

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 07/ 4 / 2026

Thời gian thực hiện: Tuần 33

Lớp dạy: 12/1, 12/5

PERIOD 97:

UNIT 10: LIFELONG LEARNING

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

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence, and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Awareness of the benefits and challenges of lifelong learning.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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


b. Content:

- Watching a video

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Have Ss watch a video and answer what he is talking about Link: https://www.youtube.com/watch?v=EMbuM0OzGt4 - Call on Ss to give the answers - Correct - Lead into the new lesson	- Students watch a video - Give the answers	* Motivation of lifelong learning 

e. Assessment

- Teacher observes and gives feedback.

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

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

b. Content:

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

c. Expected outcomes:

- Students can develop ideas for their writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Complete the table about the benefits and challenges of lifelong learning. Use the ideas in Reading and Listening to help you. (10 mins)		
- Ask Ss to work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous Reading and Listening Sections.	- Work in pairs and try to recall the benefits and challenges of lifelong learning that they have learnt from the previous	Answer key: 1. Lifelong learning/It keeps your brain healthy

<ul style="list-style-type: none"> - Tell Ss to look at the table with the given benefits and challenges of lifelong learning. - Let Ss discuss and complete their tables with other benefits and challenges of lifelong learning. - Walk around and help Ss, if necessary. - For weaker classes, give a list of benefits and challenges taken from the Reading and Listening sections and let students put them in the table. - Check answers as a class. 	<p>Reading and Listening Sections.</p> <ul style="list-style-type: none"> - Look at the table - Discuss and complete their tables with other benefits and challenges of lifelong learning. - Give the answers and correct 	<p>and improves memory.</p> <ol style="list-style-type: none"> 2. Lifelong learning/It helps you stay connected with people and current ideas. 3. Lifelong learning is only effective when you put what you've learnt into practice. 4. You need money, time and space to continue your pursuit of knowledge and skills.
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e. Assessment

- Teacher checks students' answers as a whole class.

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>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>		
<ul style="list-style-type: none"> - Tell Ss that they need to complete an article about the benefits and 	<ul style="list-style-type: none"> - Listen to the teacher 	<p><i>Suggested answer:</i> Benefits and Challenges of Lifelong Learning</p>

<p>challenges of lifelong learning, using the given outline and the ideas in Activity 1.</p> <ul style="list-style-type: none"> - Set a time limit for Ss to write the article. Walk around the class to provide help. - If time allows, encourage Ss to swap their article with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Ask Ss to stick their posters on the BB 	<ul style="list-style-type: none"> - Work in groups to write the article - Swap their writing with a partner for peer feedback (if time allows) - Stick the posters on the BB 	<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? Let's start with the benefits. First, lifelong learning helps you have a better understanding of the world and make good decisions. Second, lifelong learning is good for your brain. When you acquire new knowledge, your brain stays active, thus improving your memory and slowing down memory decline. In addition, lifelong learning helps you stay connected. When you learn, you often connect with other people and modern ideas. What about the challenges of lifelong learning? First, you need to have strong motivation and determination to become a lifelong learner. In addition, lifelong learning is only effective when you put what you've learnt into practice. And, finally, you need money, time and space to continue your pursuit of knowledge and</i></p>
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		<p><i>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.</i></p> <p><i>In conclusion, lifelong learning has many benefits, but it can also be challenging. However, in my opinion, despite all the drawbacks we should try to overcome the challenges and never stop learning.</i></p>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

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

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10

<ul style="list-style-type: none"> - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 		<p>4. Word choice: .../10</p> <p>5. Grammar usage and mechanics: .../10</p> <p style="text-align: right;">TOTAL: .../50</p>
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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.
- + Write an article about the benefits and challenges of lifelong learning.

b. Homework

- Do exercises in the workbook.
- Complete the writing on your notebook.
- Prepare for the next lesson.

Board Plan

Date of teaching

Unit 10: Lifelong learning

Lesson 6: Writing

***Warm-up**

Watching a video

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

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

- Peer review

***Homework**

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PERIOD 98:

UNIT 10: LIFELONG LEARNING

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Thank and accept thanks
- Get to know about one of the oldest university graduates

2. Competences

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

3. Personal qualities

- Aware of how to express thanking and accepting thanking.
- Actively join in class activities.

II. MATERIALS

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

Language analysis

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

Assumption

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

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can get involved in the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Have Ss to watch a video and answer the question	- Students watch a video and answer the question.	* What do you know about this woman?

