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

**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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