
<p><b>Task 3: Find three words and a phrase in 1 with the following meaning. (6 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to work independently to do the exercise.</li> <li>- Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings.</li> <li>- Encourage students to look at the given initials of the words and phrases so that they can find them more quickly.</li> <li>- Have Ss compare and share their answers with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the conversation again and work independently to do the activity.</li> <li>- Share the answer with partners.</li> <li>- Ss play game to give the answers.</li> <li>- Check the answers with the class.</li> </ul>	 <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. boost</li> <li>2. brush up</li> <li>3. maintain</li> <li>4. informed</li> </ol>



<ul style="list-style-type: none"> <li>- Have Ss play the game to check the answers</li> <li>- Confirm the correct answers.</li> </ul>		
<p><b>Task 4: Match the beginnings with the endings to make complete sentences (5 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Run through the task.</li> <li>- Tell Ss that they have to match the beginnings with their endings to make sentences in reported speech.</li> <li>- 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>I'll put your name on the list of attendees then</i> □ <i>offered</i>)</li> <li>- Check answers as a class. First say the beginnings, then call on individual Ss to read the endings of these sentences.</li> <li>- Tell Ss that they will learn more about the grammar point in the following lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer some eliciting questions.</li> <li>- Listen to the teacher.</li> <li>- Work individually to match the sentences.</li> <li>- Check the information in the conversation.</li> <li>- Some weak Ss can read the conversation again to find the information.</li> <li>- Ss share the answers.</li> <li>- Listen to the teacher.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. b</li> <li>2. c</li> <li>3. d</li> <li>4. a</li> </ol>

**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
----------------------	----------------------	----------





<b>Discussion</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups of 4</li> <li>- Have Ss to think and discuss about the questions</li> <li>- Call some students to share the answers.</li> <li>- Give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups of 4.</li> <li>- Discuss the questions and share the ideas in groups.</li> <li>- Share the ideas in front of class.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What do you think lifelong learning is?</i></li> <li>• <i>Do people around you maintain their lifelong learning?</i></li> <li>• <i>How important do you think lifelong learning is? Why/why not?</i></li> <li>• <i>What is your learning journey ahead?</i></li> </ul>

**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.
- Start preparing for the Project of the unit:
  - + Teacher randomly puts Ss in groups of 6 and asks them to do some research on lifelong learning habits such as reading, self-education, time management, taking courses, or having a variety of hobbies. Then Ss need to choose one lifelong learning habit, create a leaflet about it and share it with the class. The leaflet also needs to be decorated with pictures or other visuals.
  - + Teach explains to Ss how to search for information about different lifelong learning habits, e.g. *using different search engines such as Google and Bing, type in key words and phrases, evaluate and select reliable sources...* and then choose important information to put on their leaflet.
  - + Tell Ss to discuss and agree on some common features of a leaflet e.g. *well-designed, eye-catching, containing a title and subtitles, a slogan...*
  - + In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. *names of different habits, benefits of different habits, challenges of different habits...* and solving any other problems that may arise with their projects.

**Board plan**

<p><i>Date of teaching</i></p> <p><b>Unit 10: Lifelong learning</b></p>
---





## Lesson 1: Getting started

### \* Warm-up

### \* Vocabulary

1. trouble (n)
2. summary (n)
3. report (n)
4. attendee (n)

- Task 1: Listen and read.
- Task 2: True or false.
- Task 3: Find words and phrase.
- Task 4: Match the beginnings with the endings.

### 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.

#### 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 sku:l/	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 kəˌmjʊːnəti /	a group of learners who share learning goals and often connect with one another	cộng đồng học tập



5. adult education (n)	/,ædʌlt edʒu'keɪʃn/	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. - Ask Ss what the video is about. - Lead in the new lesson.	- Ss watch the video and answer the question.	<b>Link:</b> <a href="https://www.youtube.com/watch?v=PL2mclQq7-A">https://www.youtube.com/watch?v=PL2mclQq7-A</a>

#### 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
<b>Task 1: Listen and repeat. Pay attention to the intonation of the following questions. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask students to look at the <b>Remember</b> box for a quick revision of intonation patterns in different types of questions.</li> <li>- Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the intonation of each question.</li> <li>- Have Ss work in pairs to say these questions with the correct intonation.</li> <li>- Have Ss revise the different intonation patterns with different types of questions (tag questions, wh-questions, yes-no questions, and choice questions).</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the <b>Remember box</b>.</li> <li>- Listen and repeat.</li> <li>- Pay attention to the intonation of each question.</li> <li>- Practise reading the sentences in pairs.</li> <li>- Listen to the teacher.</li> </ul>	<p><b>Students' practice box</b></p>
<b>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)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to listen to the questions and mark the intonation patterns.</li> <li>- Play the recording several times, if necessary, pause after each question for Ss to repeat.</li> <li>- Check answers as a class.</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the questions and mark the intonation patterns.</li> <li>- Listen and check.</li> <li>- Listen and repeat.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. What does lifelong learning mean? </li> <li>2. Do you have to pay for this online course? </li> <li>3. Do students prefer online courses  or face-to-face classes? </li> </ol>



intonation.		4. This is your book, isn't it? → I saw your signature on the first page.
-------------	--	---

**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
<b>Task 1: Match the parts of the words to make words and phrases that mean the following. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss that the meaning of each word or phrase is attached to the second part of the word or phrase.</li> <li>- Ask Ss to read the definitions of the words or phrases.</li> <li>- Have Ss match the first and the second parts of the words or phrases individually. Make sure the words or phrases match their meanings.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check answers as a class. Call on one student to read a word or</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Read the definitions of the words or phrases.</li> <li>- Match the first and the second parts of the words or phrases.</li> <li>- Compare the answer in pairs and with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c (night school)</li> <li>2. d (distance learning)</li> <li>3. a (well-rounded)</li> <li>4. e (learning community)</li> <li>5. b (adult education)</li> </ol>





- To help Ss recognise and practise reporting orders, requests, offers and advice.
- To help Ss practise reporting orders, requests, offers, and advice in a speaking activity.

**b. Content:**

- Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (p. 131)
- 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. 131)

**c. Expected outcomes:**

- Students can use reporting orders, requests, offers and advice correctly in sentences and in speaking activities.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to look at the <b>Remember!</b> box and read the notes about reporting <i>orders, requests, offers, and advice</i>. Check understanding by asking, e.g. <i>Which are the most common verbs in direct speech? (Verbs 'say' and 'tell');</i> <i>What decides on the use of different reporting verbs? (The context and meaning.)</i></li> <li>- Tell Ss to work in pairs to complete the activity.</li> <li>- Check answers as a class.</li> <li>- Have Ss read out loud each of the complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the <b>Remember!</b> box and read the notes about reporting <i>orders, requests, offers, and advice</i></li> <li>- Answer the questions.</li> <li>- Work in pairs to complete the activity.</li> <li>- Give the answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. My mother told me to find more information about the course I wanted to apply.</li> <li>2. My friend asked me to send him/her the list of available online courses.</li> <li>3. My brother offered to teach me how to use mobile applications.</li> <li>4. The head teacher advised us not to waste so much time on social media.</li> </ol>
<b>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)</b>		
<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Read the instructions and examples.</li> </ul>	<p><b>Suggested answers:</b></p> <p>My brother encouraged me to take up a sport. He asked me to join his football team. My sister</p>



<p>lifelong learning activities (<i>read for 30 minutes every day, learn a foreign language, take up a new sport, learn a new skill ...</i>)</p> <ul style="list-style-type: none"> <li>- Put Ss in pairs and have them tell each other their sentences .</li> <li>- Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs to compare the answers</li> <li>- Present their ideas in front of the class.</li> </ul>	<p>invited me to attend her school's English-speaking days so I can practise my English. My father told me to read the newspapers every day to stay informed about current events. My mother persuaded me to start borrowing books from the local library.</p>
--	--	--

**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*.
- Prepare for the next lesson.

**Board plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 10: LIFELONG LEARNING</b></p> <p><b>Lesson 2: Language</b></p>
<p><b>* Warm-up</b></p>
<p><b>* Pronunciation</b></p> <ul style="list-style-type: none"> <li>- Task 1. Listen and repeat.</li> <li>- Task 2. Mark the intonation in the questions.</li> </ul>
<p><b>* Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Task 1. Match the parts of the words to make words and phrases.</li> </ul>





- Task 2. Complete the sentences.

