

UNIT 6: GENDER EQUALITY

Lesson 1: Getting started – Equal job opportunities

I. OBJECTIVES

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

1. Knowledge

- Gain an overview of the topic Gender equality;
- Identify and use words and phrases related to the topic Gender equality;
- Identify and use the passive voice with modals.

2. Core competence

- Develop communication skills and problem-solving skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop an awareness of gender equality in job choices and opportunities;
- Be respectful towards all genders.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. kindergarten (n)	/ˈkɪndəɡɑː(r)tn/	a school for children between the ages of about two and five	trường mẫu giáo
2. surgeon (n)	/ˈsɜː(r)dʒən/	a doctor who is trained to perform surgery	bác sĩ phẫu thuật
3. medical school (n.phr.)	/ˈmedɪkl sku:l/	a college or a department of a university where students study to obtain a degree in medicine	trường y

4. pilot (n)	/ˈpaɪlət/	a person who operates the controls of an aircraft, especially as a job	phi công
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Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Ss may not know the meaning of job names presented in English. - Ss may not know how to work in teams. 	<ul style="list-style-type: none"> - Use pictures/ photos or some activities involved in the jobs to show them in the class. - Give short, clear instructions and help if necessary.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 6: GENDER EQUALITY</p> <p style="text-align: center;">Lesson 1: Getting started</p> <p>* Warm-up: Charades</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. kindergarten (n) /ˈkɪndəɡɑː(r)tn/: trường mẫu giáo 2. surgeon (n) /ˈsɜː(r)dʒən/: bác sĩ phẫu thuật 3. medical school (n.phr) /ˈmedɪkl sku:l/: trường y 4. pilot (n) /ˈpaɪlət/: phi công <p>II. Practice</p> <p>Task 1: Listen and read.</p> <p>Task 2: True or false.</p> <p>Task 3: Match the words.</p> <p>Task 4: Complete the summary.</p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To activate Ss' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom. - To lead into the new unit. 	<p>GAME: CHARADES</p> <p>* T divides Ss into 2 large groups. Every round a representative from each team goes to the board, facing the class. After T shows a word describing a job, the rest of the class uses their gestures to hint at that word without saying it out loud. The team whose representative guesses the word faster wins one point.</p> <p>** Ss do as instructed.</p> <p>*** Ss discuss and share other words/ phrases about jobs that they know, then take turns to write the words/ phrases on the board.</p> <p>**** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.</p> <p>- T leads in the lesson: Which jobs are usually done by men or women? Although there are traditionally male and female jobs, do you think all jobs can be performed by both men and women? In this lesson we will find out how young people these days discuss gender equality in choosing their jobs.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	7 mins
PRESENTATION	To help Ss use key language more appropriately before they listen and read	<p>VOCABULARY</p> <p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the words.</p> <ol style="list-style-type: none"> 1. kindergarten (n) /'kɪndəɡɑ:(r)tɪn/: a school for children between the ages of about two and five 2. surgeon (n) /'sɜ:(r)dʒən/: a doctor who is trained to perform surgery 3. medical school (n) /'medɪkl sku:l/: a college or a department of a university where students study to obtain a degree in medicine 	<p>T-S</p> <p>S</p>	5 mins

		1. <i>F</i> 2. <i>F</i> 3. <i>T</i>		
	To help Ss revise job-related words and phrases	TASK 3: MATCH THE WORDS TO MAKE MEANINGFUL PHRASES IN 1. (p.67) * T asks Ss to locate the phrases in the conversation to do the matching. ** Ss work individually. *** Ss share their answers with a partner. **** T checks and shares the correct answers with the whole class, asking them to say the meaning of each phrase. <i>Key:</i> 1. <i>c</i> 2. <i>a</i> 3. <i>b</i>	T-S S S-S T-S	5 mins
	To help Ss identify the use of passive voice with modals.	TASK 4: COMPLETE THE SUMMARY. USE THE VERB PHRASES FROM THE CONVERSATION IN 1. (p.67) * T has Ss to read the incomplete text and predict what to fill in the blanks. ** Ss do the task individually and find the verb phrases in the conversation to complete the summary. *** Ss share the answers with a peer. **** T checks answers by having individual Ss read the sentences. <i>Key:</i> 1. <i>may not be allowed</i> 2. <i>mustn't be kept</i> 3. <i>should be treated</i> - T asks 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.	T-S S S-S T-S	6 mins

CONSOLIDATION	<ul style="list-style-type: none"> - To help Ss memorise the target language and skills that they have learned - To inform Ss of the details for the Project and how Ss can prepare for it. 	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Some lexical items about Gender equality - Reading for specific information - Scanning <p>HOMEWORK</p> <ul style="list-style-type: none"> - Exercises in the workbook - Project preparation <p>PROJECT PREPARATION – JOB CHOICE SURVEY</p> <ul style="list-style-type: none"> - Ask Ss to open their books at the last page of Unit 6, the project section, and read the task given. - Tell Ss about the Project requirements: Ss will have to choose a class at school and do a survey to find out how many boys and how many girls would like to work as surgeons, airline pilots, nurses, shop assistants (or do other jobs) in the future. Then Ss give an oral presentation of their survey in the last lesson of the unit. - Ss pick their own group members to make a group of 4-5 and choose their group leader. Then the group leader assigns tasks for each group member, making sure that all group members contribute to the group work, e.g. decide which class / age group to survey, prepare the survey forms, create a spreadsheet to consolidate, and find some photos or other visuals to illustrate each job, prepare a brief description of each job, think about the structure of the presentation, decide how the results will be presented: raw data in a table, bar graphs, pie charts or infographics. - The groups discuss and decide on the class they want to survey, so that there is no overlap. 	T-S	5 mins
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UNIT 6: GENDER EQUALITY

Lesson 2: Language

I. OBJECTIVES

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.

