**WEEK 21/ Period 54 UNIT 6: GENDER EQUALITY**

**Lesson 1: Getting started – Equal job opportunities**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- have an overview about the topic Gender Equality.

- identify and use words and phrases related to the topic Gender Equality.

- identify and use the passive voice with modals.

1. **Competences:**

- develop communication skills.

- be collaborative and supportive in pair work and teamwork.

- actively join in class activities.

1. **Attributes:**

- develop an awareness of Gender Equality in job choices and opportunities.

- be respectful towards all genders.

**II/ Teaching and learning resources:**

Tape (CD), TV, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters.

**III/** **PROCEDURES:**

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| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: INTRODUCTION & ENGAGE/ WARM UP (5’)** | | | |
| - Introduce the unit topic (Gender Equality);  - Introduce some vocabulary to be learnt in the unit. | **2. Guessing pictures (5’)**  **What does he/ she do?**  - prepare 4 pictures of people doing different jobs (2 jobs traditionally done by men and the others by women): kindergarten teachers, nurses, pilots, firefighters  - lead into the topic of the unit. Ask Ss which jobs are usually done by men or women. Have Ss think about and say why there are traditionally male and female jobs, and ask if all jobs can be performed by both men and women | Students’ oral prediction about the topic  **Suggested answer:**  - name the jobs  - identify the jobs done by men or women or both | **Elicit**  Show the pictures to elicit  the topic |
|  |  |  |
| **ACTIVITY 2: STUDY/ PRESENTATION (20)** | | | |
| - Understand the related words in the conversation  - Introduce the grammar points to be learnt in the unit. | 1. **Vocabulary**: **(10’)**  1. kindergarten (n) /ˈkɪndəɡɑː(r)tn/: a school for children between the ages of about two and five *(Explanation)*  2. surgeon (n) /ˈsɜː(r)dʒən/: a doctor who is trained to perform surgery  *(Picture and Explanation)*  3. medical school (n) /ˈmedɪkl skuːl/ *(Picture)*  4. adorable (a) /ə'dɔ:rəbl/ = cute/ lovely *(Synonym)*  5. treat (v) /tri:t/ *(Example)*  The children were happy because the  teacher treated them well. | A list of words in Ss’ notebook | **Elicit**  Give synonym/ Vietnamese  equivalent/ example to elicit  vocabulary from Ss |
|  | \* ***Check vocabulary:*** | The missing words on the board | **Rub out and remember** |
|  | **2**.**Listen & read (5’)**  - look at the pictures (p.66) and answer the questions: *What are their jobs? Are these jobs traditionally done by men or women?*  - play the recording twice for Ss to listen and read along. Ss underline words and phrases describing gender equality while they are listening and reading. | Ss’ prediction about the picture  **Suggested answers:** *treated equally, same job opportunities* | **Set the context for listening and reading the conversation** |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (15’)** | | | |
| - To check Ss’ comprehension of the conversation | **Task 2: (p.67) True/False (5’)**  **Read the conversation again and decide whether the following statements are true (T) or false (F).** (p.67) | - Ss’ oral prediction  - Ss’ statement identified as true or false  ***Key:***  1. F  2. F  3.T | **Predict then listen and read the conversation**  - Work in pairs  - Peer correction  - teacher’s feedback |
| To help Ss revise job-related words and phrases | **Task 3:** **(p.67) Match the words to make meaningful phrases in 1 (5’)**  - ask Ss to locate the phrases in the conversation to do the matching. | ***Key:***  1. c  2. a  3. b | - Ss work individually.  **-** T checks and shares the correct answers with the whole class, asking them to say the meaning of each phrase. |
| To help Ss identify the use of passive voice with modals | **Task 4: (p.67) Complete the summary using the verb phrases from the conversation in 1 (5’)**  - read the incomplete text and predict what to fill in the blanks.  - ask Ss if they can identify the grammar structure, i.e. the passive voice with modals. If necessary, T explains what a modal verb is, e.g. an auxiliary verb usually used with another verb to express possibility, necessity or permission. | Completed text with verb phrases  ***Key:***  1. may not be allowed  2. mustn’t be kept  3. should be treated | - do the task individually  - share the answers with a peer.  - teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| Help students memorise the target language and skills that they have learned | **1. Wrap up (3’)**  - discuss the future jobs  *“What do you want to be in the future? Why?”* | Ss’ answers | - Work in groups of 4  - Teacher’s feedback |
| Inform students what the final product of the project should be and how students can prepare for it. | **2.** **Homework (2’)**  a/ Exercises in the workbook  b/ Project preparation  - Tell Ss the project requirements:  *“How many Ss would like to work as surgeons, pilots, nurses and shop assistants or do other jobs in the future?/ Which of the jobs is the most/least popular for each gender and why?”* | Ss’ oral presentation of the research results | Groupwork |