**\* Grammar**

- Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box.

- Task 2. 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

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

#### 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)	/vəʊ'keɪʃənl sku:l/	a school that teaches skills that are necessary for particular jobs	trường nghề
2. enrol (v)	/ɪn'reɪəl/	to arrange for yourself or for somebody else to officially join a course, school, etc.	đăng ký học
3. martial art (n)	ˌmɑ:ʃl 'ɑ:t/	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.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### III. PROCEDURES

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

##### a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.

##### b. Content:

- Video watching

##### c. Expected outcomes:

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

##### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Video watching</b> - Have Ss watch a video and answer the questions. - Call on some Ss to give the ideas. - Give feedback. - Lead in the new lesson.	- Ss watch a video and answer the question.	<b>Link:</b> <a href="https://www.youtube.com/watch?v=0WYz7TnmjpY">https://www.youtube.com/watch?v=0WYz7TnmjpY</a>

##### 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)
- Vocabulary

##### c. Expected outcomes:





- Students can identify some vocabulary related to the topic.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Discuss the following questions. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss about their school head and what he or she usually does to encourage Ss to learn.</li> <li>- Put Ss in pairs and have them discuss the questions.</li> <li>- Invite some pairs to share their answers with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Work in pairs and discuss the questions</li> <li>- Share the ideas in front of the class</li> </ul>	<p><b>Suggested answer:</b></p> <p><i>1. Yes, I have. Although I may not go to university right after leaving school, it doesn't mean that I will stop learning. I think there are lots of things for me to learn. I want to learn different life skills, such as cooking, driving or keeping a budget. I also want to learn how to play a musical instrument, for example, the guitar or the piano. In addition, I'm interested in sports so I would probably take up tennis, basketball or another sport.</i></p> <p><i>2. I think in order to learn certain skills such as driving or playing a musical instrument, I will need to register for courses and attend classes. But there are also skills like cooking and keeping a budget that I think I can learn from books or free online videos.</i></p>
<b>Vocabulary pre-teaching (5 mins)</b>		



<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these three words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Students write down the new words in their notebook.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. vocational school (n): trường nghề</li> <li>2. enrol (v): đăng ký học</li> <li>3. martial art (n): võ thuật</li> </ol>
--	---	---

**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 and specific information.

**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. (p.132)
- Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (p.133)

**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
<p><b>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)</b></p>		
<ul style="list-style-type: none"> <li>- 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. <i>The first word 'wonder' in this context is used after a direct question 'Haven't we learnt enough in secondary school?'</i>. Among the two given options, option 'A' (<i>think about something and try to guess what is true or will</i></li> </ul>	<ul style="list-style-type: none"> <li>- Students read the text and locate the highlighted words individually.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. A</li> <li>4. B</li> <li>5. B</li> </ol>



<p><i>happen</i>) is the best match for this word.</p> <ul style="list-style-type: none"> <li>- Tell Ss to work in groups to discuss the clues and compare answers.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups to discuss the clues and compare the answers.</li> <li>- Give the answers.</li> </ul>	
<p><b>Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (7 mins)</b></p>		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Tell Ss to look through the questions, and check their understanding.</li> <li>- 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).</li> <li>- Ask Ss to work in pairs to compare their answers.</li> <li>- Check answers as a class. In stronger classes, ask Ss to explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher’s instructions.</li> <li>- Look through the questions.</li>   <li>- Read the four options, then read the whole letter again and complete the task.</li>   <li>- Compare the answers in pairs.</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. D</li> <li>3. B</li> <li>4. A</li> <li>5. C</li> </ol>

**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.(p.133)

**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
<b>Task 4: Work in pairs. Discuss the following questions.</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the questions and prepare for their answer.</li> <li>- Have Ss work in pairs to discuss their answers.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the questions and prepare for their answer.</li> <li>- Work in paris to discuss the answer.</li> <li>- Students share their answers with the whole class.</li> <li>- Students listen and give feedback.</li> </ul>	<p><b>Suggested answers:</b> <i>If I received such an inspirational letter, I would feel very motivated to continue my learning journey after leaving school. I believe such a letter would help me work harder and achieve my goals. I would also say thank you to her for her encouragement. I may also ask for more specific guidelines that may help me define my learning goals better.</i></p>

**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.

**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: Discussion.

Task 2: Read a letter and circle the phrases with the closest meaning to the highlighted words.

Task 3: Read and choose the correct answer.

Task 4: Discussion.

**\* 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

- Talk about great 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.	<ul style="list-style-type: none"><li>- Provide vocabulary and useful language before assigning tasks.</li><li>- Encourage students to work in groups so that they can help each other.</li><li>- Give short, clear instructions and help if necessary.</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

###### b. Content:

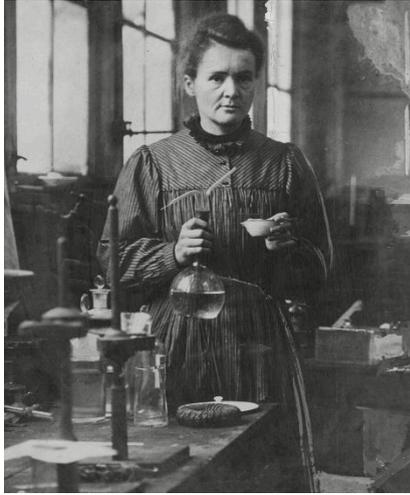
- Chatting and video watching

###### c. Expected outcomes:

- Students can guess the context for the speaking part.

###### d. Organisation:



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Chatting and video watching</b></p> <ul style="list-style-type: none"> <li>- Show a picture and ask Ss to answer some questions.</li> <li>- Call on Ss to give the ideas and give feedback.</li> <li>- Have Ss watch a video about Marie Curie to get more information</li> <li>- Lead in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss look at the picture and answer the questions.</li> <li>- Ss share the ideas in front of the class.</li> <li>- Watch a video.</li> </ul>	<p><b>Link:</b> <a href="https://youtu.be/OIVPb7O9n_k?si=fXHO8srJheeZfL2q">https://youtu.be/OIVPb7O9n_k?si=fXHO8srJheeZfL2q</a></p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- Who is she?</li> <li>- What do you know about her?</li> </ul> 

**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE (20 mins)**

**a. Objectives:**

- To provide information and language input for the main speaking task.
- To help Ss practise talking about, listening to, and taking notes about the life of a famous person in 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. (p.134)
- Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes. (p.134)
- Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes. (p.134)

**c. Expected outcomes:**

- Students can have more ideas for the speaking part.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
----------------------	----------------------	----------



