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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 16**  **Date: 20/12/24** | | **Class: 12a6** | **Period: 46** | |  |
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**UNIT 5: Lifelong Learning**

**Lesson 3.1: Listening & Reading (Pages 58 & 59)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn vocabulary related to lifelong learning.

- practice listening and reading for main ideas and specific information.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- cultivate a heightened curiosity for diverse learning methodologies.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to a podcast about lifelong learning tips. | - Ss’ answers. | - Observation/feedback. |
| - Listen and number the tips in the order they are mentioned | - Ss’ answers. | - Observation/feedback. |
| - Talk about which tips you think are the most helpful and what other tips you know. | - Ss’ answers. | - Observation/feedback. |
| - Read the blog post about lifelong learning and answer the questions. | - Ss’ answers. | - Observation/feedback. |
| - Match the bold words in the text with their definitions. | - Ss’ answers. | - Observation/feedback. |
| - Read and answer the questions. | - Ss’ answers. | - Observation/feedback. |
| - Listen and read | - Ss’ answers. | - Observation/feedback. |
| - Talk about what other possible solutions you can think of for the challenges mentioned. | - Ss’ answers. | - Observation/feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can talk about problems of lifelong learning

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the title of the unit and the picture. Answer these questions:**  ***1.*** ***What problems might the woman have if she wants to learn?***  ***2.*** ***What other things might make learning difficult for some people?*** |  |
| - Ask Ss to work in pairs, look at the title and the picture, and answer the questions (using the DCR/ PPTs slides). | - Work in pairs, look at the title and the picture and answer the questions |
| - Call some pairs to give their answers. | - Read the answers out loud. |
| - Give feedback. | - Share/exchange the answers with the class. |
|  | ***Suggested answers***  ***1. What problems might the woman have if she wants to learn?***  *not having enough money, finding the time to learn (work-life balance)*  ***2.*** ***What other things might make learning difficult for some people?***  *having access to learning materials, staying motivated* |

**B. New Lesson (35’)**

**1. Listening – 15 mins**

a. Objectives: to help Ss understand what people talk about inspiring people.