**WEEK 54/ Period 55 UNIT 6: GENDER EQUALITY**

**Lesson 2: Language**

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Use lexical items related to the topic Gender Equality

- Pronounce three-syllable adjectives and verbs with correct stress

- Use the passive voice with modals

1. **Competences:**

- Access and consolidate information from a variety of sources

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

1. **Attributes:**

- Develop an awareness of gender equality

- Be respectful towards all genders

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

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| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM UP AND PRONUNCIATION (10’)** | | | |
| - To get Ss interested in the topic  - To activate Ss’ knowledge of the lesson | **1. Game: Tag team (3’)** | Lists of three-syllable adjectives and verbs  **Expected answers:**   |  |  | | --- | --- | | Adjectives | Verbs | | Expensive  Fantastic  Medical  Opposite | Organise  Benefit  Develop  encourage | | **List**  Work in groups to list three-syllable adjectives and verbs in 1 minute.  - Round 1 topic: Adjectives  - Round 2 topic: Verbs |
| To help Ss understand the concept and identify the stress in three-syllable words | **2. Pronunciation:** Stress in three-syllable adjectives and verbs (2’)  - Introduce the stress in three-syllable adjectives and verbs to Ss and lets them watch a video about how to pronounce these words. *https://www.youtube.com/watch?v=nh3GZHf1GuA* | The knowledge of stress inthree-syllable adjectives and verbs | **Elicit** |
| To help Ss recognise and practise stress patterns in three-syllable adjectives and verbs in isolation. | |  |  | | --- | --- | | Adjectives | Verbs | | Expensive  Fantastic  Medical  Opposite | Organise  Benefit  Develop  encourage |   **3. Practice (5’)**  **a. Listen and repeat. Pay attention to the stressed syllable in each word** | The stressed syllable words | **Listen and repeat** |
| To help Ss recognise and practise stress patterns in three-syllable adjectives and verbs in sentences. | **b. Listen and mark the stressed syllables in the words in bold**  1. We'll **'celebrate** her success with a party.  2. They hope to **dis'cover** new ways to promote gender equality.  3. The job requires both **'physical** and mental strength.  4. Equal opportunities in education bring **im'portant** changes in society. | The stressed three-syllable adjectives and verbs in sentences. | **Listen and stress** |
| **ACTIVITY 2: VOCABULARY AND PRACTICE (10’)** | | | |
| - Remind students of the words they have learnt in the getting started lesson. | 1. **Game**: **Missing letter (3’)**  E- - -L  K- - - - - G - - - -N  T- - -T  S- - G- - -  G - - D - - | A list of vocabulary.  **Suggested answers:**  - equal (a)  - kindergarten (n)  - treat (v)  - surgeon (n)  - gender (n) | **Look and guess** |
| To make sure that Ss understand the meanings of some topic-related words introduced in Getting Started. | 2**. Vocabulary** **(7’)**  **a. Match the words with their meanings** | Matched words with their meaning  **Suggested answers:**   1. e 2. a 3. b 4. c 5. d | **Group work** |
| To give Ss practice in using the words in meaningful contexts. | **b. Complete the following sentences with the words above.** | Completed sentences with words provided  **Suggested answers:**  1. kindergarten  2. surgeon  3. treat  4. gender  5. equal | **Individual work** |
| ACTIVITY 3: GRAMMAR AND PRACTICE (20’) | | | |
| Introduce the passive voice patterns with modal verbs. | **1. Game**  **Find the sentences with modal verbs in getting started lesson** | Sentences with modal verbs  **Suggested answers:**  - In some countries girls may not be allowed to be pilots.  - Girls musn’t be kept home in today’s world.  - Boys and girls should be treated equally and given the same job opportunities. | **Elicit** |
| To have Ss revise the passive voice with modal verbs | **2. Presentation**  Grammar: Passive voice with modals  - Remind Ss that modal verbs are special auxiliary verbs that behave differently from other verbs and are usually used with other verbs.   |  |  | | --- | --- | | Ability | can, could | | Advice  or duty | should, ought to | | Duty | Must | | permission | can, could, may | | possibility | can, could, may, might | | prohibition | can’t, mustn’t, may not | | request | may, will, would |   - Focus Ss’ attention on the structures and examples   |  |  |  | | --- | --- | --- | |  | Active voice | Passive voice | | Rule | Modal + verb | Modal + be + p.p | | Ex | Engineers may build a new bridge | A new bridge may be built (by engineers) | | Ss’ understanding of using passive voice with modal verbs | **Elicit and explain** |
| - To help Ss understand the use of the passive voice with modal verbs | **3. Practice**  **a. Choose the best answers (Task 1/ page 68)** | Completed sentences with active or passive voice form  **Suggested answers:**  1. shouldn’t be allowed  2. can work  3. may be offered  4. could join  5. must be prepared | **Pair work** |
| To give Ss more practice in using the passive voice with modals. | **b. Rewrite the following sentences using the passive voice (Task 2/ page 68)** | Rewritten sentences using the passive voice  **Suggested answers:**  1. The report on gender equality may be completed by April.  2. More jobs for girls and women can be created (by businesses).  3. All girls must be provided with access to education.  4. Education in rural areas should be improved (by governments).  5. Men and women ought to be given equal rights. | **Individual work** |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| - To consolidate what Ss have learnt in the lesson. | **1. Wrap up (3’)**  - Talk about what they have learnt in the lesson. | **Suggested answers:**   * Stress in three-syllable adjectives and verbs * Vocabulary of gender equality * Grammar: Passive voice with modals | **Individual work** |
| To revise what they have learnt and prepare for the next lesson: Reading. | **2.** **Homework (2’)**  - Exercises in the workbook  - Project preparation | Exercise completion | **Individual work** |

