

D.O.P: 26/04/2025

UNIT 10: LIFELONG LEARNING

D.O.T: 29/04/2025

Lesson: Getting started – Learning for life

Week: 32- Period: 93

I. OBJECTIVES

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

1. Knowledge

- Get an overview of the topic of *Lifelong learning*.
- Use vocabulary related to the learning for life.

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be aware of the importance of learning for their life.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 10, Getting Started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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. organization:

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

e. Assessment

- T observes and gives feedback.

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

- To provide students with new words related to the topic of *Lifelong learning*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organization

TEACHER AND STUDENTS 'ACTIVITIES	CONTENTS
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Vocabulary pre-teaching

- Teacher introduces the vocabulary by:
- + showing the pictures illustrating the words
- Students listen to the teacher's explanation and guess the words.
- + giving explanation
- + asking some elicit questions

Vocabulary:

1. trouble (n): khó khăn
2. summary (n): bài tóm tắt
3. report (n): báo cáo
4. attendee (n): người tham gia buổi họp

e. Assessment

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

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

- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths
- To help Ss identify the reported speech with orders, requests, offers, and advice

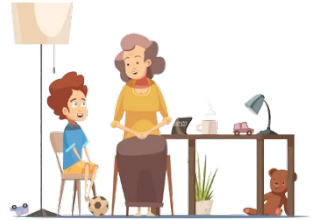
b. Content:

- Task 1: Listen and read. (p.128-129)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)
- Task 3: Find words and phrase in Task 1 with the following meanings. (p. 129)
- Task 4: Match the beginnings with the endings to make complete sentences. (p. 129)

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS 'ACTIVITIES	CONTENTS
<p>Task 1: Listen and read. (7 mins)</p> <ul style="list-style-type: none"> - Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - Students look at the picture and answer the questions. <ul style="list-style-type: none"> - Teacher plays the recording twice for Ss to listen and read along. - Students listen to the recording. <p>Have Ss underline words and phrases related to the topic while they are listening and reading.</p> <ul style="list-style-type: none"> - Ss compare the words and phrases with their partner. <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - Students read the conversation aloud. - Call on three Ss to read the conversation aloud. 	 <p>Questions:</p> <ol style="list-style-type: none"> 1. Who are they? 2. What are they talking about?

<ul style="list-style-type: none"> - Teacher puts Ss in pairs. Ask them to read the sentences carefully. <p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (7 mins)</p> <ul style="list-style-type: none"> - 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). - Students work in pairs to do the activity. - Teacher has Ss share their answers with the class. - Students share the answers in front of the class and show where they can find them. - Correct - Confirm the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F 2. T 3. F 4. T
<ul style="list-style-type: none"> - Ask Ss to work independently to do the exercise - Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings. - Encourage students to look at the given initials of the words and phrases so that they can find them more quickly. - Have Ss compare and share their answers with the class. - Have Ss play the game to check the answers - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. - Share the answer with partners. - Ss play game to give the answers - Correct
<ul style="list-style-type: none"> - Run through the task - Tell Ss that they have to match the beginnings with their endings to make sentences in reported speech. - Have Ss work individually. Encourage them to try to match a beginning with an appropriate ending without referring to the conversation. Then ask them to check the information in the conversation. Tell Ss that sentence 4 has been changed from the direct speech in the conversation (<i>I'll put your name on the list of attendees</i> → <i>an offer</i>) - Check answers as a class. First say the beginnings, then call on individual Ss to read the endings of these sentences. - Tell Ss that they will learn more about the grammar point in the following lesson. 	<ul style="list-style-type: none"> - Answer some eliciting questions. - Listen to the teacher. - Work individually to match the sentences. - Check the information in the conversation. - Some weak Ss can read the conversation again to find the information. - Ss share the answers.

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

e. Assessment

- Teacher gives feedback on group's presentation

5. CONSOLIDATION (5 minutes)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Learn by heart vocabulary.
- Prepare for the project in Lesson 8.

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Week: 32- Period: 94

UNIT 10: LIFELONG LEARNING**Lesson: Language****I. OBJECTIVES**

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

1. Knowledge

- Revise and use the intonation of questions appropriately.
- Understand and use words and phrases related to lifelong learning.
- Use reported speech to report *orders, requests, offers*, and *advice* correctly.

2. Competences

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

3. Personal qualities

- Be aware of the importance of learning for their life.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 10, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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 AND STUDENTS 'ACTIVITIES	CONTENTS
- Have Ss watch a video and ask Ss to answer the question. - Ss watch a video and answer the question. Link:	* What is the video about?