<b>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. (6 mins)</b>		
<ul style="list-style-type: none"><li>- 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.</li><li>- Check comprehension and explain any phrases Ss may find hard, e.g. <i>doing national martial arts, managed to go to university, won Nobel prize.</i></li><li>- In weaker classes, encourage Ss to develop full sentences from their given information, e.g. <i>Student A: Our uncle Ho managed to learn every day throughout his life. He often read and wrote until midnight after a working day.</i> <i>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.</i></li><li>- Walk around the class to give help if necessary</li></ul>	<ul style="list-style-type: none"><li>- Work in pairs and read the information.</li></ul>	<b>Students' practice.</b>
<b>Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes. (7 mins)</b>		
<ul style="list-style-type: none"><li>- Ask Ss to work in pairs. Each pair consists of two students, A and B.</li><li>- Ask students As 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.</li><li>- Tell students Bs to listen and complete the notes.</li><li>- In weaker classes, help students As develop the given information into full sentences.</li></ul>	<ul style="list-style-type: none"><li>- Work in the same pairs.</li><li>- Students A talk about Uncle Ho as a lifelong learner.</li> <li>- Students Bs to listen and complete the notes.</li></ul>	<b>Example:</b> <i>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. ...</i>



<ul style="list-style-type: none"> <li>- In stronger classes, encourage Ss to use different sentence structures to express the given information effectively.</li> <li>- Ask Ss to share their table completed with information about Uncle Ho as a lifelong learner.</li> <li>- Help Ss correct any information, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Share their table with information about Uncle Ho as a lifelong learner.</li> </ul>	
<p><b>Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes. (7 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Each pair consists of two students, A and B.</li> <li>- 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.</li> <li>- Tell students As to listen and complete the notes.</li> <li>- In weaker classes, help students Bs develop the given information into full sentences.</li> <li>- In stronger classes, encourage Ss to use different sentence structures to express the given information effectively.</li> <li>- Ask Ss to share their table with information about Marie Curie as a lifelong learner.</li> <li>- Help Ss correct any information, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in the same pairs.</li> <li>- Students Bs talk about Marie Curie as a lifelong learner.</li> <li>- Students As listen and complete the notes.</li> <li>- Share their table with information about Marie Curie as a lifelong learner.</li> </ul>	<p><b>Example:</b> <i>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. ...</i></p>

**e. Assessment**

- Teacher gives feedback on Ss' pronunciation and conversation.

**3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (17 mins)**

**a. Objectives:**

- To give Ss an opportunity to deliver a talk about a role model for lifelong learning.

**b. Content:**







		<p>and do regular exercise to keep fit and healthy.</p> <p><b>Marie Curie as a lifelong learner</b></p> <p>Today, I would like to talk 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 university. She moved to France and managed to study at the Sorbonne, which is one of the top universities in the world.</p> <p>Marie Curie spent a lot of time studying. She read a lot of books from the library, and registered for many different courses at the university. She won two Nobel prizes. She won a Nobel Prize in Physics in 1903 and another Nobel Prize in Chemistry in 1911. I believe that she achieved this success thanks to her hard work and lifelong learning.</p> <p>I really admire Marie Curie for her achievements in science. She overcame many obstacles in her life to continue her studies and become the first female professor at the Sorbonne.</p>
--	--	---

**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.

**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 video watching

- Task 1: Reads the information card about Uncle Ho and Marie Curie.
- Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes.
- Task 3: Switch roles.
- Task 4: Use your notes to talk about Uncle Ho or Marie Curie.

##### **\* 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

#### 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	/dɪ,tɜːmɪ'neɪʃn/	the ability to continue trying to do something even when it is difficult	sự quyết tâm
2. obstacles (n)	/'ɒbstəkl/	difficult situations	tình huống khó khăn
3. distractions (n)	/dɪ'strækjən/	things that stop you from paying attention to what you are doing	sự phân tâm, sự sao lãng
4. acquire (v)	/ə'kwɪə/	gained	có được, đạt được
5. complex	/'kɒmpleks/	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.





	<ul style="list-style-type: none"> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

### III. PROCEDURES

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

##### a. Objectives:

- To 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
<b>Brainstorming</b> <ul style="list-style-type: none"> <li>- Ask Ss some questions.</li> <li>- Have Ss brainstorm the challenges of lifelong learning.</li> <li>- Call on some Ss to give the ideas.</li> <li>- Lead into the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Students answer the questions.</li> <li>- Brainstorm the ideas.</li> </ul>	<b>Questions:</b> <ul style="list-style-type: none"> <li>- Do you think lifelong learning is easy?</li> <li>- If not, what are the challenges of lifelong learning?</li> </ul>

##### e. Assessment

- Teacher observes students and gives feedback.

#### 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. (p.135)

##### c. Expected outcomes:

- Students understand the meaning of some new words.

##### d. Organisation





TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Choose the correct meanings of the underlined words.</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the five vocabulary items and have Ss guess their meaning.</li> <li>- In weaker classes, read the definitions and check your understanding of the vocabulary.</li> <li>- Have Ss do the matching in pairs or individually.</li> <li>- Check answers as a class. Further explain to Ss if necessary.</li> <li>- Ask Ss to copy down the vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Read the vocabulary and guess the meaning</li> <li>- Listen to the teacher</li>   <li>- Solve the task</li>   <li>- Give the answers and correct</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. B</li> <li>4. A</li> <li>5. A</li> </ol>

**e. Assessment**

- Teacher observes and gives feedback.

**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. (p.135)
- Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap. (p.135)

**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
<b>Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the three sentences and check understanding.</li> <li>- Have Ss also underline the keywords in each sentence and encourage them to try to listen for these keywords, e.g. a. need money, time and space; b. strong</li> </ul>	<ul style="list-style-type: none"> <li>- Read the options and listen to the teacher's instructions.</li> <li>- Ss listen to the recording and do the task.</li> <li>- Compare the answers in pairs and with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <p>1. b    2. c    3. a</p>





<p>motivation, determination; c. effective, put ... into practice.</p> <ul style="list-style-type: none"> <li>- Play the recording and have Ss listen and put the ideas in order.</li> <li>- Play again if necessary.</li> <li>- Ask Ss to compare their answers in pairs.</li> <li>- Check answers as a class.</li> </ul>		
<p><b>Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap. (10 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Have Ss read through the five sentences, then check if they understand their overall meaning.</li> <li>- Tell Ss that need to complete each of these five sentences, using no more than three words.</li> <li>- Ask Ss to predict types of words, <i>i.e noun, adjective or verb</i> and meaning of the missing words or phrase.</li> <li>- Play the recording. Ask Ss to listen, take notes, then complete.</li> <li>- Check answers as a class by asking Ss to play the game MOVE UP MOVE UP</li> <li>- Divide the class into 2 groups: RABBIT AND TIGER.</li> <li>- 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.</li> <li>- The group that has the higher position will win the game.</li> <li>- Confirm the correct ones.</li> </ul>	<ul style="list-style-type: none"> <li>- Read through the five sentences and guess the types of words.</li> <li>- Listen to the recording to complete the sentences.</li> <li>- Play the game to check the answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. knowledge</li> <li>2. achieve your goals</li> <li>3. collecting information</li> <li>4. complex problem</li> <li>5. well-rounded</li> </ol>

**e. Assessment**

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

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

**a. Objectives:**





- To give Ss an opportunity to use the language and ideas from the listening to express opinions.

