



Date of planning: 14 / 4 / 2025

PERIOD 94:

## UNIT 10: LIFELONG LEARNING

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

#### I. OBJECTIVES

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

##### 1. Knowledge

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

##### 2. Competences

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

##### 3. Personal qualities

- Develop self-study skills.

#### II. MATERIALS

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

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. vocational school (n)	/vəʊ'keɪʃənl sku:l/	a school that teaches skills that are necessary for particular jobs	trường nghề
2. enrol (v)	/ɪn'reɒl/	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:

- Watching a video

#### c. Expected outcomes:

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

#### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>* Watch a video</b></p> <ul style="list-style-type: none"> <li>- Have Ss watch a video and answer the questions</li> <li>- Call on some Ss to give the ideas</li> <li>- Give feedback</li> <li>- Lead to the new lesson</li> </ul> <p>Link: <a href="https://www.youtube.com/watch?v=0WYz7TnmjpY">https://www.youtube.com/watch?v=0WYz7TnmjpY</a></p>	<ul style="list-style-type: none"> <li>- Ss watch a video and answer the questions</li> <li>- Give the ideas</li> </ul>	<p><b>* What is the video about?</b></p> 

#### e. Assessment

- Teacher observes and gives feedback.



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

### a. Objectives:

- To get students to learn vocabulary related to the topic;
- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

### b. Content:

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

### c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<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>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Have you ever thought of continuing learning after finishing your secondary education?</li> <li>2. If yes, how will you continue your learning?</li> </ol> <p><b>Suggested answer</b></p> <p><i>Actually, students at our school have never received any formal letters from the school head. However, our school head usually talks about the importance of learning in our life. She has tried her best to create an environment that supports our learning activities.</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 five 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 on their notebook.</li> </ul>	<b>New words:</b> <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>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

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

**a. Objectives:**

- To help Ss practise guessing the meaning of words from context.
- To help Ss practise reading for main ideas (question 1) and specific information (questions 2, 3, 4, and 5) in multiple choice questions.

**b. Content:**

- Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words.
- Task 3: Read the letter again. Choose the correct answer A, B, C, or D.

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<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>		
<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</i></li> </ul>	<ul style="list-style-type: none"> <li>- Students read the text and locate the highlighted words individually.</li> </ul>	<b>Answer key:</b> <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>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 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>	
<b>Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (7 mins)</b>		
<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”</li></ul>	<ul style="list-style-type: none"><li>- Listen to the teacher</li><li>- Look through the questions</li><li>- Read the four options, then read the whole letter to understand the overview of the letter</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>



(i.e., not specific to that section only). - Ask Ss to work in pairs to compare their answers. - Check answers as a class. In stronger classes, ask Ss to explain their choices.	- Compare the answers  - Students check answers with the whole class and give explanations for their choice.	
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**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<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 pairs 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><i>Suggested answers:</i></b></p> <p><i>If I received such a letter, I would feel very lucky because I would have a very devoted and experienced person guide me and tell me what I should do after leaving school. I would say thank you to him and ask him for more specific guidelines that may help me see things better.</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.
- + Some vocabulary in the head teacher's message to school-leavers
- + Reading the head teacher's message to school-leavers
- + Discuss how and what to reply the head teacher's message.

**b. Homework**

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

**Board plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 10: LIFELONG LEARNING</b></p> <p style="text-align: center;"><b>Lesson 3: Reading</b></p> <p><b>* Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. vocational school (n)</li><li>2. enrol (v)</li><li>3. martial art (n)</li></ol> <p>Task 1: Work in pairs. Discuss the following questions</p> <p>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> <p>Task 3: Read the letter again. Choose the correct answer A, B, C, or D.</p> <p>Task 4: Work in pairs. Discuss the following questions.</p> <p><b>* Homework</b></p>
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**Date of planning: 16 / 4 / 2025**

**PERIOD 95:**

## **UNIT 10: LIFELONG LEARNING**

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

#### **I. OBJECTIVES**

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

##### **1. Knowledge**

- Tell about the two role models of lifelong learning.

##### **2. Competences**

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

##### **3. Personal qualities**

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

#### **II. MATERIALS**

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

#### **Assumption**

<b>Anticipated difficulties</b>	<b>Solutions</b>
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.

