



Date of planning: 08 / 4 / 2025

PERIOD 91:

UNIT 9: CAREER PATHS
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 9.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be more creative when doing the project.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác 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">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking student's practise.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:

- Video watching



c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher shows a short video about “How to choose the right career”. - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary. 	Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review sentence stress.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of three-word phrasal verbs.

b. Content:

- **Task 1:** Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (P. 126)
- **Task 2:** Complete the text, using the correct words and phrases in the box. (p.126)
- **Task 3:** Choose the correct answer A, B, C, or D. (p.126)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to listen and underline the stressed words in the sentences. - Ask several Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the sentences in pairs. Praise for correct use of sentence stress and natural rhythm. 	Answer key <ol style="list-style-type: none"> 1. I <u>saw</u> a <u>new job advert</u> on the <u>school notice board</u>. 2. They're <u>seeking</u> a <u>volunteer</u> for their <u>new project</u>. 3. The <u>heritage site wants</u> to <u>hire</u> a <u>tour guide</u> with the <u>work experience</u>. 4. My <u>brother doesn't want</u> to <u>apply</u> for a <u>job</u> that <u>requires working</u> with <u>people</u>.



Task 2: Complete the text, using the correct words and phrases in the box. (4 mins)	
<ul style="list-style-type: none"> - Have Ss read the text, and the words and phrase in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the text. 	KEY: <ol style="list-style-type: none"> 1. soft skills 2. automated 3. pursue 4. a passion 5. an outgoing personality
Task 3: Choose the correct answer A, B, C, or D. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences. 	Answer key: <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation/ report.

b. Content:

- Presentation of research about school-leavers' career plans.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Work in groups. ask questions to collect information from 8–10 classmates about their career plans. Report your survey results to the class.	
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation/report about school-leavers'	



<p>career choices.</p> <ul style="list-style-type: none"> - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. 	
Students' presentations	
<ul style="list-style-type: none"> - All groups make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	

e. Assessment

- T gives comments and feedback to all posters and presentations and awards a prize to the group which has the most votes.

- Suggested checklist for peer assessment.

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- The presenters greet the audience.		
-The presenters speak clearly and naturally.		
- The presenters cooperate when delivering their talk.		
-The presenters have interactions with the audience.		
-The presenters use some photos/pictures to illustrate their ideas.		
-The presenters conclude their talk appropriately.		
CONTENT: The presentation includes the following information about school-leavers' career choices:		
- The careers that school-leavers are interested in and the reason for their choice		
- How the career choice is related to their interests		



- What training they need to pursue their career path		
- If/whether there will be employment opportunities in their area/Viet Nam		

- Suggested checklist for self-assessment:

	<i>Tick where appropriate</i>	<i>Comments (in English or Vietnamese)</i>
DELIVERY		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I had interactions with the audience.		
- I used some photos/pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about school-leavers' career choices:		
- the careers that school-leavers are interested in and the reason for their choice		
- how the career choice is related to their interests		
- what training they need in order to pursue their career path		
- if/whether there will be employment opportunities in their area/Viet Nam		

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 10.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: CAREER PATHS</p> <p>Lesson 8: Looking back and project.</p>



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

***Warm-up**

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project. School-leavers' career plans.**

***Homework**



Date of planning: 08 / 4 / 2025

PERIOD 92:

LESSON PLAN

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

UNIT 10: LIFELONG LEARNING

Lesson 1: Getting started – Learning for life

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. trouble (n)	/ˈtrʌbl/	a problem, worry, difficulty, etc. or a situation causing this	khó khăn
2. summary (n)	/ˈsʌməri/	a short statement that gives only the main points of something, not the details	bài tóm tắt



3. report (n)	ri'pɔ:t/	a written or spoken account of an event, especially one that is published or broadcast	báo cáo
4. attendee (n)	/ə'ten'di:/	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">- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To lead into the unit.

b. Content:

- Watching a video

c. Expected outcomes:

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

d. Organisation:

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

e. Assessment

- T observes and gives feedback.