**b. Content:**

- Task 4: Work in groups. Discuss the following question. (p.135)

**c. Expected outcomes:**

- Students can use the language and ideas from the listening to express opinions.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4: Work in groups. Discuss the following question.</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to recall the challenges that have been mentioned in the talk (<i>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</i>).</li> <li>- 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.</li> <li>- Invite Ss from some groups to share their ideas with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall the challenges that have been mentioned in the talk.</li> <li>- Work in groups to discuss the questions.</li> <li>- Students share their ideas to the whole class.</li> </ul>	<p><b>Suggested answers:</b></p> <p>The first challenge is to get motivated to continue learning. To do that, we need to remind ourselves of our goals, and the benefits of achieving them. To help maintain motivation, we should always celebrate completing the small goals, not just the big ones. A learning plan of small manageable tasks that suit our family, work and social commitments will also have a positive effect on motivation. Another challenge is finding a determination to learn or study. To be determined, we need to be deeply committed and avoid distractions. We need to think about our personal values that will give us purpose for staying committed to lifelong learning. It will also be challenging to apply our new skills and knowledge in our life. That is why we need to focus on practical things to learn, for example, things we can do</p>



		<p>with our hands or skills that will be useful in our jobs.</p> <p>If we face the challenge of not having money, time, or space for learning, then the solution would be to choose free online classes or short courses that can be completed anywhere. There are also many scholarships and grants that are available to young people willing to continue learning.</p>
--	--	---

**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.

**b. Homework**

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 10: Lifelong learning</b></p> <p><b>Lesson 5: Listening</b></p>
<p><b>*Warm-up</b></p> <p>Brainstorming</p> <p>Task 1: Choose the correct meanings.</p> <p>Task 2: Listen and put the main ideas in the correct order.</p> <p>Task 3: Listen and complete the sentences.</p> <p>Task 4: Discussion</p>
<p><b>*Homework</b></p>



**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**  
**CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI**



**Tiếng Anh**  
**12**



## 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.	<ul style="list-style-type: none"> <li>- Play the recording many times if necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

###### b. Content:

- Video watching

###### c. Expected outcomes:

- Students can get an overview of the lesson's topic.

###### d. Organisation





TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Watching a video</b></p> <ul style="list-style-type: none"> <li>- Have Ss watch a video and answer what he is talking about.</li> <li>- Call on some Ss to give some information about what he has delivered in the video.</li> <li>- Lead into the new lesson about benefits and challenges of lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Students watch a video and take notes.</li> <li>- Students discuss and give some information about the video.</li> </ul>	<p><b>Link:</b> <a href="https://www.youtube.com/watch?v=EMbuM0OzGt4">https://www.youtube.com/watch?v=EMbuM0OzGt4</a></p>

**e. Assessment**

- Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss develop ideas for their writing.

**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. (p.136)

**c. Expected outcomes:**

- Students can develop ideas for their writing.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>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.</b></p>		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Tell Ss to look at the table with the given benefits and challenges of lifelong learning.</li> <li>- Let Ss discuss and complete their tables with other benefits and challenges of lifelong learning.</li> <li>- Walk around and help Ss, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs and try to recall the benefits and challenges of lifelong learning.</li> <li>- Discuss and complete their tables with other benefits and challenges of lifelong learning.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. Lifelong learning/It keeps your brain healthy and improves memory.</li> <li>2. Lifelong learning/It helps you stay connected with people and current ideas.</li> <li>3. It can be hard to put what you've learnt into practice.</li> <li>4. You need money, time, and space to continue your pursuit of knowledge and skills.</li> </ol>



<ul style="list-style-type: none"> <li>- 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.</li> <li>- Check answers as a class.</li> </ul>		
---	--	--

**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: WHILE-WRITING (20 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. (p.136)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>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.</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the given outline and check understanding.</li> <li>- Have Ss write their articles. Encourage them to use the ideas</li> </ul> <p>In Task 1. Walk round the class to provide help if necessary.</p> <ul style="list-style-type: none"> <li>- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's structure, vocabulary and grammar. If time allows, encourage Ss to make revisions based on their partner's</li> </ul>	<ul style="list-style-type: none"> <li>- Read the given outline and write the article.</li> </ul>	<p><b><i>Suggested answer:</i></b></p> <p><b>Benefits and Challenges of Lifelong Learning</b></p> <p><i>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?</i></p>



feedback before they produce a final draft.

- Collect Ss' articles and give face-to-face feedback in private or provide some written feedback.

*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 have 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*



		<i>drawbacks, we should try to overcome the challenges and never stop learning.</i>
--	--	---

**e. Assessment**

- Teacher observes and gives feedback.

**4. ACTIVITY 3: POST-WRITING (7 mins)**

**a. Objectives:**

- To do a cross-check and final check on students' writing.

**b. Content:**

- 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
<b>Cross-checking</b>		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> <li>- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.</li> </ul>	<ul style="list-style-type: none"> <li>- Students swap their piece of writing with their partners and give peer review.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p style="text-align: right;">TOTAL: .../50</p>

**e. Assessment**

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**





- Summarise the main points of the lesson.

**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

Video watching

- Task 1: Complete the table.
- Task 2: Write an article about the benefits and challenges of lifelong learning.
- Cross-check

#### \*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

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

#### II. MATERIALS

- Grade 12 textbook, Unit 10, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Language analysis

Thanking	Accepting thanks
<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>- I can't thank you enough for ...</li> <li>- I'm really/so grateful for ...</li> <li>- I really appreciate it.</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>- Thank you/Thanks for ...</li> <li>- Many thanks!</li> <li>- Thanks a million!</li> </ul>	<p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>- You're welcome.</li> <li>- It's my pleasure.</li> <li>- My pleasure.</li> </ul> <p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>- No problem.</li> <li>- Don't mention it.</li> <li>- Glad to help.</li> </ul>

#### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>





<p>Students may lack vocabulary to deliver a speech.</p>	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>
--	--

### III. PROCEDURES

#### 1. WARM-UP (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:

- Video watching

##### c. Expected outcomes:

- Students can get involved in the topic.

##### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Have Ss to watch a video and take notes .</li> <li>- Have Ss work in groups of 3, discuss the question.</li> <li>- Call on Ss to give the answer.</li> <li>- Lead in to the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Students watch a video.</li> <li>- Students discuss and answer the question.</li> </ul>	<p><b>Link:</b> <a href="https://www.youtube.com/watch?v=ahxRv5Rzhe4">https://www.youtube.com/watch?v=ahxRv5Rzhe4</a></p>

##### 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 accept thanks.
- To review expressions for thanking and accepting thanks.

##### b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.136)
- 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. (p.137)





**c. Expected outcomes:**

- Students can express for thanking and replying.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers?</i> (A: Ms Lan and Mai; B: Nam and Mark); <i>What are they talking about?</i> (A: information about the online courses; B: activities of the science club)</li> <li>- Have Ss listen and complete the conversations with the expressions from the box.</li> <li>- Check answers by asking two Ss to read out the conversations.</li> <li>- Have Ss underline expressions used to express thanks, e.g. <i>thank you for sharing...; thank you for inviting ...?</i>, and replying, e.g. <i>Don't mention it ...; I'm glad you found it useful, ...</i></li> <li>- Put Ss in pairs and have them practise the conversations.</li> </ul>	<ul style="list-style-type: none"> <li>- Read through the incomplete conversations.</li> <li>- Listen and complete the conversations with the expressions from the box.</li> <li>- Practise the conversations in pairs.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. D</li> <li>4. A</li> </ol>
<b>Useful expressions (2 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read the useful expression on page 137.</li> <li>- Ask Ss to provide other expressions to thank and accept thanks.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss read the useful expressions and provide other expressions to thank and accept thanks.</li> </ul>	<p style="text-align: center;"><b>Thanking</b></p> <p style="text-align: center;"><b>Formal</b></p> <ul style="list-style-type: none"> <li>• I can't thank you enough for ...</li> <li>• I'm really/so grateful for ...</li> <li>• I really appreciate it.</li> </ul> <p style="text-align: center;"><b>Informal</b></p> <ul style="list-style-type: none"> <li>• Thank you/Thanks for ...</li> <li>• Many thanks!</li> <li>• Thanks a million!</li> </ul>