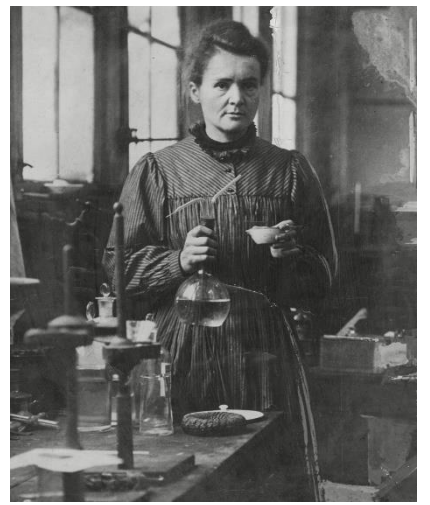
###### **b. Content:**

- Chatting and watching a video

**c. Expected outcomes:**

- Students can guess the context for the speaking part.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Chatting</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 her to get more information</li> </ul> <p>Link: <a href="https://www.youtube.com/watch?v=OIVPb7O9n_k&amp;t=130s">https://www.youtube.com/watch?v=OIVPb7O9n_k&amp;t=130s</a></p> <ul style="list-style-type: none"> <li>- Teacher leads 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>* Chatting</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 (30 mins)**

**a. Objectives:**

- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.
- To build up information about Uncle Ho as a lifelong learner through an information gap activity.
- To build up information about Marie Curie as a lifelong learner through an information gap activity.

**b. Content:**

- Task 1: Work in pairs. One of you is A, and the other is B. A reads the information card about Uncle Ho. B reads the information card about Marie Curie below.
- Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes.
- Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes



**c. Expected outcomes:**

- Students can have more ideas for the speaking.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<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. (10 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</li><li>- Listen and answer</li><li>- Ss read the information</li></ul>	
<b>Task 2: A talks about Uncle Ho as a lifelong learner. B listens and completes the notes. Then compare your notes. (10 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></ul>	<ul style="list-style-type: none"><li>- Work in the same pairs</li></ul>	<b>Example:</b> <i>Uncle Ho is a great role model for</i>



<ul style="list-style-type: none"><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><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>- Students A talk about Uncle Ho as a lifelong learner.</li><li>- Students Bs to listen and complete the notes.</li><li>- Share their table with information about Uncle Ho as a lifelong learner.</li><li>- Correct</li></ul>	<i>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>
<b>Task 3: Switch roles. B talks about Marie Curie as a lifelong learner. A listens and completes the notes. Then compare your notes. (10 mins)</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 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</li></ul>	<ul style="list-style-type: none"><li>- Work in the same pairs</li><li>- Students Bs to base on their given information and talk about Marie Curie as a lifelong learner.</li><li>- Students As to listen and complete the notes.</li></ul>	<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>



effectively. - Ask Ss to share their table with information about Marie Curie as a lifelong learner. - Help Ss correct any information, if necessary.	- Share their table with information about Marie Curie as a lifelong learner. - Correct	
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**e. Assessment**

- Teacher gives feedback on Ss' pronunciation and conversation.

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

- Students can report their discussion results to the class.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4: Use your notes to talk about Uncle Ho or Marie Curie as great role models for lifelong learning. What can you learn from them? Present your talk to the class.</b>		
- Ask Ss to work in groups. - Tell Ss to use the notes to talk about these two great role models for lifelong learning. - I weaker classes, help Ss with sentence structures that they need to develop the notes into a talk. - In stronger classes, encourage Ss to add any	- Students work in groups to do the task - Use the notes to talk about these two great role models for lifelong learning.	<b>Sample:</b> <b>- Uncle Ho</b> as a lifelong learner Today, I would like to tell you about our Uncle Ho as a great role model for lifelong learning. Throughout his life, he managed to learn something every day. You see, after a working day, our Uncle Ho often spent time reading or writing until midnight. He also could speak a lot of foreign languages such as



<p>related information about these two lifelong learners in their talks.</p> <ul style="list-style-type: none"><li>- Walk around and give Ss any support, if necessary.</li><li>- Invite some Ss to give their talk in front of the whole class. Praise Ss for their effort, pronunciation, and fluent delivery.</li></ul>	<ul style="list-style-type: none"><li>- Ss present their ideas to the class.</li></ul>	<p>English, Chinese, Italian, German, and Russian. He learnt to use these languages mainly through self-study. In his hard days, our Uncle Ho had an effective way to learn new words. He wrote the new words on his arms and revised them throughout his working days. Our Uncle Ho still regularly exercised and played sports. He maintained doing exercise every day, doing national martial arts, and playing different sports. Our Uncle Ho really set a very good example as a lifelong learner for many of us. For me, I really admire Uncle Ho's lifelong learning. I think I will try to learn another foreign language and do regular exercise to keep fit and healthy.</p> <ul style="list-style-type: none"><li>- <b>Marie Curie</b> as a lifelong learner</li></ul> <p>Today, I would like to tell you about Marie Curie as a great role model for lifelong learning, especially for women. When Marie Curie was young, women in her country, Poland, weren't allowed to go to school. She moved to France and managed to study in Sorbonne university, which is one of the top and world famous university. Marie Curie spent a lot of time studying. She read a lot of books from the library,</p>
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		<p>registered to study many different courses at university. In her life, this women won a Nobel prize twice. She won a Nobel prize in Physics in 1903 and another Nobel prize in 1911. I believe that she achieved this partially thanks to her hard work and her lifelong learning practice.</p> <p>Personally, I really admire Marie Curie for what she did and achieved in her life. Many girls and I should learn the way she overcame obstacles in her life to continue and maintained her study.</p>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.
- + Build up the information and tell about Uncle Ho and Marie Curie as great role models for lifelong learning.