2. Core competence

- Access and consolidate information from a variety of sources;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop an awareness of gender equality;
- Be respectful towards all genders.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Rule	Modal verbs	Use
Modal + be + past participle	can, could	Express ability
	should, ought to	Express advice or duty
	must	Express duty
	can, could, may	Express permission
	can, could, may, might	Express possibility
	can't, mustn't, may not	Express prohibition
	may, will, would	Express request

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Ss may be confused between the active voice and the passive voice. - Ss may not know how to work in teams. 	<ul style="list-style-type: none"> - Give short and clear explanations with detailed examples for each case. - Give short, clear instructions and help if necessary.

Board plan

UNIT 6: GENDER EQUALITY	
Lesson 2: Language	
* Warm-up	
Game: Tag team	
I. Pronunciation	
Task 1: Listen and repeat.	
Task 2: Mark the stressed syllables in the words.	
II. Vocabulary	
Task 1: Match the words with their meanings.	
Task 2: Complete the following sentences.	
III. Grammar	
Task 1: Choose the best answers.	
Task 2: Rewrite the sentences.	
* Homework	

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To get Ss interested in the topic - To activate Ss'	GAME: TAG TEAM * T divides the class into two teams. ** Each round, both teams have 2 minutes to write on the board as many three-syllable words of a given topic as possible. The team that could write	T - S S – S	5 mins

	knowledge of the lesson	<p>more words wins that round.</p> <p>Round 1 topic: Adjectives</p> <p>Round 2 topic: Verbs</p> <p>*** Ss discuss how the written words are pronounced, emphasizing the stress position of each word.</p> <p>**** T calls some Ss to pronounce the words, gives feedback if necessary, then introduces the lesson.</p>	<p>S – S</p> <p>T - S</p>	
PRONUNCIATION	To help Ss understand the concept and identify the stress in three-syllable words.	<p>LEAD-IN</p> <p>* T introduces the stress in three-syllable adjectives and verbs to Ss and lets them watch a video about how to pronounce these words.</p> <p><i>Link: https://www.youtube.com/watch?v=nh3GZHf1GuA</i></p> <p>** Ss watch the video and repeat after the speaker.</p> <p>*** T asks Ss to give some three-syllable words and point out their stress.</p> <p>**** T gives feedback and comments if necessary.</p>	<p>T - S</p> <p>S</p> <p>T - S</p>	5 mins
	To help Ss recognise and practise stress patterns in three-syllable adjectives and verbs in isolation.	<p>TASK 1: LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED SYLLABLE IN EACH WORD. (p.67)</p> <p>* T focuses Ss' attention on the words in the table and asks Ss if they know the words and elicit their meanings if necessary.</p> <p>** T plays the recording and has Ss listen and pay attention to the stress patterns.</p> <p>- T plays it again pausing after each word for Ss to repeat chorally.</p> <p>- Ss focus on the stress patterns. T elicits that some are stressed on the first syllable while others on the second syllable.</p> <p>*** T asks Ss to work in pairs and take turns to read the words. T calls on some Ss to read them out loud.</p> <p>**** T observes and corrects Ss' pronunciation.</p>	<p>T - S</p> <p>S</p> <p>S - S</p> <p>T-S</p>	
	To help Ss recognise and practise stress patterns in three-	<p>TASK 2: LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. (p.67)</p> <p>* T asks Ss to read quickly through the sentences and mark the stressed syllables in the words in bold.</p>	T - S	5 mins

	<p>syllable adjectives and verbs in sentences.</p>	<p>** T plays the recording for Ss to check if they have correctly marked the stressed syllables. If necessary, T makes sure Ss can categorize the words based on stress in syllables.</p> <p>*** T checks answers with the class.</p> <p>- T plays the recording again, pausing after each sentence for Ss to repeat.</p> <p>- T asks Ss to work in pairs and take turns to practise reading the sentences.</p> <p>**** T observes and gives feedback.</p> <p>Key:</p> <p>1. We'll 'celebrate' her success with a party.</p> <p>2. They hope to dis'cover new ways to promote gender equality.</p> <p>3. The job requires both 'physical' and mental strength.</p> <p>4. Equal opportunities in education bring im'portant changes in society.</p>	<p>S</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	
VOCABULARY	<p>To make sure that Ss understand the meanings of some topic-related words introduced in Getting Started.</p>	<p>TASK 1: MATCH THE WORDS WITH THEIR MEANINGS. (p.67)</p> <p>* T asks Ss to match the words with their suitable meanings.</p> <p>** S first works on the exercise individually.</p> <p>*** T puts Ss in pairs to compare their answers and discuss the meaning of each word.</p> <p>- T encourages Ss to find the words in the conversation and use the context clues there to work out their meanings.</p> <p>**** T checks answers with the class.</p> <p>Key:</p> <p>1. e</p> <p>2. a</p> <p>3. b</p> <p>4. c</p> <p>5. d</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	4 mins
	<p>To give Ss practice in using the words in meaningful contexts.</p>	<p>TASK 2: COMPLETE THE FOLLOWING SENTENCES WITH THE WORDS IN TASK 1. (p.68)</p> <p>* T reminds Ss to use the context clues to help them decide on each word, e.g. The word <i>teachers</i> in sentence 1 suggests that the answer is related to schools (1. kindergarten).</p>	<p>T-S</p>	5 mins