**WEEK 54/ Period 56 UNIT 6: GENDER EQUALITY**

**Lesson 3: Reading *For an equal world***

**I/ Learning outcomes:**

By the end of this lesson, Ss will be able to:

1. **Knowledge:**

- Use vocabulary related to gender equality.

- Read for specific information about gender equality in employment.

1. **Competences:**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and team work;

- Develop presentation skills.

1. **Attributes:**

- Understand more about the gender equality and existing problems;

- Develop a self-reliant attitude.

**II/ Teaching and learning resources:**

Tivi, speakers, textbook, teacher's book, laptop...

**III/** **PROCEDURE:**

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| **AIMS** | **CONTENTS** | **OUTCOMES** | **STEPS** |
| **WARM UP (5’)** | | | |
| - To create a lively atmosphere in the classroom  - To activate Ss’ knowledge of the topic | **SMALL TALK: GENDER PRIVILEGES**  1.List some activities/things boys are allowed to do but girls are not.  2. List some activities/things girls are allowed to do but boys are not.  3. Are such advantages fair/unfair?. | List of activities/things boys/girls are allowed to do  **Expected answer:**   |  |  | | --- | --- | | Boys | Girls | | Mending things; keeping their surname intact  … | Sewing; wearing skirts; giving a birth  … |   Ss’ideas: Yes/No | Work in 2 groups  List the things/activities  Lead in the lesson |
| **ACTIVITY 1: INTRODUCTION (5’)** | | | |
| -To introduce the topic of the reading and get Ss involved in the lesson | **1. MATCH THE SENTENCES WITH THE PICTURES. (p.69)**  *Guiding questions:*  *1. Do the pictures show an equal world?*  *2. Do you think the girl in picture a is able to read and write?*  *3. How old do you think the girl is in picture b?*  *4. Why is the man happier in picture c?* | Matched sentences with the pictures  **Key**:  1. c  2. b  3. a | - Focuses Ss’ attention on the heading and the pictures.  - Work in pairs  - Discuss  - Feedback |
| **ACTIVITY 2: PRACTICE (10’)** | | | |
| -To help Ss practise guessing the meanings of word in context | **READ THE TEXT AND CIRCLE THE CORRECT MEANING OF THE HIGHLIGHTED WORDS AND PHRASES. (p.69+70)**. | - Ss’ prediction of the words’ meaning  - Ss’ answer  **Key:**  1. a: be forced / bi fɔː(r)st/ (to do sth): bị ép phải làm gì  2.b: domestic violence /dəˈmestɪk ˈvaɪələns/: bạo lực gia đình  3.a: uneducated /ʌnˈedʒukeɪtɪd/ (adj): ít học, vô giáo dục  4.b: low-paying /ləʊ ˈpeɪɪŋ/ (adj): lương thấp | - Work individually  -Read the whole text quickly for an overall idea.  - Read again, focus on the context of the highlighted words & look for clues  - Peer correction  - Teacher’s feedback |
| **ACTIVITY 3: PRACTICE (10’)** | | | |
| To help Ss practise reading for specific information | **READ THE TEXT AGAIN AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T), FALSE (F), NOT GIVEN (NG). (p.70)** | - Ss’ oral prediction  - Statements identified as true, false or not given  ***Key:***  ***1. T***  ***2. F***  ***3. NG***  ***4. T***  ***5. F*** | -Work individually  -Read the statements  -Predict  -Read the text  - Peer correction  -Teacher’s feedback |