		<p style="text-align: center;"><b>Accepting thanks</b></p> <p style="text-align: center;"><b>Formal</b></p> <ul style="list-style-type: none"> <li>• You're welcome.</li> <li>• It's my pleasure.</li> <li>• My pleasure.</li> </ul> <p style="text-align: center;"><b>Informal</b></p> <ul style="list-style-type: none"> <li>• No problem.</li> <li>• Don't mention it.</li> <li>• Glad to help.</li> </ul>
<p><b>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.</b> (7 mins)</p>		
<ul style="list-style-type: none"> <li>- Put Ss in pairs and explain the task: to role-play conversations similar to those in 1, but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both thank and accept thanks.</li> <li>- Encourage them to use words and phrases they have learnt so far in this unit in their conversations.</li> <li>- Ask Ss to read through the situations, and check understanding. Ask them if they have been in similar situations, i.e. if they had to thank someone or accept someone's thanks.</li> <li>- 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.</li> <li>- Go through the useful expressions in the box and remind</li> </ul>	<ul style="list-style-type: none"> <li>- Ss work in pairs to do the task.</li> <li>- Ss use the learnt expressions to make similar conversations.</li> <li>- Ss role-play the conversations in front of the class.</li> </ul>	<p><b>Sample conversations:</b></p> <p>1.</p> <p>A: Mr Wilson, I really enjoyed your cooking class. Thank you so much for teaching me how to cook fish and chips. It's so delicious. I always wanted to learn how to cook traditional British dishes.</p> <p>B: It's my pleasure, Mai. I'm glad you enjoyed my cooking class and learnt to cook a new dish.</p> <p>2.</p> <p>B: Mark, it was very helpful to learn more about the language learning app. It seems like a very useful app for learning English. Thanks a lot for sharing all the information with me.</p> <p>A: Don't mention it, Nam. Glad to help.</p>



<p>them to use them in their conversations.</p> <ul style="list-style-type: none"> <li>- Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (instructor / student in a cooking class), what dish or app to talk about. Have Ss practise their conversations in pairs.</li> <li>- Invite several pairs of Ss to role-play their conversations in front of the class.</li> <li>- Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for thanking and accepting thanks.</li> </ul>		
--	--	--

**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: CULTURE (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. (p.137)
- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age. (p.137)

**c. Expected outcomes:**

- Students can relate what they have learnt in the reading text to their own context

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Read the text and complete the diagram with information from the text. (7 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss some questions to find out if they know any old-aged university students, e.g. <i>Do you know mature university students? How old were they? What did they study at university?</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ss brainstorm and answer the questions.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. earned a BA in Psychology</li> <li>2. completed a BSc in Molecular Biology</li> <li>3. started his Master's</li> </ol>



<ul style="list-style-type: none"> <li>- 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. <i>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? ...</i> Write these questions on the board and tell Ss to answer them later on.</li> <li>- Put Ss into pairs. Ask them to read the text ‘<i>One of the oldest university graduates</i>’ and complete the diagram. Walk round the class and offer help, explaining unfamiliar words or answering questions.</li> <li>- Check answers as a class by calling on pairs to write the missing words or phrases on the board.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs to complete the diagram.</li> <li>- Give the answer and correct with the whole class.</li> </ul>	<p>degree 4. received his Master’s degree</p>
<p><b>Task 2: Work in groups. Share stories of people you know who keep learning despite their old age. (11 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Have Ss look back at the diagram in Activity 1 which summarises the information about an old-aged university graduate.</li> <li>- Ask Ss to work in groups to share stories of the people they know who keep learning despite their old age.</li> <li>- Invite several groups to share their stories. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Look back at the diagram in Activity 1.</li> <li>- Work in groups to share stories of the people they know who keep learning despite their old age.</li> <li>- Students share their ideas in front of the class.</li> </ul>	<p><b>Suggested answers:</b> In our group, we learnt about 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 registered for a course</p>



		to brush up on his French. Then he started translating 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:**

- Discussion.

**c. Expected outcomes:**

- Students can use the knowledge to discuss the topic further.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Discussion.</b>		
<ul style="list-style-type: none"> <li>- Have Ss work individually and discuss the questions.</li> <li>- Call on some Ss to give ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Think about the questions and answer.</li> <li>- Some students give ideas and others give feedback or comment.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do you think lifelong learning is important?</li> <li>2. Why do some people still choose to learn even when they are older?</li> </ol>

**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.
- Task 2: Make similar conversations.

**\*Culture**

- Task 1: Read and complete the diagram.
- Task 2: 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.

#### 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.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- 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
<b>Game: Slingshot (PPT slides)</b> - Divide the class into 4 teams. - Have each team take turns to choose the correct word or phrase with the given meaning. - The team with the highest score is the winner.	- Ss work in 4 teams and choose the correct word/phrase.	<b>Answer key:</b> 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. (p.138)
- Vocabulary: Complete the text. Use the correct forms of the words and phrases in the box. (p.138)
- Grammar: Choose the sentence that has the closest meaning to the given sentence. (p.138)

**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
<b>Pronunciation: Mark the intonation in the following questions. Then listen and check. Practice saying them in pairs. (4 mins)</b>		
- Ask Ss to listen and 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	- Listen and mark the intonation pattern in the questions. - Compare the answers in pairs and with the whole class.	<b>Answer key:</b> 1. When was the last meeting of your reading club? 2. Is lifelong learning important for career development?





<p>correct use of intonation patterns.</p>	<p>- Practise the questions in pairs and in front of the class.</p>	<p>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 weekend? </p>
<p><b>Vocabulary: Complete the text. Use the correct forms of the words and phrases in the box (4 mins)</b></p>		
<p>- Have Ss read the text, and the words and phrases in the box. Check understanding.          - Tell Ss to study the context carefully and decide on the word or phrase to complete each sentence.          - Have Ss compare their answers in pairs or groups.          - Check answers as a class by asking individual Ss to read the text.</p>	<p>- Ss do the activity individually.           - Compare the answers with the partners.</p>	<p><b>Answer key:</b>          1. relevant          2. adult education          3. distance learning          4. learning community          5. well-rounded</p>
<p><b>Grammar: Choose the sentence that has the closest meaning to the given sentences. (4 mins)</b></p>		
<p>- 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. <i>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.</i></p>	<p>- Read the original sentence and recall the grammar structure that are tested in the original sentence.           - Ss do the task individually.</p>	<p><b>Answer key:</b>          1. A          2. B          3. C          4. D</p>



<ul style="list-style-type: none"> <li>- Have Ss read the four options that follow each sentence and eliminate the options that can be grammatically incorrect.</li> <li>- Ask Ss to choose the sentence that doesn't change the meaning of the original sentence.</li> <li>- Let Ss compare their answers.</li> <li>- Check the answers by asking Ss to play the game SUPER MARIO (PPT slides).</li> <li>- Divide the class into 2 groups</li> <li>- Give the instructions for the game.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Play the game in groups to check the answers.</li> </ul>	
--	---	--

**e. Assessment**

- Teacher observes Ss's work and gives feedback.

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

**a. Objectives:**

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

**b. Content:**

- Project: A leaflet about lifelong learning habit.

**c. Expected outcomes:**

- Students practice doing research and design a leaflet about a lifelong learning habit.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a leaflet about a lifelong learning habit.</li> <li>- Have Ss work in their groups. Give them a few minutes to display their leaflets around the classroom. Organise an exhibition in the classroom where each group can display their leaflets in</li> </ul>	<ul style="list-style-type: none"> <li>- All groups exhibit their leaflets and prepare for their presentations.</li> <li>- Ss walk around, view the other groups' leaflets, and ask questions about them.</li> <li>- Ss gives comments on their friends' work.</li> </ul>	<p><i>Students' presentations</i></p>





<p>advance. Then have Ss walk around, view the leaflets, and ask questions about them.</p> <ul style="list-style-type: none"> <li>- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while viewing the leaflets and listening to the group representative's explanations, and write comments if they have any. The group representatives should complete their self-assessment checklists after presenting their leaflets or answering questions about them.</li> <li>- If necessary, go through the criteria for assessing their leaflet to make sure Ss are familiar with them.</li> <li>- Teacher can also give Ss marks for their leaflets as part of their continuous assessment.</li> <li>- Encourage Ss to reflect on their performance and think about what they could have done better.</li> </ul>		
---	--	--

**e. Assessment**

- Teacher observes and give feedbacks to students' performances.