2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

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

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

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

e. Assessment

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

3. ACTIVITY 2: PRACTICE (25 mins)

a. Objectives:

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

b. Content:

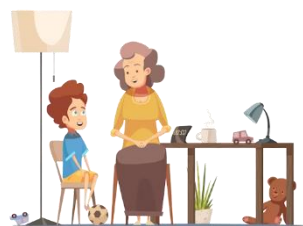
- Task 1: Listen and read. (p.128-129)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (p. 129)
- Task 3: Find words and phrase in 1 with the following meanings. (p. 129)
- Task 4: Match the beginnings with the endings to make complete sentences.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


c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS'	CONTENTS
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ACTIVITIES		
Task 1: Listen and read. (7 mins)		
<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. - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic while they are listening and reading. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Ss compare the words and phrases with their partner. - Students read the conversation aloud. 	 <p>Questions:</p> <ol style="list-style-type: none"> 1. Who are they? 2. What are they talking about?
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F) (7 mins)		
<ul style="list-style-type: none"> - Teacher puts Ss in pairs. Ask them to read the sentences carefully. - Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F). - Teacher has Ss share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work in pairs to do the activity. - Students share the answers in front of the class and show where they can find 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F 2. T 3. F 4. T

	them. - Correct	
Task 3: Find words and phrase in 1 with the following meaning. (6 mins)		
<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 	 <p>Answer key:</p> <ol style="list-style-type: none"> 1. boost 2. brush up 3. informed 4. maintain
Task 4: Match the beginnings with the endings to make complete sentences (5 mins)		
<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>) 	<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 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. b 2. c 3. d 4. a



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

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

Date of teaching

Unit 10: Lifelong learning

Lesson 1: Getting started

* Warm-up

* Vocabulary

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

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

Discussion

*Homework



Date of planning: 10 / 4 / 2025

PERIOD 93:

UNIT 10: LIFELONG LEARNING

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. night school (n)	/ˈnaɪt sku:l/	classes for adults, held in the evening	lớp học buổi tối
2. distance learning (n)	/ˌdɪstəns 'lɜːnɪŋ/	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 'raʊndɪd/	having a variety of experiences and a range of skills and	được phát triển một cách toàn diện



		interests	
4. learning community (np)	/lɜ:nɪŋ kə,mju:nəti /	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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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	STUDENTS'	CONTENTS
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ACTIVITIES	ACTIVITIES	
<ul style="list-style-type: none"> - Have Ss to watch a video and ask Ss to answer the question <p>Link: https://www.youtube.com/watch?v=PL2mcIQq7-A</p> <ul style="list-style-type: none"> - Lead into the new lesson 	<ul style="list-style-type: none"> - Ss watch a video and answer the question 	<p>* What is the video about?</p>  <p>* Suggested answer: Reported speech: orders and requests</p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

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

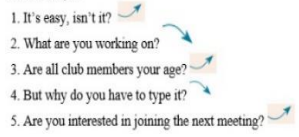
b. Content:

- ♦ Task 1. Listen and repeat. Pay attention to the intonation of the following questions. (p. 130)
- ♦ Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs (p. 130)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the intonation of the following questions. (6 mins)		
<ul style="list-style-type: none"> - Ask students to look at the Remember box for a quick revision of intonation patterns in different types of questions. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the intonation of each question. 	<ul style="list-style-type: none"> - Look at the Remember box - Listen and repeat. - Pay attention to the intonation of each question. - Practise reading the 	<p>Audio script</p>  <ol style="list-style-type: none"> 1. It's easy, isn't it? 2. What are you working on? 3. Are all club members your age? 4. But why do you have to type it? 5. Are you interested in joining the next meeting?