Link:

<https://www.youtube.com/watch?v=ahxRv5Rzhe4>

- Call on Ss to give the answer
- Lead in to the new lesson



e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)

a. Objectives:

- To provide a model conversation in which speakers thank and reply.
- To review expressions for thanking and replying.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

c. Expected outcomes:

- Students can express for thanking and replying

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.(4 mins)		
<ul style="list-style-type: none">- 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)- Have Ss listen and complete the conversations with the expressions from the box.- Check answers by asking two Ss to read out the conversations.- Have Ss underline expressions used to express thanks, e.g. <i>thank</i>	<ul style="list-style-type: none">- Read through the incomplete conversations- Listen and complete the conversations with the expressions from the box.- Read out the conversations.	<p>Answer key:</p> <ol style="list-style-type: none">1. I really appreciate it2. It's my pleasure3. Thank you for inviting4. Don't mention it

<p><i>you for sharing...; thank you for inviting ...?, and replying, e.g. Don't mention it ...; I'm glad you found it useful, ...</i></p> <p>- Put Ss in pairs and have them practise the conversations.</p>	<p>- Practise the conversations.</p>																					
<p>Useful expressions (2 mins)</p>																						
<p>- Have Ss read the useful expression</p>	<p>- Ss read the useful expression</p>	<table border="1"> <tr> <td colspan="2" style="text-align: center;">Thanking</td> </tr> <tr> <td colspan="2" style="text-align: center;">Formal</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • I can't thank you enough for ... • I'm really/so grateful for ... • I really appreciate it. </td> </tr> <tr> <td colspan="2" style="text-align: center;">Informal</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • Thank you/Thanks for ... • Many thanks! • Thanks a million! </td> </tr> <tr> <td colspan="2" style="text-align: center;">Accepting thanks</td> </tr> <tr> <td colspan="2" style="text-align: center;">Formal</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • You're welcome. • It's my pleasure. • My pleasure. </td> </tr> <tr> <td colspan="2" style="text-align: center;">Informal</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • No problem. • Don't mention it. • Glad to help. </td> </tr> </table>	Thanking		Formal		<ul style="list-style-type: none"> • I can't thank you enough for ... • I'm really/so grateful for ... • I really appreciate it. 		Informal		<ul style="list-style-type: none"> • Thank you/Thanks for ... • Many thanks! • Thanks a million! 		Accepting thanks		Formal		<ul style="list-style-type: none"> • You're welcome. • It's my pleasure. • My pleasure. 		Informal		<ul style="list-style-type: none"> • No problem. • Don't mention it. • Glad to help. 	
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<p>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. (7 mins)</p>																						
<p>- Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations, if they learned how to cook a dish from their grandmother or got information about an app for learning English.</p> <p>- 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.</p> <p>- Go through the useful expressions</p>	<p>- Read the situations</p> <p>- Practise the role-play conversation, based on the two situations.</p> <p>- Swap the role and continue practising.</p>	<p>Sample conversations:</p> <p>1.</p> <p>A. Grandma, thank you very much for teaching me how to cook this fish soup. It's so delicious.</p> <p>B. Don't mention it. I'm glad you like my cooking style.</p> <p>2.</p> <p>B. A, thank you for sharing about Duolingo app. I like it very much, and I try to learn French every day.</p> <p>A. My pleasure, B.</p>																				

<p>in the box and remind them to use them in their conversations.</p> <ul style="list-style-type: none"> - Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grandmother/ a granddaughter; two friends talking about an app for learning English). Have Ss practise their conversations in pairs. - Invite several pairs of Ss to act out their conversations in front of the class. - Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for making an appointment. 	<ul style="list-style-type: none"> - Perform in front of class. 	
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (18 mins)

a. Objectives:

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

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

b. Content:

- Task 1: Read the text and complete the diagram with information from the text.
- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.

c. Expected outcomes:

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

d. Organisation

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

<p>- 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.</p> <p>- 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.</p> <p>- Check answers as a class by calling on pairs to write the missing words or phrases on the board.</p> <p>- 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.</p>	<p>- Listen to the teacher</p> <p>- Work in pairs to complete the diagram.</p> <p>- Give the answer and correct</p>	<p>Master's degree 4. received his Master's degree</p>
<p>Task 2: Work in groups. Share stories of people you know who keep learning despite their old age. (11 mins)</p>		
<p>- Have Ss look back at the diagram in Activity 1 which summarises the information about an old-aged university graduate.</p> <p>- Ask Ss to work in groups to share stories of the people they know who keep learning despite their old age.</p> <p>- Invite several groups to share their stories. Praise for good effort, clear pronunciation, fluent</p>	<p>- Look back at the diagram in Activity 1</p> <p>- Work in groups to share stories of the people they know who keep learning despite their old age.</p>	<p>Suggested answers: In our group, we all admire Tam's grandfather. He retired 10 years ago. After he retired, he had more free time to pursue his interests. He really likes French literature, especially novels, so he registers for a course to</p>

delivery and interesting ideas.	- Students share their ideas in front of the class.	brush up on his French to help him translate French novels into Vietnamese.
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e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss discuss the topic further.

