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

**UNIT 5:** GENDER EQUALITY

**Lesson 3.2 – Writing, (page 45)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- write *a biography*.

- Make progress in writing 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** |
| - Check the homework.  - Read and complete the biography in the previous lesson with the words in bold.  **-** Reorder the information in a biography.  - Practice writing a biography. | **-** Ss’ homework and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to check Ss’ homework preparation and get them ready for the lesson.

b. Content: **Checking homework**.

c. Expected outcomes: Ss can have general idea about synonyms.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Checking homework**.  - Ask Ss to present their homework on the board.  - Get some Ss to give comment.  - Check the answers and lead to new lesson. | - Present their answers on the board.  - Give comment on their friends’ work.  ***Ss’ own answers*** |

**B. Presentation: 7 minutes**

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

**Task a.** Read about writing a biography, then read Helen Gibson's biography again and add the words in bold above the correct paragraph.

c. Expected outcomes: Ss can know the main parts of a biography.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Writing, task a.**  - Have Ss look at the Writing Skill box and read Helen Gibson's biography again and add the words in bold above the correct paragraph.  - Get them to share the answers with a partner.  - Give them time to work.  - Move around to give help if necessary.  - Call some to write their answers on the board.  - Give feedback. | - Do as told.  - Share the answers.  - Give answers.  ***Answer Keys*** (Use the DCR) |

**C. Practice: 18 minutes**

a. Objectives: to help Ss practice speaking and writing a biography.

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

**Writing, task b:** Reorder Jane Austen's biography. Use the biography model to help you.

**Speaking, task a:** You are working on a class project about famous women in history. In pairs: Read about Florence Nightingale and discuss which events belong to these stages of the biography model.

**Speaking, task b.** Note down a sentence summarizing her main achievement and why she will be remembered.c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Writing, task b**  - Ask Ss to have a look at the sentences before reordering the information in the biography.  - Have them share their answers with a partner.  - Get answers from Ss.  - Give feedback if needed. | - Study the sentences.  - Reorder the information in the biography.  - Share the answers with a partner.  - Give the answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a**  - Introduce the task (using DCR).  - Ask Ss to look at the events before working in pairs.  - Set time for the activity  - Get around to give help.  - Give feedback. | - Study the events.  - Work in pairs to discuss the stages.  - Ask for help if any.  - Present the answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task b**  - Introduce the task (using DCR).  - Ask Ss to note down a sentence summarizing her main achievement and why she will be remembered.  - Get the answer from Ss.  - Give comment. | - Do as directed.  - Present the answer.  **Ss’ own answers** |

**D. Production: 10 minutes**

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

b. Content: **Let’s write**.

Now, write a biography about Florence Nightingale. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write a biography correctly and meaningfully.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s write**  - Introduce the task to Ss (using DCR).  - Ask Ss to write a biography individually.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to write their biography on the board and some to give comment.  - Check and give comment. | - Write a biography individually.  - Present their answers.  - Give comment on their friend’s work.  ***Ss’ own answers*** |

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

**-** Rewrite your biography carefully.

- Do exercises in workbook on page 31.

- Prepare the next lesson: Review 2, (page 46).

- Practice writing in the Notebook page 31.

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

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