		<p>** Ss work individually to complete the sentences.</p> <p>*** Ss work in pairs to compare their answers with a partner.</p> <p>- Ss may look up the words in the glossary if necessary.</p> <p>**** T checks answers with the class.</p> <p>Key:</p> <p>1. kindergarten</p> <p>2. surgeon</p> <p>3. treat</p> <p>4. gender</p> <p>5. equal</p>	S S-S T-S															
GRAMMAR	<p>- To have Ss revise the passive voice with modal verbs</p> <p>- To help Ss understand the use of the passive voice with modal verbs</p>	<p>TASK 1: CHOOSE THE BEST ANSWERS.</p> <p>* T has Ss recall the passive voice from Unit 2: Elicit when we use it, e.g. when we do not want to indicate the person who does the action.</p> <p>- We can also use the passive voice with modal verbs (with examples in the conversation in Getting Started.)</p> <p>- T elicits the meanings of the modal verbs in the Remember! box, e.g. to express ability, advice, duty, permission, possibility, prohibition or request.</p> <p>- T reminds Ss that modal verbs are special auxiliary verbs that behave differently from other verbs and are usually used with other verbs.</p> <table><tr><td>ability</td><td>can, could</td></tr><tr><td>advice or duty</td><td>should, ought to</td></tr><tr><td>duty</td><td>must</td></tr><tr><td>permission</td><td>can, could, may</td></tr><tr><td>possibility</td><td>can, could, may, might</td></tr><tr><td>prohibition</td><td>can't, mustn't, may not</td></tr><tr><td>request</td><td>may, will, would</td></tr></table>	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	T-S	6 mins
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																	

		<p>- T focuses Ss' attention on the structures and examples in Remember! box and gives more examples if necessary.</p> <p>** Ss study the sentences individually or in pairs.</p> <p>- T explains that some sentences are in active voice, some in passive voice. T asks Ss to pay attention to who does the action in each sentence.</p> <p>*** T encourages Ss to choose the answers and compare their answers with a partner.</p> <p>**** T checks answers with the class. T invites individual Ss to read the sentences aloud.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <i>1. shouldn't be allowed</i> <i>2. can work</i> <i>3. may be offered</i> <i>4. could join</i> <i>5. must be prepared</i> 	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
	To give Ss more practice in using the passive voice with modals.	<p>TASK 2: REWRITE THE FOLLOWING SENTENCES USING THE PASSIVE VOICE. (p.68)</p> <p>* T asks Ss to read the sentences and checks their understanding.</p> <p>- T reminds Ss of the use of the preposition by mentioning the doer of the action. If the subject in the active voice is <i>they</i> or <i>we</i>, they don't need to indicate who does the action in the passive voice.</p> <p>** Ss work individually first.</p> <p>*** Ss work in pairs and have them compare their answers.</p> <p>**** T checks answers with the class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <i>1. The report on gender equality may be completed by April.</i> <i>2. More jobs for girls and women can be created (by businesses).</i> <i>3. All girls must be provided with access to education.</i> <i>4. Education in rural areas should be improved (by governments).</i> <i>5. Men and women ought to be given equal rights.</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins

EXTRA ACTIVITY	To give Ss opportunities to produce learned language by themselves.	GAME: JACK OF ALL TRADES * T divides Ss into groups of four, gives each group a piece of paper, and asks them to write sentences that include three features: gender equality topic, three-syllable words, and passive voice with modal verbs. <i>(e.g.: Gender discrimination must be eliminated.)</i> ** Ss work in groups for 3 minutes. *** T asks each group to hand in their paper and checks. The group with more correct sentences is the winner. **** T asks some Ss to read the sentences out loud and gives feedback on their pronunciation.	T-S S-S T-S T-S	5 mins
CONSOLIDATION	To revise what they have learnt and prepare for the next lesson: Reading.	WRAP-UP T asks Ss to talk about what they have learnt in the lesson. HOMEWORK - Workbook exercises - Project preparation	T-S	5 mins

UNIT 6: GENDER EQUALITY

Lesson 3: Reading

I. OBJECTIVES

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

1. Knowledge

- Read for specific information about gender equality in employment.

2. Core competence

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills.

3. Personal qualities

- Understand more about the gender equality and existing problems;
- Develop a self-reliant attitude.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
domestic violence (n.phr)	/də'mestɪk 'vaɪələns/	behaviour intended to hurt someone you live with	bạo lực gia đình
uneducated (adj)	/ʌn'edʒuketɪd/	having little or no formal education at school	ít học, vô giáo dục
low-paying (adj)	/ləʊ 'peɪɪŋ/	providing very little money	lương thấp

be forced (to do sth)	/ bi fɔ:(r)st/	be made to do something unwanted	bị ép phải làm gì
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Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items	- Provide Ss with the meaning and pronunciation of words.
- Ss may have underdeveloped reading, speaking and co-operating skills.	- Let Ss read the text again (if necessary). - Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 6: GENDER EQUALITY</p> <p style="text-align: center;">Lesson 3: Reading</p>	
* Warm-up	
Practice	
Task 1: Match the sentences with the pictures.	
Task 2: Circle the correct meaning of the highlighted words and phrases.	
Vocabulary	
1. be forced / bi fɔ:(r)st/ (to do sth): bị ép phải làm gì	
2. domestic violence /də'mestɪk 'vaɪələns/: bạo lực gia đình	
3. uneducated /ʌn'edʒuketɪd/ (adj): ít học, vô giáo dục	
4. low-paying /ləʊ 'peɪɪŋ/ (adj): lương thấp	
Task 3: True (T), False (F) or Not given (NG).	