b. Content: tasks a, b, and c

c. Expected outcomes: Ss can understand and talk about inspiring people

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.** **Listen to a podcast about lifelong learning tips. What are the tips about?**  **CD1- Track 76**  **1. Useful resources for learning and where**  **to get help**  **2. The right attitude to successful learning and how to get over problems** |  |
| - Ask students to read the question and underline the key words | - Read the question and underline the key words |
| - Play audio. Have students listen and answer the question | - Listen and answer the question |
| - Check Ss’ answers | - Correct the answers. |
|  | *Answer Key:*  **2. The right attitude to successful learning and how to get over problems**  **Evidence:**  **Tom**: So, what's the secret to your success?  **Kathy**: **The secret is very simple: practice a lot**. I've also always had a reason and a need to use what I learn. Without that, it can be hard to maintain your motivation. And make sure you have lots of **different resources to keep your interest.**  ………..  **Tom**: **What about when you get bored**? What do you do?  **Kathy**: I **usually pick up a different activity.** If I'm doing a digital art project and get bored, I might make some drawings by hand. Or I'll take a break and do something completely different. |
| **Task b. Now, listen and number the tips in the order they are mentioned.**  **CD1-Track 76** |  |
| - Ask students to read the sentences and underline the key words | - Read the sentences and underline the key words |
| - Play audio. Have students listen and number the tips in the order they are mentioned. | - Listen and number the tips in the order they are mentioned |
| - Check Ss’ answers as a whole class | - Check the answers. |
|  | *Answer Key*  4. Set achievable goals and increase the difficulty over time.  5. Pick up a different activity if you're bored.  1. Learn what you need to use.  2. Use lots of different resources.  3. Accept that it'll be difficult at first. |
| ***ANSWER*** | ***EVIDENCE*** |
| 1. Learn what you need to use. | **Tom**: So, what's the secret to your success?  **Kathy**: The secret is very simple: practice a lot. **I've also always had a reason and a need to use what I learn.** Without that, it can be hard to maintain your motivation. And make sure you **have lots of different resources** to keep your interest. |
| 2. Use lots of different resources. |
|  |
| 3. Accept that it'll be difficult at first. | **Tom**: I totally agree. But do you think some people have a talent for learning languages?  **Kathy**: Maybe. They may learn faster, but anyone can become fluent with enough practice. **You need to accept that it'll be difficult at first**, and you'll make lots of mistakes. |
| 4. Set achievable goals and increase the difficulty over time. | **Kathy**: Well, first of all, they **should set achievable goals and increase the level of difficulty over time**. And they shouldn't compare themselves with other people. It may take them more time to achieve something, and that's OK.  **Tom**: What about when you **get bored**? What do you do?  **Kathy**: I usually **pick up a different activity**. If I'm doing a digital art project and get bored, I might make some drawings by hand. Or I'll take a break and do something completely different. |
| 5. Pick up a different activity if you're bored. |
| **Task c. In pairs: Which tips do you think are the most helpful? What other tips do you know?** |  |
| -Divide the class into pairs. | - Work in new pairs |
| -Ask students to discuss the questions. | - Discuss the questions. |
| -Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| -Give some feedback or correction. | - Listen to feedback. |
|  | ***Suggested answers:***  *I think setting achievable goals and increasing the level of difficulty over time are the most helpful tips.*  *I also know the tip of finding a study group or a learning partner.* |
| ***SCRIPT***  **CD1-Track 76**  **Tom**: Hello, everyone. Today, we have Kathy Johnson with us. She's a well-known digital artist, and blogger, and she speaks eight languages. Kathy, welcome to the show.  **Kathy**: Hello. Thanks for having me.  **Tom**: So, what's the secret to your success?  **Kathy**: The secret is very simple: practice a lot. I've also  always had a reason and a need to use what I learn. Without that, it can be hard to maintain your motivation. And make sure you have lots of different resources to keep your interest.  **Tom**: I totally agree. But do you think some people have a talent for learning languages?  **Kathy**: Maybe. They may learn faster, but anyone can become fluent with enough practice. You need to accept that it'll be difficult at first, and you'll make lots of mistakes.  **Tom**: Yeah, and I think this applies to all things, not just languages.  **Kathy**: Absolutely.  **Tom**: What advice would you give to someone who doesn't believe in themselves?  **Kathy**: Well, first of all, they should set achievable goals  and increase the level of difficulty over time. And they shouldn't compare themselves with other people. It may take them more time to achieve something, and that's OK.  **Tom**: What about when you get bored? What do you do?  **Kathy**: I usually pick up a different activity. If I'm doing a digital art project and get bored, I might make some drawings by hand. Or I'll take a break and do something completely different. |  |

**2. Reading – 20 mins**

**2.1. Pre-reading (Vocabulary - 5’)**

a. Objectives: To help Ss improve their new words related to lifelong learning,

b. Content: Task a and b

c. Expected outcomes: new words related to lifelong learning,

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.** **Read the blog post about lifelong learning. Which of the following is the best title for it?**  **1. Lifelong Learning: Challenges and How to Overcome**  **2. Lifelong Learning: Challenges and Opportunities** |  |
| - Ask students to read the question and possible answers. | - Read the question and possible answers. |
| - Ask students to underline the key words | - Read the question and possible answers. |
| -Have students read the blog post and choose the best title. | - Read the blog post and choose the best title. |
| -Check the answer as a whole class. | - Correct the answers |
|  | Answer key:  **1. Lifelong Learning: Challenges and How to Overcome**  Evidence:  Below are some of **the most common difficulties people might have** when trying to pursue lifelong learning.  Lifelong learning can be time-consuming. Besides the time for classes, you'll have to complete assignments and take tests. Also, you may lose out on time for family and friends. **While it isn't easy to deal with this problem, one possible solution** is to find online classes that allow you to learn at your own pace. |
| **Task b.** **Match the bold words in the text with their definitions.** |  |
| - Ask Ss to read the definitions. | - Read the definitions. |
| - Ask Ss to match the definitions with the bold words in the blog post. | - Match the definitions with the bold words in the blog post. |
| - Check Ss’ answers around the class. | - Correct the answers |
|  | ***Answer key:***  1. time-consuming  2. financial 3. promotion 4. pace  5. pursue |

**2.2. While- reading (10’)**

a. Objectives: to help Ss practice reading for gist and specific information.