**b. Homework**

- Do exercises in the workbook.
- Prepare for the next lesson.



## Board plan

*Date of teaching*

### Unit 10: Lifelong learning

#### Lesson 4: Speaking

#### \* Warm-up

Chatting and watching a video

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

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

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

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

#### \* Homework



**Date of planning: 18 / 4 / 2025**

**PERIOD 96:**

**UNIT 10: LIFELONG LEARNING**

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

**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

- Be collaborative and supportive in pair work and teamwork;
- Develop listening skills.

**3. Personal qualities**

- Awareness of the challenges of lifelong learning
- Develop self-study skills;
- Actively join in class activities.

**II. MATERIALS**

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

**Language analysis**



Form	Pronunciation	Meaning	Vietnamese equivalent
1. determination	/dɪˌtɜːmɪˈneɪʃn/	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'strækʃn/	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.	<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>
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> <li>- Give 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 what students think about lifelong learning.

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Choose the correct meanings of the underlined words. (4 mins)</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> </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> </ul>	<b>Answer key:</b> <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>



<ul style="list-style-type: none"><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>- Give the answers and correct</li></ul>	
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

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

**a. Objectives:**

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

**b. Content:**

- Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.
- Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.


**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<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 instructions. Check Ss' understanding of the context and its aim by asking questions such as, <i>What is the talk about?</i> (Lifelong learning); <i>How many main ideas are mentioned in the talk?</i> (Three); <i>What are you expected to do with these main ideas?</i> (Put them in the right order).</li><li>- Have Ss read the options carefully and check if they understand all the vocabulary.</li></ul>	<ul style="list-style-type: none"><li>- Read the instructions and answer some questions</li><li>- Read the options and listen to the teacher's explanation</li></ul>	<b>Answer key:</b> 1. b    2. c    3. a



<ul style="list-style-type: none"> <li>- Play the recording and have Ss listen and put these options in the order.</li> <li>- Ask Ss to compare their answers in pairs.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen to the recording and do the task</li> <li>- Compare the answers in pairs</li> <li>- Give the answers and explanation for the answers</li> <li>- Correc</li> </ul>	
<b>Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap. (10 mins)</b>		
<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>- Have Ss compare their answers.</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</li> <li>- Guess the types of words</li> <li>- Listen to the recording to complete the sentences</li> <li>- Compare the answers with a partner</li> <li>- Listen to the teacher's instruction</li> <li>- Play the game to check the answer</li> <li>- Correct</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 help Ss use the language and ideas from the listening to discuss other information about the courses.

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4: Work in groups. Discuss the following question. (8 mins)</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</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></ul>	<p><b>Suggested answers:</b></p> <p>I think that in order to overcome the challenges of lifelong learning and become lifelong learners, we need to be practical. We need to have a plan for what we want to do, for example, to learn a certain skill or to learn a short course. Then, once we have planned what we want to do, we need to stick to it.</p>



offer help. In weaker classes, give some suggestions, if necessary. Make sure Ss take notes of their ideas. - Invite Ss from some groups to share their ideas with the whole class.	- Students share their ideas to the whole class.	
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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**

- Summarise the main points of the lesson.
- + Some vocabulary related to *the challenges of lifelong learning*
- + Listening for specific information about *the challenges of lifelong learning*

**b. Homework**

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

**Board Plan**

<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 of the underlined words.</p> <p>Task 2: Listen to a talk about lifelong learning. Put the main ideas in the order you hear them.</p> <p>Task 3: Listen to the talk again and complete the sentences. Use no more than three words for each gap.</p> <p>Task 4: Work in groups. Discuss the following question.</p>
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**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**  
**CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI**

**\*Homework**