**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**

<p><i>Date of teaching</i></p> <p><b>Unit 10: Lifelong learning</b></p> <p><b>Lesson 8: Looking back and project</b></p> <p><b>*Warm-up</b></p>
---





Game: Slingshot

**\* Looking back**

- Pronunciation: Mark the intonation in the questions.
- Vocabulary: Complete the text.
- Grammar: Choose the sentence that has the closest meaning.

**\* Project: A leaflet about lifelong learning habit**

**\*Homework**

**School:**

**Teacher's name:**

**Class:**

## LESSON PLAN

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

## REVIEW 4

Lesson 1: Language

### *I. OBJECTIVES*

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

**1. Knowledge**

- Review the language they have learnt in Unit 9 and 10.

**2. Core competence**

- Develop critical thinking skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.





## II. MATERIALS

- Grade 12 textbook, Review 4
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

### Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail. Have excessive talking students' practice.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

## III. PROCEDURES

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

#### a. Objectives:

- To revise the vocabulary related to the topic of Unit 9 and Unit 10.

#### b. Content:

- Game: Catch a word

#### c. Expected outcomes:

- Students can recall the important new words that they have learnt.

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>GAME: CATCH A WORD (PPT slides)</b> <ul style="list-style-type: none"> <li>- Divide 2 teams and tell students the rules of the game</li> <li>- T shows the pictures to students</li> <li>- Introduces the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Students raise hands and answer the questions in their team.</li> </ul>	<b>Key:</b> <ol style="list-style-type: none"> <li>1. automate</li> <li>2. adapt</li> <li>3. go in for</li> <li>4. bullying</li> <li>5. live up to</li> <li>6. brush up</li> <li>7. adult education</li> <li>8. complex</li> </ol>

#### e. Assessment

- Teacher observes the groups and gives feedback.





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

### a. Objectives:

- To check if Ss can review different sounds and provide further pronunciation practice.
- To check if Ss can review word stress and provide further pronunciation practice.
- To help Ss review stressed words in a sentence.
- To check whether Ss can identify the appropriate intonation pattern in different types of questions.

### b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (p. 140)
- Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (p. 140)
- Task 3: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p. 140)
- Task 4: Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (p. 140)

### c. Expected outcomes:

- Students understand the knowledge and do the task successfully.

### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss pronounce all words, paying attention to the underlined sounds.</li> <li>- Explain that if any two words share the same underlined sound, neither of them can be the correct answer. If they don't, one of them is the correct answer.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Check answers as a class.</li> <li>- Have Ss work in pairs to practise saying the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Pronounce all the words.</li> <li>- Compare the answers in pairs.</li> </ul>	<b>Key:</b> 1. B 2. A
<b>Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress. (3 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss pronounce all words, paying attention to the word stress.</li> <li>- Explain that if any two words share the same stress pattern, neither of them can be the correct</li> </ul>	<ul style="list-style-type: none"> <li>- Pronounce all words and identify the word stress.</li> <li>- Check the answers in pairs and with the whole class.</li> </ul>	<b>Key:</b> 1. C 2. D



<p>answers. If they don't, one of them is the correct answer.</p> <ul style="list-style-type: none"> <li>- Have Ss compare their answers in pairs.</li> <li>- Check answers as a class.</li> <li>- Have Ss work in pairs to practise saying the words.</li> </ul>		
<p><b>Task 3: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (3 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and underline the stressed words in each one.</li> <li>- In weaker classes, review the kind of words usually stressed in connected speech, i.e. content words.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Play the recording, pausing after each sentence for Ss to check their answers.</li> <li>- Have Ss work in pairs to practise saying the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Underline the stressed words in each one.</li> <li>- Compare the answers in pairs.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. I've been <u>taking online classes</u> for more than <u>three months</u>.</li> <li>2. <u>Lifelong learning</u> is the <u>key to success</u> for <u>people of all ages</u>.</li> </ol>
<p><b>Task 4: Circle the correct intonation pattern in the following questions. Listen and check. Then practice saying them in pairs. (3 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the questions and identify the type of question, e.g. 1. Yes/No question; 2. tag question.</li> <li>- Tell Ss to circle the correct intonation pattern in each question.</li> <li>- Have Ss compare their answers in pairs.</li> <li>- Play the recording, pausing after each sentence for Ss to check their answers.</li> <li>- Confirm the correct answers as a class.</li> <li>- Ask Ss to work in pairs to practise saying the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Read the questions and identify the type of each question.</li> <li>- Listen and circle the correct intonation pattern in each question.</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

**3. ACTIVITY 2: VOCABULARY (12 mins)**

**a. Objectives:**

- To help Ss review topic-related words and phrases from Units 9-10, and provide further vocabulary practice.

**b. Content:**





- Task 1: Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (p.140)
- Task 2: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (p.140)
- Task 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (p.141)

**c. Expected outcomes:**

- Students understand the knowledge and do the task successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Mark the letter A, B, C, or D to indicate the word or phrase CLOSEST in meaning to the underlined word or phrase. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The words that change the meaning of the sentence cannot be the correct answers.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Replace the underlined word with each of the words from four options.</li> <li>- Some ss share their answers with the whole class.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. D</li> <li>4. A</li> </ol>
<b>Task 2: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to do the activity individually. Tell them to read and try to understand the meaning of each sentence.</li> <li>- Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, tell them to skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer.</li> <li>- Ask Ss to share their answers with the whole class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Replace the underlined word with each of the words from four options.</li> <li>- Some ss share their answers with the whole class.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. D</li> <li>4. A</li> </ol>
<b>Task 3: Read the following passage and mark the letter A, B, C, or D to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 8. (4 mins)</b>		



<ul style="list-style-type: none"> <li>- Ask Ss to read the text to get an overview of the text.</li> <li>- Have Ss read each sentence more carefully and look through four options. Tell them to put each word from four options into the gap.</li> <li>- Tell Ss to eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful.</li> <li>- Have Ss compare their answers in pairs and share their answers with the whole class.</li> <li>- Confirm the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Read the sentences.</li> <li>- Eliminate the words that can be grammatically incorrect among them and choose the word that makes the sentence meaningful.</li> <li>- Some ss share their answers with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. D</li> <li>5. D</li> <li>6. B</li> <li>7. D</li> <li>8. C</li> </ol>
---	---	--

**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 review three-word phrasal verbs and reported speech to report orders, requests, offers, and advice, and provide exam practice.