b. Content: task c

c. Expected outcomes: Ss can read for the main idea and specific information from the blog post about lifelong learning.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task c: Now, read and answer the questions.** |  |
| - Ask Ss to read the questions and underline the key words | - Read the questions and underline the key words. |
| - Ask Ss to read the blog post again and answer the questions. | - Read the blog post, underline the evidence, and answer the questions. |
| - Ask Ss to compare the answer with a partner and show the evidence to justify the answer. | - Compare the answer with a partner and show the evidence to justify the answer. |
| -Check the answers. | -Correct the answers. |
|  | ***Answer Key:***  *1. find online courses that allow them to learn at their own pace*  *2. A 3. a study partner 4. B*  *5. B* |
| **Answers** | ***Evidence*** |
| 1. How might people balance learning and their social life?  **find online courses that allow them to learn at their own pace** | Lifelong learning can be time-consuming. Besides the time for classes, you'll have to complete assignments and take tests. Also, you may lose out on time for family and friends. While it isn't easy to deal with this problem, one possible solution is to **find online classes that allow you to learn at your own pace.** |
| 2. Which of the following can be inferred from paragraph 3  **A. Some companies give their staff money to learn.**  B. Schools often have financial help.  C. Job-related courses are expensive | Another challenge is the cost of learning. Taking courses and buying materials can be pretty expensive. However, there are great free online resources that you can use as a start. You can also consider **asking for financial help from your employer if you're looking to take more expensive courses for your job.** |
| 3. Who can provide motivation for lifelong learners?  **a study partner** | However, if you choose courses that you're truly interested in or that can lead to a job promotion, you may find it easier to pursue learning. You could also find support from **a study partner**. Having someone to share your progress with can make learning more fun. |
| 4. According to the passage, which of the following is NOT true?  A. Learning might help you get a promotion.  **B. All online classes have free materials**.  C. A friend can keep you motivated. | You might also lose your motivation. Learning can sometimes be difficult or boring. However, if you choose courses that you're truly interested in or that **can lead to a job promotion,** you may find it easier to pursue learning. You could also find support from **a study partner**. Having someone to share your progress with **can make learning more fun.** |
| 5. The word ***these*** in paragraph 5 refers to \_\_\_\_.  A. experts  **B. online** **courses**  C. websites | If you still can't find what you want, many experts now offer their own **online courses.** You can find out about **these** by following people on social media |

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| **Teacher’s activities** | **Students’ activities** |
| **Task c: Listen and read.**  **CD1- Track 77** |  |
| - Play the CD and ask Ss to listen and read along. | - Listen and read along. |
| - Pick two students to read the reading passage and correct their pronunciation if necessary. | - Practice reading the passage. |

**2.3. Post-reading (5’)**

a. Objectives: To help Ss practice talking about solutions for the challenges of lifelong learning

b. Content: Task d

c. Expected outcomes: Ss can talk about solutions for the challenges of lifelong learning

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: In pairs: What other possible solutions can you think of for the challenges mentioned?** |  |
| - Divide the class into pairs. | - Work in pairs. |
| - Ask Ss to discuss the questions. | - Discuss the questions. |
| - Check Ss’ answers and give feedback. | - Listen to feedback. |
|  | **Suggested answer:**  ***What other possible solutions can you think of for the challenges mentioned?***  *B: Other possible solutions are* breaking learning into small chunks and setting priorities. Instead of long study sessions, we should try studying for short periods multiple times a day. We also should balance our time between learning, work, family, and friends by setting clear priorities for each day. |

**C. Consolidation and homework assignments (5’)**

**- Speaking:** Ask and answer the question below with your partner:

***Who can provide motivation for lifelong learners?***

**Suggested answers:**

*Family, friends, teachers, and mentors can provide motivation for lifelong learners.*

**- Vocabulary:**

1. *financial (adj)*
2. *pace (n)*
3. *promotion (n)*
4. *pursue (v)*
5. *time-consuming (adj)*

**HOMEWORK:**

* Learn vocabulary related to lifelong learning.
* Make sentences using vocabularies in SB.
* Prepare for the next lesson (Speaking & Writing - Pages 59 & 60 - SB)
* Play the consolidation games on www.eduhome.com.vn

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

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