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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 5:** GENDER EQUALITY

**Lesson 1.3 – Pronuciation & Speaking, (page 40)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice intonation for WH-questions.

- talk about *history of gender equality.*

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- become aware of feminism.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm 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** |
| - Ask and answer the questions.  - Practice listening and reading the questions with the correct falling intonation.  **-** Ask and answer about moments.  - Compare the answers with another student. | **-** Ss’ reaction to tasks and their performance.  - Ss’ answers.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the WH-questions and get them ready for the lesson.

b. Content: **WH-questions**

c. Expected outcomes: Ss can recognize the falling intonation in WH-questions.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **WH-questions**  - Show/write some questions.  *What lessons do we have today?*  *What are you going to do this weekend?*  - Ask Ss to work in pairs.  - Call some Ss to work in front of class.  - Check the answers and lead to new lesson. | - Ask and answer the questions in pairs.  - Present their answers.  **Ss’ own answers** |

**B. Pre-Speaking: 10 minutes**

a. Objectives: to prepare Ss for the speaking activity by introducing intonation for WH-questions.

b. Content: **Pronunciation, task b, c, d**

**Task b.** Listen to the sentence and focus on how the intonation goes down.

**Task c.** Listen and cross out the sentence with the wrong intonation.

**Task d.** Read the sentences with the correct intonation to a partner.

c. Expected outcomes: Ss can practice the falling intonation in WH-questions correctly and naturally.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b.**  - Play the audio file and ask Ss to listen and repeat chorally and individually.  - Ask Ss to notice the falling intonation.  - Call some Ss to read the question with the right intonation.  - Give help if necessary. | - Listen to the audio file and repeat the question.  - Notice the falling intonation.  - Do as told.  ***Answer Keys*** (Use the DCR) |
| **Task c.**  - Ask Ss to read the questions before listening to them.  - Play the audio file (using DCR).  - Elicit the answer from Ss.  - Check the answers. | - Read the questions individually.  - Listen and cross out the one with wrong intonation.  - Give their answers.  ***Answer Keys*** (Use the DCR) |
| **Task d.**  - Get Ss to work in pairs to read the question.  - Set the time for the activity.  - Move around to give help.  - Call some Ss to talk to the whole class. | - Work in pairs.  - Take turns reading the question.  - Present their answers.  **Ss’ own answers** |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to using the falling intonation in WH-questions and improve Ss’ speaking skill.

b. Content: **Practice and Speaking, task a.**

**Practice.** Talk about Canada and Australia, using the prompts. Remember to show surprise.

**Speaking, task a.** You’re discussing the most important moments in the history of gender equality. In pairs: Look at the moments in the table and choose the best reason for each one. Rank the moments from 1–4 (most important to least important).

c. Expected outcomes: Ss can talk about *history of gender equality* in a meaningful way.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice**  - Ask Ss to have a look at the prompts below each country.  - Elicit the information.  - Ask Ss to practice asking and answering in pairs.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Study the prompts below each country.  - Give the answers.  - Practice asking and answering in pairs.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a.**  - Get Ss to look at the table and choose the best reason for each moment before ranking the moments in pairs.  - Set the time for the activity.  - Get around to assist Ss and note down some possible mistakes.  - Call some Ss to talk to the whole class. | - Look at the table and choose the best reason for each moment in pairs.  - Rank the moments.  - Present the answers.  ***Answer Keys*** (Use the DCR) |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

**Task b:** Now, compare your choices with another pair. Did you agree on the most important changes? Can you think of any changes that still need to happen?

c. Expected outcomes: Ss can express their agreement or disagreement on an issue.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss (using DCR).  - Ask Ss to work with another partner.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to talk to the whole class.  - Check and give comment. | - Work with another partner.  - Discuss the situation.  - Give their answers.  ***Ss’ own answers*** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Write a short paragraph about the important moments in your life.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 41).

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

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

…………………………………………………………………………………………