**b. Content:**

- Task 1: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (p. 141)
- Task 2: Mark the letter A, B, C, or D to indicate the correct answer. (p.141)
- Task 3: Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (p.141)

**c. Expected outcomes:**

- Students understand the knowledge and do the task successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Tell Ss to read the whole sentence and focus on the underlined words/ phrases.</li> <li>- Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Check whether these underlined words/ phrases are grammatically correct or not.</li> <li>- Compare the answers in pairs and with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A → to</li> <li>2. C → with</li> <li>3. B → to give</li> <li>4. C → put</li> <li>5. C → up</li> </ol>



<ul style="list-style-type: none"> <li>- If you're not sure about a choice, tell Ss to skip it and focus on the others to see if you can find the mistake in these choices or not.</li> <li>- Then have them compare answers and correct the mistakes in pairs, before confirming answers as a class.</li> </ul>		6. D → on
<p><b>Task 2. Mark the letter A, B, C, or D to indicate the correct answer. (4 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read each sentence first and check the meaning.</li> <li>- Tell Ss to identify the grammar point needed for the gap by studying four options.</li> <li>- Tell Ss to eliminate the options that can be grammatically incorrect.</li> <li>- In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 9-10 and quickly review the uses of the grammar points on the board or go back to Language sections in these Units.</li> <li>- The correct answer should be grammatically correct and make the sentence meaningful.</li> <li>- Then have them compare answers in pairs, before confirming answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Eliminate the options that can be grammatically incorrect.</li> <li>- Share their answers in pairs and with the whole class.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. D</li> <li>4. A</li> <li>5. B</li> <li>6. C</li> </ol>
<p><b>Task 3. Mark the letter A, B, C, or D to indicate the reported sentence that is closest in meaning to each of the following direct speech sentences. (5 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Have Ss work in pairs. Tell them to identify the grammar points that can be used to rewrite the original sentence.</li> <li>- Tell Ss to read four options and choose the option that:             <ul style="list-style-type: none"> <li>- is grammatically correct</li> <li>- does not change the meaning of the original sentences</li> </ul> </li> <li>- Have Ss compare their answers in pairs.</li> <li>- Confirm the correct answers with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Read four options and choose the option.</li> <li>- Some ss share their answers with the whole class.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. A</li> <li>3. B</li> <li>4. D</li> </ol>

**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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





**b. Homework**

- Do exercises in the workbook.
- Prepare for Review 4: Lesson 2 – Listening and Speaking.

**Board Plan**

*Date of teaching*

**REVIEW 4**

**Lesson 1: Language**

**\*Warm-up**

Catch a word

**\* Pronunciation**

- Task 1 + 2: Choose the correct answer.
- Task 3: Underline the stressed words.
- Task 4: Circle the correct intonation.

**\* Vocabulary**

- Task 1: Choose the synonyms.
- Task 2: Choose the antonyms.
- Task 3: Choose the correct answers.

**\* Grammar**

- Task 1: Find the mistakes.
- Task 2+3: Choose the correct answers.

**\*Homework**



## REVIEW 4

### Lesson 2: Skills (1) - Listening & Speaking

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review the Listening and Speaking skills they have learnt in Unit 9 and 10.

##### 2. Core competence

- Develop critical thinking skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

##### 3. Personal qualities

- Develop self-study skills.

#### II. MATERIALS

- Grade 12 textbook, Review 4
- Computer connected to the internet
- Projector/ TV
- hoclieu.vn

#### Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To introduce the topic of the unit.
- To set the context for the listening and speaking part.

###### b. Content:

- Video watching





**c. Expected outcomes:**

- Students have an overview of the lesson's topic.

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Tell Ss that they are going to watch a video about lifelong learning.</li> </ul> <p><i>As stated in the video:</i></p> <ol style="list-style-type: none"> <li>1. <i>People normally think they no longer need to learn when they begin working.</i></li> <li>2. <i>Many students are eager to finish school life to go to work.</i></li> <li>3. <i>The skills required in jobs are similar to what people learnt at school.</i></li> </ol> <ul style="list-style-type: none"> <li>- Encourage Ss to work in groups and find the key words in the sentences.</li> <li>- Play the video.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Read the questions and identify key words.</li> <li>- Watch the video and try to choose true or false.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. True</li> <li>2. True</li> <li>3. False (They are different.)</li> </ol>

**e. Assessment**

- Teacher observes students' work and gives feedback.

**2. ACTIVITY 1: LISTENING (17 mins)**

**a. Objectives:**

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

**b. Content:**

- Task 1: Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (p.142)
- Task 2: Listen again and complete the following notes with no more than THREE words for each gap. (p.142)

**c. Expected outcomes:**

- Students can practice listening skills and solve the exercises successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen to a talk about lifelong learning. Which of the following is NOT mentioned as a reason for lifelong learning? (7 mins)</b>		
<ul style="list-style-type: none"> <li>- Focus Ss' attention on three options. Tell them that here can be the reasons for lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Listen to the talk.</li> </ul>	<p><b>Answer key:</b></p> <p><i>B</i></p>





<ul style="list-style-type: none"> <li>- Tell Ss that they are going to hear a talk about lifelong and choose the one that is NOT mentioned in the talk.</li> <li>- Play the recording and encourage Ss to note down as much information as possible in their notebooks.</li> <li>- Call on some Ss to share their information. Ask Ss to eliminate the options that are mentioned in the talk.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Some Ss share information with the class.</li> </ul>	
<b>Task 2: Listen to the talk show again. Choose the correct answers A, B, or C. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to look at the sentences and underline the key words. Tell them to decide which part of speech needed to fill in each blank (e.g.: 1. noun/noun phrase; 2. noun/noun phrase; 3. adjective; 4. noun/noun phrase; 5. noun/noun phrase; 6. noun/noun phrase)</li> <li>- Play the recording again and have Ss listen and write down their answers in their notebooks.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check the answers as a class.</li> <li>- In weaker classes, play the recording again, pausing after the sentences containing the missing words.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Underline the keywords.</li> <li>- Work in pairs and find out the answers.</li> </ul>	<p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. pursuit of knowledge</li> <li>2. AI / artificial intelligence</li> <li>3. obsolete</li> <li>4. high-skilled jobs</li> <li>5. new things quickly</li> <li>6. lifelong learning</li> </ol>

**e. Assessment**

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

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

**a. Objectives:**

- To help Ss develop ideas for the speaking task.
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.

**b. Content:**

- Task 1: Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance. (p.142)
- Task 2: Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (p.142)

**c. Expected outcomes:**





- Students can practise speaking skills and talk about lifelong learning.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Work in pairs. Below are some ways to keep learning throughout life. Discuss and rank them in order of importance. (8 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read some ways to keep learning throughout life. Make sure they can understand the ideas. Draw the table on the board if necessary.</li> <li>- Ask Ss to work in pairs to discuss and rank the ways in the table in order of importance (1 = the least important way and 5 = the most important). Encourage them to tell the reasons for their choice.</li> <li>- Walk around the class to offer help if necessary.</li> <li>- Invite some pairs to share the answers.</li> <li>- Confirm the answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Discuss and rank the ways and give reasons.</li> <li>- Some Ss share the answers with the class</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. a</li> <li>2. b</li> <li>3. d</li> <li>4. c</li> <li>5. e</li> </ol> <p><b>Discussion:</b></p> <p>A: Today we'll discuss five ways to engage in lifelong learning. We also need to rank them in order of importance. Which one do you think is the most important way?</p> <p>B: Well, I think attending training courses and professional seminars is essential especially after we leave school and join the workforce. This is the best way to keep our knowledge and skills current.</p> <p>A: Yes, I agree. Let's give it the top ranking. How about the second one – researching topics of interest and gathering information? I think this way of learning is also very important because it'll help us develop research skills.</p> <p>B: I agree with you. Let's rank it as the second most important way of learning. Now, moving to the third one in the table. ...</p>
<b>Task 2: Work in groups. Think about other ways to keep learning through life and add them to the table in 1. Share your group's ideas with the class. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups. Tell them to think about other ways of maintaining learning throughout life.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> </ul>	<p><b>Suggested answer:</b></p> <p><b>Summary:</b> Our group came up with three additional</p>





<ul style="list-style-type: none"> <li>- Have Ss work in groups and add their ideas to the table from 1 in Speaking.</li> <li>- Walk around the class to offer help if necessary.</li> <li>- Invite some groups to present a summary of their group discussion to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Some Ss share the answers with the class</li> </ul>	<p>opportunities for lifelong learning provided by the Internet. First, we can access many online platforms and learn from user-created content and how-to videos. Video content is especially useful because online videos are usually short and very focused on a particular topic or skill. Second, we can join learning communities on the Internet, where we can share knowledge, interact with peers and build teamwork skills. Third, there are many open online courses that are freely available for people interested in expanding their knowledge and can help us meet our lifelong learning needs.</p>
---	--	--

**e. Assessment**

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

**4. CONSOLIDATION (5 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 Review 4: Lesson 3 - Reading and Writing.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>REVIEW 4</b></p> <p>Lesson 2: Skills (1) - Listening &amp; Speaking</p> <p><b>*Warm-up</b></p>
---





Video watching

**\* Listening**

- Task 1: Listen and choose the correct answer.
- Task 2: Listen and complete the notes.