| **ACTIVITY 4: PRODUCTION/ CONSOLIDATION (14’)** | | | |
| -To help Ss use the language and ideas in the text to talk about possible solutions to a problem  - To consolidate the lesson | **1. WORK IN GROUPS. DISCUSS POSSIBLE SOLUTIONS TO ONE OF THE FOLLOWING PROBLEMS. (p.70)**  **Role play: President election**  What you would do to solve one of the following problems:  - child marriage,  - lack of education for girls,  - low pay for women**.**  **2. WRAP-UP**  T asks Ss to talk about what they have learnt in the lesson. | -Ss’ suggestion of some possible solutions  - Ss’ presentation  **Suggested answer**:  1. **Some solutions to child marriage**:  (i) Educating girls: When girls can go to school and stay long there, they will get the knowledge and skills necessary to support themselves and their families.  (ii) Giving girls the right to decide their future: If girls are knowledgeable and independent, they won’t choose to get married early.  (iii) Educating parents and other adults: When parents and other adults know about the negative impact of child marriage, they will change their views and support girls’ rights.  2. **Some solutions to lack of education for girls**:  (i) Keeping girls in school: Poverty can prevent or stop girls from going to school. Education should be free, and governments and charity organizations should help poor families pay for transport, textbooks and uniforms.  (ii) Making school safe for girls: It’s not safe for girls to travel long distances to school. Also, at school, girls may become victims of violence and bullying.  (iii) Reducing girls’ workload at home: In developing countries, girls may be kept home to do household chores like carrying water, preparing food and washing clothes. Sharing housework between all members of the family helps girls succeed in getting an education.  **3. Some solutions to wage gap:**  (i) Supporting equal pay: Companies have to commit to and provide equal pay for equal work.  (ii) Making salary information clear: Payment should be made clear to both genders so that women know if they make less money than men for doing the same job.  (iii) Sharing housework: When couples share household chores, women can focus on their paid jobs.  **-Ss’ answer**:  Vocabulary:  *be forced ;domestic ; violence; uneducated;*  *low-paying*  -Read for specific information about gender equality in employment | -Work in groups of 3 or 4  -Discuss  -Role play as president candidates  - Comment/ Feedback  - Work individually  - Ask & answer  -Teacher’s feedback |
| **HOMEWORK (1’)** | | | |
| -To review the lesson Ss have learnt and prepare for the next lesson - Speaking. | - Workbook exercises  - Write down your opinion about gender equality in bullet points | Ss’ homework  Ss’s opinion |  |