Task 4: Discuss possible solutions to one of the following problems:

1. Child marriage
2. A lack of education for girls
3. Low pay for women

***Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading - To activate Ss' knowledge of the topic	SMALL TALK: GENDER PRIVILEGES * T divides the class into two groups and draws 2 columns on the board. T asks the boys in the class to come up with things that girls are allowed to do but boys are not. On the other hand, the girls in the class come up with things that boys are allowed to do but girls can. ** Ss work in groups to do the task. *** T writes the ideas on the board and asks Ss if such advantages/ privileges are fair or not. **** T gives comments and introduces the lesson.	T-S S-S T-S	5 mins
PRE-READING	To introduce the topic of the reading and get Ss involved in the lesson	TASK 1: MATCH THE SENTENCES WITH THE PICTURES. (p.69) * T focuses Ss' attention on the heading and the pictures. T asks some guiding questions: <i>1. Do the pictures show an equal world?</i> <i>2. Do you think the girl in picture a is able to read and write?</i> <i>3. How old do you think the girl is in picture b?</i>	T-S	5 mins

		<p>4. <i>Why is the man happier in picture c?</i></p> <p>** Ss work in pairs to discuss the sentences and the pictures, and do the matching.</p> <p>*** T invites individual Ss to describe each picture and explain why it matches a particular statement.</p> <p>**** T checks answers and gives comments.</p> <p>Key:</p> <p>1. <i>c</i></p> <p>2. <i>b</i></p> <p>3. <i>a</i></p>	<p>S-S</p> <p>T-S</p>	
WHILE-READING	To help Ss practise guessing the meanings of word in context	<p>TASK 2: READ THE TEXT AND CIRCLE THE CORRECT MEANING OF THE HIGHLIGHTED WORDS AND PHRASES. (p.69)</p> <p>* Ss read the whole text quickly to get an overall idea.</p> <p>- T asks Ss to read it again, pay attention to the context of the highlighted words and look for clues explaining their meanings.</p> <p>** Ss work individually to guess the meaning of each of the words, based on the context.</p> <p>*** Ss compare their choices with a partner.</p> <p>**** T checks answers with the class.</p> <p>Key:</p> <p>1. <i>a</i></p> <p>2. <i>b</i></p> <p>3. <i>a</i></p> <p>4. <i>b</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	10 mins
	To help Ss practise reading for specific information	<p>TASK 3: READ THE TEXT AGAIN AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T), FALSE (F), NOT GIVEN (NG). (p.70)</p> <p>* T has Ss read the statements in the table and underline the key words in each of them.</p> <p>- T checks the key words and Ss' understanding.</p> <p>- T explains to Ss what 'Not given' means, i.e. they can't find all the information in the text or the text doesn't contain sufficient information to know if it is true or false.</p>	<p>T-S</p> <p>S</p>	10 mins

		<p>** Ss work individually to read the text again and decide if the statements are true, false or not given.</p> <p>*** Ss discuss and compare their answers with a partner.</p> <p>**** T checks answers with the class. T calls some Ss to explain the answers by providing evidence from the text.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. T 2. F 3. NG 4. T 5. F 	<p>S-S</p> <p>T-S</p>	
POST-READING	To help Ss use the language and ideas in the text to talk about possible solutions to a problem	<p>TASK 4: WORK IN GROUPS. DISCUSS POSSIBLE SOLUTIONS TO ONE OF THE FOLLOWING PROBLEMS. (p.70)</p> <p>Role play: President election</p> <p>* T asks Ss to work in groups of three or four and role play as president candidates, making a speech about what they would do to solve one of the following problems: child marriage, lack of education for girls, and low pay for women.</p> <p>- T tells Ss to brainstorm and suggest some possible solutions to one of the three problems mentioned in the text.</p> <p>** Each group appoints a speaker (President candidate role) and a group secretary to note down the group members' ideas.</p> <p><i>e.g. Girls should be allowed to go to school. They shouldn't be forced to get married early.</i></p> <p>*** T asks representatives from different groups to share their ideas with the rest of the class. Without voting for themselves, all groups must vote for the most persuasive group to become "President".</p> <p>**** T gives comments and bonus points for workable solutions and fluent delivery. Afterwards, T shares some sample answers.</p> <p><i>Suggested answer:</i></p> <p>1. SOME SOLUTIONS TO CHILD MARRIAGE:</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	10 mins

		<p><i>(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.</i></p> <p><i>(ii) Giving girls the right to decide their future: If girls are knowledgeable and independent, they won't choose to get married early.</i></p> <p><i>(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.</i></p> <p>2. SOME SOLUTIONS TO LACK OF GIRLS' EDUCATION:</p> <p><i>(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.</i></p> <p><i>(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.</i></p> <p><i>(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.</i></p> <p>3. SOME SOLUTIONS TO WAGE GAP:</p> <p><i>(i) Supporting equal pay: Companies have to commit to and provide equal pay for equal work.</i></p> <p><i>(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.</i></p> <p><i>(iii) Sharing housework: When couples share household chores, women can focus on their paid jobs.</i></p>		
CONSOLIDATION	To review the lesson Ss have learnt and prepare for the next lesson - Speaking.	<p>WRAP-UP</p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> - Workbook exercises - Write down your opinion about gender equality in bullet points 	T-S	5 mins

UNIT 6: GENDER EQUALITY

Lesson 4: Speaking

I. OBJECTIVES

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

1. Knowledge

- Understand how to express opinions;
- Apply useful expressions to talk about career choices.

2. Core competence

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills.

