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|  | **Preparing date: 8 December, 2022** |
| **Class: 10/1, 10/11** | **Period: 45** |

**UNIT 5: GENDER EQUALITY**

**Lesson 2.1 – Vocab & Reading, (Page 41)**

**1. Objectives**

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

**1.1. Language knowledge & skills**

- practice and learn adjectives of attitudes: *determined, grateful, passionate, proud, delighted, exhausted*.

- practice reading for main ideas and specific information.

- improve critical thinking skills through giving solutions.

**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** |
| - Activate the adjective describing women from Ss.  - Match the underlined words to the definitions  **-** Choose the best tittle.  - Read and complete the reading tasks.  - Talk about the personal view. | **-** Ss’ answers in notebooks.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation/ DCR.  - T’s feedback/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

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

b. Content: **A listing game**

c. Expected outcomes: Ss can revise some adjectives to describe women.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **A listing game**  - Divide the class into two teams.  - Write the topic on the board.  *List the adjectives describing women.*  - Set time for this activity.  - Go around and give help if needed.  - Get the answers from Ss.  - Lead to new lesson. | - List the adjectives in teams.  - Give answers to T.  ***Suggested answers + Ss’ answers***  *- hardworking*  *- gentle*  *- caring*  *- careful* |

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

a. Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.

b. Content: **New Words, task a, b.**

**Task a.** Match the underlined words to their definitions. Listen and repeat.

**Task b. In pairs: Discuss the ideas below using the new words.**

c. Expected outcomes: Ss can complete the task using the new words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Ask Ss to match the underlined words to their definitions individually before sharing them with a friend.  - Use the DCR to check the Ss’ answers.  - Play the audio file and ask Ss to listen and repeat chorally and individually  - Use the DHA to check the vocabulary.  - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed).  - Ask Ss to listen and repeat chorally and individually, using DCR, DHA. | - Match the underlined words to their definitions individually before sharing them with a friend.  - Give the meanings of the words/ phrases.  - Listen to the teachers and take notes the meanings of those words/ phrases.  - Listen and repeat chorally and individually.  ***Answer Keys*** (Use the DCR) |
| **Task b:**  - Get Ss to discuss the ideas in pairs.  - Move around to monitor/ facilitate.  - Call some pairs to present in class.  - Give feedback if necessary. | - Discuss the ideas in pairs.  - Present their answers as directed.  **Ss’ own answers** |

**C. While – Reading: 15 minutes**

a. Objectives: to help Ss have some ideas about a racing car driver and improve Ss’ reading skill.

b. Content: **Reading** -**Task a, and b**

**Task a: Read the interview about a racing car driver. What is the interview mainly about?**

**Task b: Now, read and answer the questions.**

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:**  - Ask Ss to read the two choices.  - Ask Ss to scan the text (twice) and choose the correct answer.  - Check Ss’ answers and give feedback if needed. | - Read the two choices.  - Read the passage and choose the best option.  - Give answers to T.  ***Answer Keys*** (Use the DCR) |
| **Task b:**  - Get Ss to read and underline the key words in each question.  - Ask Ss to read the passage again and write short answers.  - Ask Ss to share their work.  - Use the DCR to check Ss’ work. | - Read and underline the key words in each question.  - Read again and write short answers.  - Share the work with partners.  - Do as T’s instructions.  ***Answer Keys*** (Use the DCR) |

**D. Post – Reading: 10 minutes**

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

b. Content: **Reading -Task c**

**Task c: In pairs: Would you like to drive a racing car? Why (not)?**

c. Expected outcomes: Ss can express their opinion about driving a racing car.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:**  - Introduce the task.  - Ask Ss to work in pairs.  - Set the time for the activity.  - Move around to assist Ss if needed.  - Ask some pairs to present their work. | - Work in pairs.  - Discuss the question and give the reason for that.  - Give answers to T.  **Ss’ own answers** |

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

**-** Write a list of things that women can do as well as men.

- Do exercise in workbook on page 28.

- Prepare the next lesson: Lesson 2.2 – Grammar (page 42).

- Practice vocabulary in the Notebook page 28.

**5. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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

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