**\* Speaking**

- Task 1: Discuss and rank ways to keep learning throughout life.
- Task 2: Discussion.

**\* Homework**



## REVIEW 4

### Lesson 3: Skills (2) - Reading and Writing

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review the Reading and Writing skills they have learnt in Unit 9 and 10.

##### 2. Core competence

- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

##### 3. Personal qualities

- Develop self-study skills.

#### II. MATERIALS

- Grade 12 textbook, Review 4
- Computer connected to the internet
- Projector/ TV
- hoclieu.vn

#### Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere.

###### b. Content:

- Video watching





**c. Expected outcomes:**

- Students can have an overview of the lesson's topic.

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Video watching</b></p> <ul style="list-style-type: none"> <li>- Tell Ss that they are going to watch a video about lifelong learning.</li> </ul> <p><i>As stated in the video:</i></p> <ol style="list-style-type: none"> <li>1. <i>People are changing jobs more frequently.</i></li> <li>2. <i>Jennifer's jobs are consistent and related.</i></li> <li>3. <i>The video gives a detailed description of how to develop your career.</i></li> </ol> <ul style="list-style-type: none"> <li>- Encourage Ss to work in groups and find the key words in the sentences.</li> <li>- Play the video.</li> <li>- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Read the questions and identify key words.</li> <li>- Watch the video and try to choose true or false.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. True</li> <li>2. False (She does many different unrelated jobs.)</li> <li>3. False (It provides a general picture of career.)</li> </ol>

**e. Assessment**

- Teacher observes students' work and gives feedback.

**2. ACTIVITY 1: READING (17 mins)**

**a. Objectives:**

- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information.

**b. Content:**

- Task 1: Read the article below. Match each section (A-D) with a heading (1-5). There is one extra heading that you do not need to use. (p.143)
- Task 2: Read the article again. Mark the letter A, B, C, or D to indicate the correct answer. (p.143)

**c. Expected outcomes:**

- Students can understand the main ideas as well as specific information of the reading passage.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Read the article below. match each section (A-D) with a heading (1-5). There is one extra heading that you do not need to use. (7 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read the five headings and check understanding.</li> <li>- Then ask Ss to read the whole text once. Remind Ss to pay particular attention to the first and the last</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Read the whole text once, and find the main idea.</li> </ul>	<p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>A. 1</li> <li>B. 5</li> <li>C. 2</li> <li>D. 3</li> </ol>





<p>sentence of each paragraph, which is usually the topic sentence expressing the main idea.</p> <ul style="list-style-type: none"> <li>- Put Ss in pairs to do the activity.</li> <li>- Check answers as a class. Explain why option 4 is the extra heading, e.g. Although ‘a university degree’ is mentioned in paragraph D, it is just one specific detail and an example of a goal, not the main idea of the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs and do the matching.</li> </ul>	
<p><b>Task 2: Read the article again. Mark the letter A, B, C, or D to indicate the correct answer. (10 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Have Ss read through the questions and the options. Make sure Ss understand the questions.</li> <li>- Ask Ss to underline the key words in each question.</li> <li>- Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best option for each question.</li> <li>- Have Ss work in pairs to compare their answers.</li> <li>- Check the answers as a class and ask Ss to explain their choice.</li> </ul> <ol style="list-style-type: none"> <li>1. the information is organised into four themes including (A) exploring career options, (B) getting to know yourself, (C) reaching out for guidance, and (D) taking action to turn goals into reality;</li> <li>2. in the last sentence of Section B, the writer mentions matching career options to personality type and interests to help identify a suitable job;</li> <li>3. in the last sentence of Section C, the writer mentions researching companies taking part in job fairs in advance;</li> <li>4. the writer asks the questions in section D as a way of engaging readers and encouraging them to think about the answers to these questions;</li> <li>5. the word ‘monitor’ means ‘check regularly’ and both verbs are often used with the noun ‘progress’.</li> </ol>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Underline the keywords.</li> <li>- Find the best options.</li> <li>- Work in pairs to compare answers.</li> </ul>	<p><b>Answer keys:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. A</li> <li>3. C</li> <li>4. A</li> <li>5. B</li> </ol>

**e. Assessment**

- Teacher checks students’ work and gives feedback.

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

**a. Objectives:**

- To help Ss practise writing their own CVs to match a job description.





**b. Content:**

- Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description. (p. 143)

**c. Expected outcomes:**

- Students develop writing skills on the given topic.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Look at the job advert below. Imagine that you want to apply for the job. Write your own CV. Try to match it with the job description. (18 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to imagine that they are going to apply for the position of a fashion assistant. Have Ss read through the job advert. Make sure that they understand it.</li> <li>- Ask them to work in pairs to discuss the qualifications, qualities and experience they may need if they apply for the job.</li> <li>- Have Ss to share their ideas with the whole class.</li> <li>- Review the outline by asking Ss to come back to the writing section in Unit 9. Tell Ss to use the information above to complete each part in the CV.</li> <li>- Give Ss enough time to write a CV which matches the job description. Set a time limit depending on the Ss' ability level.</li> <li>- Walk around the class and offer help.</li> <li>- If time allows, ask Ss to swap their CVs with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation.</li> <li>- Collect Ss' CVs to mark and provide written feedback in the next lesson. In weaker classes, give Ss the outline below.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and do the tasks.</li> <li>- Discuss the qualifications, qualities and experience they may need if they apply for the job.</li> <li>- Come back to the writing section in Unit 9.</li> <li>- Write a CV</li> </ul>	<i>Sample answer below</i>

**Sample answer:**

CURRICULUM VITAE
<p><b>Personal details</b> Name: Phuong Mai Vu Phone: 0382461357</p>





Email: vuphuong@webmail.com

**Personal statement**

Enthusiastic and outgoing senior secondary school student, currently studying towards a school graduation diploma. Interested in fashion design, with excellent drawing skills. Eager to find an entry position to help me gain work experience and prepare for a career in fashion design.

**Education**

Nguyen Hue Senior Secondary School, Ha Noi 20XX - present

Le Loi Junior Secondary School, Ha Noi 20XX - 20XX

Subjects and predicted grades: Arts – 9.5, English – 8, Maths - 7

Awards: the winner of the Young Fashion Designers’ Contest

Extracurricular activities: Founding member of the school art club, organising monthly art exhibitions

**Work experience**

Part-time shop assistant at a clothing store 20XX - present

- Help create clothing window displays
- Greet and assist customers

**Skills**

Good creative and artistic skills, good at drawing

Digital skills: Good understanding of common digital software and platforms, digital sketching

Effective communication skills

**Hobbies and interests**

Drawing, painting, and singing

**References**

Available upon request

**e. Assessment**

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

**4. CONSOLIDATION (5 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 end-of-term test.

**Board Plan**

*Date of teaching*

**REVIEW 4**

**Lesson 3: Skills (2) – Reading and Writing**





**\*Warm-up**

Video watching

**\* Reading**

Task 1: Match the sections with the headings.

Task 2: Choose the correct answer.

**\* Writing**

Write your own CV

**\*Homework**