3. Personal qualities

- Understand more about their preference of career;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
1. Ss may lack knowledge about some useful structures.	Provide Ss with the form and use of some useful structures in their talk.
2. Ss may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none">- Create a comfortable and encouraging environment for Ss to speak.- Encourage Ss to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

3. Some Ss will talk excessively in class.	<ul style="list-style-type: none"> - Explain expectations for each task in explicit detail. - Have excessive talking Ss practise. - Continue to clarify task expectations in small chunks (before every activity).
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Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 6: GENDER EQUALITY</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>*Warm-up: Personality quiz</p> <p>*Speaking: Career choices Task 1: Decide which jobs are traditionally considered done by male or female. Task 2: Discuss why the jobs in 1 are traditionally done by men or women. Task 3: Talk about your career choice(s)</p> <p>*Homework</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To introduce the topic of the lesson - To get Ss 	<p>PERSONALITY QUIZ</p> <p>* T lets Ss do a small personality quiz that reveals their suitable career based on their MBTI characteristics:</p>	T-S	5 mins

	interested in suitable career options	<p><i>Link: https://www.opencolleges.edu.au/careers/career-quiz</i></p> <p>** Ss do the quiz individually for up to 4 minutes.</p> <p>*** Ss discuss their results and whether they found a suitable career option.</p> <p>**** T introduces the topic of the lesson: Career choices.</p>	<p>S</p> <p>S-S</p> <p>T-S</p>	
CONTROLLED PRACTICE	To introduce more ideas for the main speaking task and get Ss involved in the lesson.	<p>TASK 1: WORK IN PAIRS. DECIDE WHICH JOBS ARE TRADITIONALLY DONE BY MEN OR WOMEN. USE THE EXPRESSIONS GIVEN TO HELP YOU. (p.70)</p> <p>* T asks Ss to read through the jobs and makes sure they know all the job titles. T introduces some useful expressions to discuss the jobs in the box.</p> <p>** Ss work individually to decide which jobs are traditionally done by men or women and tick the corresponding columns.</p> <p>*** Ss discuss in pairs and use the expressions given to express their opinions.</p> <p>**** T checks answers with the class.</p> <p><i>Suggested answers:</i></p> <p>- <i>Traditionally male jobs: 1, 4, 5, 7</i></p> <p>- <i>Traditionally female jobs: 2, 3, 6, 8</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	10 mins
	To introduce more ideas for the main speaking task and get Ss involved in the lesson.	<p>TASK 2: WORK IN PAIRS. DISCUSS WHY THE JOBS IN TASK 1 ARE TRADITIONALLY DONE BY MEN OR WOMEN. USE THE IDEAS BELOW TO HELP YOU. (p.70)</p> <p>* T gives Ss time to read the suggested ideas in the box and the example.</p> <p>- T has one student read the example aloud, and asks if Ss agree with it and why / why not.</p> <p>** Ss work in pairs and discuss each job. T walks round the class and offers help when necessary.</p> <p>*** T asks some pairs of Ss to present their opinions in front of the whole class. The rest of the class is encouraged to ask questions.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	10 mins
FREE PRACTICE	To help Ss talk about their career choices and share their ideas with the	<p>TASK 3: WORK IN GROUPS OF THREE. TALK ABOUT YOUR CAREER CHOICE(S). (p.71)</p> <p>* T asks Ss to work in groups of three and has one group role-play the example.</p> <p>** Ss discuss their career choices and note down each group member's future</p>	<p>T-S</p>	15 mins

	rest of the class.	<p>job and the reasons why he or she has chosen it.</p> <p>*** T invite some Ss from different groups to report the career choices in their groups and give the reasons to the class.</p> <p>**** T observes and gives feedback to the groups and individuals.</p>	<p>S-S</p> <p>T-S</p>	
CONSOLIDATION	<p>- To consolidate what Ss have learnt in the lesson.</p> <p>- To review the lesson they have learnt and prepare for the next lesson</p>	<p>WRAP-UP</p> <p>- T asks Ss to talk about what they have learnt in the lesson.</p> <p>- T shows a video to remind Ss about gender equality in job choices: https://www.youtube.com/watch?v=G3Aweo-74kY</p> <p>HOMEWORK</p> <p>- Workbook exercises</p> <p>- Prepare the presentation for the Project lesson</p>	T-S	5 mins

UNIT 6: GENDER EQUALITY

Lesson 5: Listening

I. OBJECTIVES

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

1. Knowledge

- Listen for specific information in a talk about the first woman in space;
- Identify and use lexical items related to gender equality.

2. Core competence

- Develop communication skills and problem-solving skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop an awareness of women's achievements in their jobs;
- Be respectful towards all genders.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. cosmonaut (n)	/ˈkɒzmənɔ:t/	an astronaut from the former Soviet Union or Russia	phi hành gia (Xô Viết/ Nga)
2. space (n)	/speɪs/	the area outside the earth's atmosphere where all the other planets and stars are	không gian ngoài vũ trụ
3. parachutist	/ˈpærəʃu:tɪst/	a person who jumps from a plane using a parachute	người nhảy dù

(n)			
4. instructor (n)	/ɪn'strʌktə(r)/	a person whose job is to teach somebody a practical skill or sport	người hướng dẫn/ huấn luyện
5. technical (adj)	/'teknɪkl/	connected with the practical use of machines, methods, etc. in science and industry	thuộc về kĩ thuật

Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped listening skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

<p style="text-align: right;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 6: GENDER EQUALITY Lesson 5: Listening</p> <p>* Warm-up: Video watching</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. cosmonaut (n): phi hành gia (Xô Viết/Nga) 2. space (n): không gian ngoài vũ trụ 3. parachutist (n): người nhảy dù 4. instructor (n): người hướng dẫn/ huấn luyện 5. technical (adj): thuộc về kĩ thuật <p>II. Practice</p> <p>Task 1: Look at the picture and tell your partner what this woman's job is.</p> <p>Task 2: Listen and choose the best answer.</p> <p>Task 3: Listen and give short answers.</p>
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Task 4: Discussion.