<https://www.youtube.com/watch?v=PL2mcIQq7-A>

- Lead into the new lesson

ORDER

*** Suggested answer:**

Reported speech: orders and requests

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

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

b. Content:


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

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

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS 'ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the intonation of the following questions. (6 mins)</p> <p>- Ask students to look at the Remember! box for a quick revision of intonation patterns in different types of questions.</p> <p>- Look at the Remember! Box.</p> <p>- Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the intonation of each question.</p> <p>- Listen and repeat.</p> <p>- Pay attention to the intonation of each question.</p> <p>- Practise reading the sentences in pairs.</p> <p>- Listen to the teacher</p> <p>- Have Ss work in pairs to say these questions with the correct intonation.</p> <p>- Have Ss revise the different intonation patterns with different types of questions (tag questions, wh-questions, yes-no questions, and choice questions).</p>	<p>Audio script</p>  <p>1. It's easy, isn't it? ↗</p> <p>2. What are you working on? ↗</p> <p>3. Are all club members your age? ↗</p> <p>4. But why do you have to type it? ↗</p> <p>5. Are you interested in joining the next meeting? ↗</p>
<p>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)</p> <p>- Ask Ss to listen to the questions and mark the intonation patterns.</p>	<p>Audio script</p>

- Listen to the questions and mark the intonation patterns.
- Play the recording several times, if necessary, pause after each question for Ss to repeat.
- Listen and repeat.
- Check answers as a class.
- Put Ss into pairs and have them practice saying these questions. Walk around the class, praising pairs for good effort and saying the questions with the correct intonation.'
- Listen and check

1. What does lifelong learning mean? (Falling)
2. Do you have to pay for this online course? (Rising)
3. Do they prefer online or classroom learning?
4. This is your book, isn't it? I saw your signature on the first page. (Falling because we are almost sure of the answer)

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

Task 2: Complete the sentences using the words and phrases in task 1. (6 mins)

- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in task 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. *in sentence 1, the phrase 'become a _____ person'*, gives us the hint that we will need an adjective to modify 'person'. Among the given phrases, 'well-rounded' is best suited.
- Students work in pairs, read the sentences carefully and decide which words can be used.
- Check answers by playing the game SECRET GARDEN
- Listen to the teacher's instruction.
- Divide the class into two groups
- Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. *In the second sentence, the phrases 'continuing education or...' and 'helps people keep their knowledge and skills up to date' give us a hint that the phrase 'adult education' is the answer.*
- Ss choose the numbers and answer the question to get points.
- The group has more points will win the game.
- Declare the winner group
- Give feedback
- Correct the answers.

**Answer key:**

1. well-rounded
2. adult education
3. night school
4. learning community
5. distance learning

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

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

b. Content:

- ♦ Task 1. Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (p. 130)
- ♦ Task 2. Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (p. 130)

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS 'ACTIVITIES	CONTENTS
<p>Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (6 mins)</p> <ul style="list-style-type: none"> - Ask Ss to look at the Remember! 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'); What decides on the use of different reporting verbs? (The context and meaning.)</i> - Look at the Remember! box and read the notes about reporting <i>orders, requests, offers, and advice</i>. Answer the questions. - Tell Ss to work in pairs to complete the activity. - Work in pairs to complete the activity. - Check answers as a class. - Give the answers. - Correct the answer. - Have Ss read out loud each of the complete sentences. 	<p>- Answer key:</p> <ol style="list-style-type: none"> 1. My mother told me to find more information about the course I wanted to apply. 2. My friend asked me to send him/her the list of available online courses. 3. My brother offered to teach me how to use mobile applications. <p>The head teacher advised us not to waste so much time on social media.</p>
<p>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)</p> <ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, let Ss list the daily lifelong learning activities (<i>read for 30 minutes every day, learn a foreign language, take up a new sport, learn a new skill ...</i>) - Read the instructions and examples. - Put Ss in pairs and have them tell each other their sentences. - Work in pairs to compare the answers - Work in pairs to compare the answers - Invite some Ss to say their sentences to the class. 	<p>Suggested answers:</p> <p>My friends suggested that I dedicate some time each day to practice a new musical instrument. They encouraged me to join a local music group or take lessons to enhance my skills. They also advised me to explore different genres of music to broaden my musical knowledge. Additionally, they recommended that I set specific goals for my musical progress and track my achievements along the way. Their support and guidance have motivated me to embrace this new musical journey and strive for continuous improvement.</p>

<p>Praise the Ss with good sentences. - Present their ideas in front of the class.</p>	
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e. Assessment

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

5. CONSOLIDATION (3 mins)**a. Wrap-up**

- T asks Ss to talk about what they have learned in the lesson.
- + Pronunciation: *Intonation in questions (revision)*
- + Vocabulary: *Lifelong learning journey*
- + Grammar: *Reported speech: reporting orders, requests, offers, and advice*

b. Homework

- Do exercises in the workbook.
- Learn by heart some vocabulary related to *the Lifelong learning journey*.
- Do more exercises about *Reported speech: reporting orders, requests, offers, and advice*
- Prepare for the next lesson.