b. Content:

Discuss the questions

c. Expected outcomes:

- Students can use the knowledge to discuss the topic further

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Discuss the questions (5 mins)		
<ul style="list-style-type: none"> - Have Ss work individually and discuss the questions - Call on some Ss to give ideas 	<ul style="list-style-type: none"> - Think about the questions and answer - Some students give ideas and others give feedback or comment. 	<p>Questions:</p> <ol style="list-style-type: none"> <i>1. Do you think lifelong learning is important?</i> <i>2. Why do some people still choose to learn even when they are older?</i>

e. Assessment

- Teacher gives feedback on student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

Board Plan

Date of teaching

Unit 10: Lifelong learning

Lesson 7. Communication and Culture / CLIL

***Warm-up**

Watching a video

***Everyday English**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

***CLIL**

- Task 1: Read the text and complete the diagram with information from the text.
- Task 2: Work in groups. Share stories of people you know who keep learning despite their old age.

*** Discuss the questions**

*** Homework**

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Lớp dạy: 12/1, 12/5

PERIOD 99:

UNIT 10: LIFELONG LEARNING

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 10;
- Apply what they have learned (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be admire of certain role models who pursue education despite their advanced age.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 10, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<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.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Game: Slingshot.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Slingshot</p> <ul style="list-style-type: none"> - Have Ss work individually to choose the correct word or phrase with the given meaning. - Call on Ss to give answers - Correct 	<ul style="list-style-type: none"> - Choose the correct answer - Give the answers - Correct 	 <p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. adult education 3. distance learning 4. learning community 5. well-rounded

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

To help Ss review intonation patterns in questions.

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

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

b. Content:

Pronunciation: Mark the intonation in the following questions. Then listen and check.

Practise saying them in pairs






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


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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mark the intonation in the following questions. Then listen and check. Practice saying them in pairs. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to listen and identify/mark the intonation pattern in the questions. - Ask Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the questions in pairs. Praise for correct use of intonation patterns. 	<ul style="list-style-type: none"> - listen and identify/mark the intonation pattern in the questions. - Give the answers - Practise the questions in pairs. - Read the questions out loud in front of the class 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. When was the last meeting of your reading club?  (falling) 2. Is lifelong learning important for career development?  (rising) 3. You don't attend night school classes, do you?  I've never seen you before. 4. Is the course held on weekdays  or at the weekends? 
Complete the text. Use the correct forms of the words and phrases in the box (4 mins)		
<ul style="list-style-type: none"> - Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs. - Check answers as a class by 	<ul style="list-style-type: none"> - Ss do the activity individually - Compare the answers with the partners 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. adult education 3. distance learning 4. learning community 5. well-rounded

<p>asking individual Ss to read the text.</p>	<ul style="list-style-type: none"> - Play the game to check the answers - Correct 	
<p>Choose the sentence that has the closest meaning to the given sentence.(4 mins)</p>		
<ul style="list-style-type: none"> - 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> - Have Ss read the four options that follow each sentence and eliminate the options that can be grammatically incorrect. - Ask Ss to choose the sentence that doesn't change the meaning of the original sentence. - Let Ss compare their answers. - Check the answers by asking Ss to play the game SUPER MARIO - Divide the class into 2 groups - Give the instructions for the game - Confirm the correct answers. 	<ul style="list-style-type: none"> - Read the original sentence and recall the grammar structure that are tested in the original sentence - Read the four options - Do the task - Compare the answers - Play the game in groups to check the answers - Correct 	 <p>Answer key:</p> <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 (28 mins)

a. Objectives:

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

b. Content:

A leaflet about lifelong learning habits

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/PowerPoint presentation.- Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it.- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.- If necessary, go through the assessment criteria to make sure Ss are familiar with them.- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.	<ul style="list-style-type: none">- All groups exhibit their posters and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board Plan

Date of teaching

Unit 10: Lifelong learning

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation

- Vocabulary

- Language

*** Project: A leaflet about lifelong learning habits**

***Homework**