* **Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate Ss' knowledge on the topic of the unit. - To lead into the new unit.	VIDEO WATCHING * T shows Ss a video about the history of women in space. <i>Link: https://www.youtube.com/watch?v=HIEach7rmDg</i> ** Ss watch the video and take notes of as many names that they can hear as possible. *** Ss share their notes and discuss T's question: <i>Which names have you already known and which names have you never heard of?</i> Expected answer: Male names are more well-known than female names. **** T checks and corrects if Ss spell or pronounce the names incorrectly. - T leads in the lesson: Although they were not acknowledged as much as their male colleagues, many women made great achievements in the space and science field. In this lesson we will listen to the story of the first woman to go to space.	T-S S S-S T-S	5 mins
PRE-LISTENING	- To provide Ss with relevant vocabulary before they listen - To introduce the topic of the listening and set the context.	TASK 1: WORK IN PAIRS. LOOK AT THE PICTURE AND TELL YOUR PARTNER WHAT THIS WOMAN'S JOB IS. (p.71) * T asks Ss to look at the explanation and the photos to guess the meaning of new words. ** Ss say the Vietnamese meaning of the word. 1. cosmonaut (n) /'kɒzməʊnɔ:t/: phi hành gia (Xô Viết/Nga) 2. space (n) /speɪs/: không gian ngoài vũ trụ	T-S S	7 mins

		<p>3. parachutist (n) /'pærəʃu:tɪst/: người nhảy dù</p> <p>4. instructor (n) /ɪn'strʌktə(r)/: người hướng dẫn/huấn luyện</p> <p>5. technical (adj) /'teknikl/: thuộc về kỹ thuật</p> <p>*** Other Ss correct if the previous answers are incorrect. The whole class discuss the job of the woman's picture in the textbook.</p> <p>**** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p> <p><i>Key: She's a cosmonaut.</i></p>	<p>S-S</p> <p>T-S</p>	
WHILE-LISTENING	To help Ss practise listening for specific information.	<p>TASK 2: LISTEN TO A TALK ABOUT VALENTINA TERESHKOVA. CHOOSE THE BEST ANSWER TO COMPLETE EACH SENTENCE. (p.71)</p> <p>* T tells Ss they are going to listen to a talk about Valentina Tereshkova, the first woman in space.</p> <p>- T reminds Ss to read through the five incomplete sentences and the choices before they listen to the talk. T elicits or explains any unfamiliar or difficult words if necessary.</p> <p>** T plays the recording. Ss work individually to do the activity.</p> <p>*** Ss discuss their answers in pairs.</p> <p>**** T checks the answers with the class. T plays the recording again, pausing at the parts where they can get the correct information.</p> <p><i>Key:</i></p> <p>1. A</p> <p>2. B</p> <p>3. A</p> <p>4. B</p> <p>5. B</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	10 mins
		<p>TASK 3: LISTEN AGAIN AND GIVE SHORT ANSWERS TO THE FOLLOWING QUESTIONS. (p.71)</p> <p>* T gives Ss some time to read through the questions and underline key words to help them work out the answers.</p> <p>- T focuses Ss' attention on the instruction 'give short answers', and elicits from Ss what information they have to listen for (mostly a number).</p> <p>** Game: Fast and furious</p> <p>- The class plays in two teams.</p>	<p>T-S</p> <p>S-S</p>	15 mins

		<p>- Before playing the recording for each question, T calls two Ss to the board to prepare and write their answer. The one writing the correct answer faster wins one point for their team.</p> <p>*** T plays the recording, pausing at the parts where Ss can hear the answers. Ss discuss the answer and give points to the winners.</p> <p>**** T checks the answer as a class. If time allows, T asks more questions such as <i>Where was Tereshkova born? What talent did she have as a young girl? How many women joined the first Soviet space program?</i></p> <p>Key:</p> <ol style="list-style-type: none"> 1. 1937 2. 16 3. 1962 4. 26 5. Three days / 3 days 	T-S	
POST-LISTENING	To give Ss an opportunity to give their opinions about the cosmonaut's job and give reason(s).	<p>TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTIONS:</p> <p><i>Do you want to be a cosmonaut? Why or why not?</i></p> <p>* T has Ss work in groups.</p> <p>** Ss decide if they want to be a cosmonaut and give reason(s) for their answers.</p> <p>*** Ss discuss in groups of four and note down their partners' ideas.</p> <p>**** T invites some Ss from each group to present a summary of their discussions to the class.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	7 mins
CONSOLIDATION	To help Ss memorise the target language and skills that they have learned.	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Some lexical items about women in space. - Listening for specific information. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Exercises in the workbook . - Project preparation. 	T-S	1 min

UNIT 6: GENDER EQUALITY

Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge

- Use lexical items related to the topic Gender Equality;
- Write about jobs for men and women.

2. Core competence

- Access and consolidate information from a variety of sources;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop an awareness of gender equality in the workforce;
- Be respectful towards all genders.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none">- Guide students to make an outline first before writing.- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.