<ul style="list-style-type: none"> - Have Ss work in pairs to say these questions with the correct intonation. - Have Ss revise the different intonation patterns with different types of questions (tag questions, wh-questions, yes-no questions, and choice questions). 	<p>sentences in pairs.</p> <ul style="list-style-type: none"> - Listen to the teacher 	
<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>		
<ul style="list-style-type: none"> - Ask Ss to listen to the questions and mark the intonation patterns. - Play the recording several times, if necessary, pause after each question for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practice saying these questions. Walk around the class, praising pairs for good effort and saying the questions with the correct intonation. 	<ul style="list-style-type: none"> - Listen to the questions and mark the intonation patterns. - Listen and check - Listen and repeat. 	<p>Audio script</p> <ol style="list-style-type: none"> 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 1. (p. 130)

c. Expected outcomes:

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

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the parts of the words to make words and phrases that mean the following. (6 mins)		
<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.- Ask Ss to read the definitions of the words or phrases.- Have Ss match the first and the second parts of the words or phrases individually. Make sure the words or phrases match their meanings.- Have Ss compare their answers in pairs.- Check answers as a class. Call on one student to read a word or phrase aloud and another student to read its definition.	<ul style="list-style-type: none">- Listen to the teacher- Read the definitions of the words or phrases- Match the first and the second parts of the words or phrases.- Compare the answer in pairs.- Correct	<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 1. (6 mins)		
<ul style="list-style-type: none">- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 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. <i>in sentence 1, the phrase 'become a _____ person', gives us the hint that we will need an adjective to modify 'person'. Among the</i>	<ul style="list-style-type: none">- Students work in pairs, read the sentences carefully and decide which words can be used.	 <p>Answer key:</p> <ol style="list-style-type: none">1. well-rounded2. adult education3. night school4. learning community5. distance learning



<p>given phrases, 'well-rounded' is best suited.</p> <ul style="list-style-type: none">- Check answers by playing the game SECRET GARDEN- Divide the class into two groups- Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. <i>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.</i>- The group has more points will win the game.- Declare the winner group- Give feedback	<ul style="list-style-type: none">- Listen to the teacher's instruction.- Ss choose the numbers and answer the question to get points.	
	- Correct	

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:



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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Rewrite the sentences in reported speech, using the correct forms of the verbs in the box. (6 mins)		
<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?</i> (Verbs 'say' and 'tell'); <i>What decides on the use of different reporting verbs?</i> (The context and meaning.)- Tell Ss to work in pairs to complete the activity.- Check answers as a class.- Have Ss read out loud each of the complete sentences.	<ul style="list-style-type: none">- Look at the Remember! box and read the notes about reporting <i>orders, requests, offers, and advice</i>- Answer the questions- Work in pairs to complete the activity- Give the answers- Correct	<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.4. The head teacher advised us not to waste so much time on social media.
Task 2: Work in pairs. Talk about what people around you often say to encourage you to learn new things every day. Use reported speech to report their orders, requests, offers, and advice. (7 mins)		
<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</i>	<ul style="list-style-type: none">- Read the instructions and examples.	<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</p>



<p><i>skill ...)</i></p> <ul style="list-style-type: none">- Put Ss in pairs and have them tell each other their sentences .- Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.	<ul style="list-style-type: none">- Work in pairs to compare the answers- Present their ideas in front of the class.	<p>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>
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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.



Board plan

Date of teaching

UNIT 10: LIFELONG LEARNING

Lesson 2: Language

* Warm-up

* Pronunciation

- ♦ Task 1. Listen and repeat. Pay attention to the intonation of the following questions
- ♦ Task 2. Mark the intonation in the following questions using (rising intonation) or (falling intonation). Then listen and check. Practise saying them in pairs

* Vocabulary

- ♦ Task 1. Match the parts of the words to make words and phrases that mean the following.
- ♦ Task 2. Complete the sentences using the words and phrases in 1

* Grammar

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

* Homework