Board plan

<p style="text-align: right;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 6: GENDER EQUALITY Lesson 6: Writing</p> <p>* Warm-up: Video watching</p> <p>I. Developing ideas Task 1: Complete the table. Task 2: Do you think both men and women can do the surgeon's job well? Give reasons.</p> <p>II. Writing a paragraph Task 3: Write about the surgeon's job.</p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To get Ss interested in the topic - To activate Ss' knowledge of the lesson	VIDEO WATCHING * T plays a funny video on operation. <i>Link: https://youtu.be/vFDSWuffBcA?t=91 (only the first half).</i> ** Ss watch the video and note down the tasks that a surgeon has to do. *** Ss discuss what Mr. Bean did correctly and incorrectly. **** T gives feedback, if necessary, then introduces the lesson.	T - S S S-S T - S	5 mins

PRE-WRITING	To help Ss develop ideas for their writing.	<p>TASK 1: CHOOSE SUITABLE INFORMATION FROM THE BOX BELOW TO COMPLETE THE TABLE. (p. 72)</p> <p>* T tells Ss to look at the table and read the information below the table. T explains any new words if necessary.</p> <p>** Based on what they have watched from the video and their own knowledge, Ss work individually to fill in the table with given suitable information. T may play the rest of the video to give more hints.</p> <p>*** Ss discuss and check their answers with a partner.</p> <p>**** T checks the answer with the whole class, and asks some Ss to explain their choice.</p> <p><i>Suggested answer:</i></p> <p>- Main responsibilities: A, D, F</p> <p>- Main qualities: B, C, E, G, H</p>	<p>T - S</p> <p>S</p> <p>S - S</p> <p>T - S</p>	5 mins
		<p>TASK 2: WORK IN PAIRS. DO YOU THINK BOTH MEN AND WOMEN CAN DO THE SURGEON'S JOB WELL? GIVE REASONS. USE THE IDEAS BELOW TO HELP YOU. (p.72)</p> <p>* T asks Ss to study the ideas in the box and think about if they agree or disagree with them. T encourages them to write down their opinions and any new ideas they have come up with, preferably at least one reason/example for each idea.</p> <p>** Ss work in pairs to discuss the ideas and express their own opinions.</p> <p>*** T invites pairs of Ss to summarise their discussions in front of the class. T encourages the rest of the class to ask the pairs questions and comment on their ideas.</p> <p>**** T walks round the class to provide help if necessary. T gives feedback and summarizes the pairs' ideas.</p> <p><i>Suggested answers:</i></p> <p>- Women can do the surgeon's job well because they can be as physically and mentally strong as men.</p> <p>- Women can make great surgeons because they can also perform long and tiring operations.</p> <p>- Women can become good surgeons because men and women have the same abilities to learn and apply medical knowledge.</p>	<p>T - S</p> <p>S - S</p> <p>T - S</p>	10 mins

WHILE-WRITING	To help Ss practise writing a paragraph about the surgeon's job.	<p>TASK 3: WRITE A PARAGRAPH (120 - 150 WORDS) ABOUT THE SURGEON'S JOB. USE THESE GUIDING QUESTIONS TO HELP YOU. (p.72)</p> <ul style="list-style-type: none"> * T explains the task and asks Ss to study the guiding questions. - T provides the sample answer below as a model by reading it aloud or displaying it on the board. - T checks again to make sure Ss understand the structure of the sample and how it answers each of the guiding questions. - T encourages Ss to provide detailed explanations or examples to support each idea in their paragraph. - T sets a time limit for Ss to write in class (around 10-15 minutes or more based on Ss' abilities). T goes around the class and helps if necessary. ** Using the ideas that they have written in Task 1 and Task 2, Ss work individually (or in pairs for weaker students) to develop their paragraphs about the surgeon's job. *** Ss swap their writing with a partner/other pair for peer feedback. - T asks Ss to focus on both the content and language in their comments. - Ss make some revisions based on their partners' suggestions. **** T collects Ss' paragraphs to give face-to-face feedback in private, or gives them back with some oral/written feedback. <p><i>Sample answer: The surgeon's job is traditionally most common for men. Surgeons have to perform operations on patients. They also have to make important decisions about patients' health and safety. Besides medical knowledge, surgeons need both physical and mental strength to perform long and tiring operations. In addition, surgeons need to have excellent eyesight and skilful hands. A surgeon works with a team, so he / she needs good teamwork and communication skills. Although it is traditionally seen as a male job, the number of women surgeons is increasing now. Women are as mentally strong as men, and they can perform long operations. In summary, women can make great surgeons, and everybody will benefit from having both male and female surgeons.</i></p>	<p>T-S</p> <p>S - S</p> <p>S - S</p> <p>T - S</p>	23 mins
CONSOLIDATION	To revise what they have learnt	<p>WRAP-UP</p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <p>HOMEWORK</p>	T - S	2 mins

	and prepare for the next lesson: Communication and Culture/CLIL	<ul style="list-style-type: none">- Workbook exercises- Project preparation		
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UNIT 6: GENDER EQUALITY

Lesson 7: Communication and culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- Use lexical items related to the topic *Gender equality*;
- Express agreement and disagreement;
- Learn about women's football.

2. Core competence

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills.

3. Personal qualities

- Understand more about the gender equality in sports;
- Be respectful towards all genders and cultures.

II. MATERIALS

- Grade 10 textbook, Unit 7 – Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Useful expressions	
Agreement	Disagreement
<ul style="list-style-type: none">- You're right.- I couldn't agree more.- Absolutely.	<ul style="list-style-type: none">- That's not true.- I'm afraid I disagree.- I'm sorry, but ...

Assumptions

Anticipated difficulties	Solutions
Ss may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none">- Let Ss read the text again (if necessary).- Create a comfortable and encouraging environment for Ss to speak.- Encourage Ss to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 6: GENDER EQUALITY</p> <p style="text-align: center;">Lesson 7: Communication and culture/ CLIL</p> <p>*Warm-up</p> <p>Video watching</p> <p>Everyday English</p> <p>Task 1: Complete the conversation.</p> <p>Task 2: Have similar conversations.</p> <p>CLIL</p> <p>Task 3: Fill the timeline about women's football.</p> <p>Task 4: Fill the timeline about women's football in Viet Nam.</p> <p>*Homework</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To activate Ss' knowledge of the topic.	VIDEO WATCHING * T plays a video of two people having a small debate. <i>Link: https://www.youtube.com/watch?v=yEmgU9oX7ns</i> ** Ss watch the video and note down the language that the speakers use to agree/disagree. *** Ss discuss what else they could say to express their views more clearly. **** T gives feedback, if necessary, then introduces the lesson.	T - S S S - S T - S	5 mins
EVERYDAY ENGLISH	To provide Ss with an example conversation in which people express agreement and disagreement.	TASK 1: LISTEN AND COMPLETE A CONVERSATION WITH THE EXPRESSIONS FROM THE BOX. THEN PRACTISE IT IN PAIRS. (p.7.3) * T tells Ss that they will learn more expressions of agreement and disagreement. - T asks Ss to look at the four expressions (A – D) in the box and elicits their meaning and use, e.g. A and D – to express disagreement; B and C – to express agreement. ** Ss read the conversation between Mai and her mother and look for context clues for the missing phrases or sentences, then predict the answer before listening. - Ss listen to the recording and complete the conversation with the expressions from the box. - T checks answers as a class. *** Ss practise the conversation in pairs. **** T goes around the class and corrects if necessary. <i>Key:</i> 1. D 2. A 3. C 4. B	T - S S-S T-S	5 mins
	To help Ss	TASK 2: WORK IN PAIRS. HAVE SIMILAR CONVERSATIONS EXPRESSING		15

	practise expressing agreement and disagreement.	<p>AGREEMENT AND DISAGREEMENT ABOUT OTHER JOBS. USE THE EXPRESSIONS BELOW TO HELP YOU. (p.73)</p> <p>Role-playing: Asian parents and child</p> <p>* T puts Ss into pairs and has them brainstorm different jobs and reasons why parents may object to their children doing these jobs.</p> <p>- T asks some pairs to share their ideas and write them on the board.</p> <p>- T asks Ss to look at the list of expressions and encourages Ss to add more to the table, e.g. <i>That's exactly how I feel. You have a point here. I totally disagree. I beg to differ...</i></p> <p>- Ss plan their conversation first by deciding on who is going to be the parent (mum or dad), what job the son or daughter has chosen, why the parent doesn't agree and how the child will try to persuade her / him.</p> <p>** Ss practise their conversations in pairs.</p> <p>- T walks round the class and provides help when necessary.</p> <p>*** T invites some pairs to role play their conversations in front of the class. The others listen and give comments on their peers' performance.</p> <p>**** T gives feedback and adds bonus points for good effort and fluent delivery.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	mins
CLIL	To help Ss learn about women's football through CLIL	<p>TASK 1: READ THE TEXT AND FILL THE TIMELINE ABOUT WOMEN'S FOOTBALL. (p.73)</p> <p>* T shows some images of women playing football or displays them on the board electronically.</p> <p>- T asks Ss to look at the pictures and answer questions about them, e.g. <i>Who are the women in the pictures? What sport do they play?</i></p> <p>- T elicits that Ss are going to read a text about women's football and fill the timeline using the information given in the text.</p> <p>- T explains or elicits any new or difficult words, if necessary, e.g. <i>Which organisation do people join together for a particular purpose? (association); What rule says that something is not allowed? (ban)</i></p> <p>** Ss work individually to read through the text quickly and complete the timeline with the information mentioned in the text.</p> <p>*** Ss check their answers with a partner.</p> <p>**** T checks the answer with the class.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	7 mins

UNIT 6: GENDER EQUALITY

Lesson 8: Looking back & Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of *Unit 6*;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills.

3. Personal qualities

- Understand more about students' career choices;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 6 – Looking back and Project
- Computer connected to the internet
- Projector/ TV/ pictures and cards, Handouts
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
- Ss may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Create a comfortable and encouraging environment for Ss to speak.- Encourage Ss to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessively talking students practise. - Continue to explain task expectations in small chunks (before every activity).
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Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 6: GENDER EQUALITY</p> <p style="text-align: center;">Lesson 8: Looking back & Project</p> <p>*Warm-up Game: Last man standing</p> <p>Looking back - Pronunciation: Listen and mark the stressed syllables. - Vocabulary: Do the crossword. - Grammar: Underline the mistake and write the correct word(s).</p> <p>Project Students' future jobs</p> <p>*Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To revise the vocabulary related to	GAME: LAST MAN STANDING * T announces that Ss will compete individually.	T-S	5 mins

	the topic and lead in the next part of the lesson.	<p>** Ss take turns saying one word/ grammar point they have learned so far in Unit 6, then T writes it on the board. Ss will be eliminated from the game if they repeat what was said or cannot remember anything else.</p> <p>- After the whole class has finished, T goes back to the first student until there is only one student left. T announces the winner.</p> <p>*** Ss discuss the vocabulary and grammar points on the board and add more if necessary.</p> <p>**** T reviews everything and gives comments.</p>	<p>S-S</p> <p>T-S</p>	
PRONUNCIATION	To help Ss revise stress in three-syllable adjectives and verbs	<p>LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. (p.74)</p> <p>* T tells Ss to review the stress patterns of three-syllable adjectives and verbs they have learnt in this unit.</p> <p>** Ss work individually by reading the sentences silently and marking the stressed syllables in the words in bold before T plays the recording.</p> <p>- T plays the recording, pausing after each word in bold so that Ss can listen and check if they have marked the stress correctly.</p> <p>**** T checks answers as a class by asking individual Ss to write the words on the board and mark the stress. T plays the recording again for Ss to repeat each sentence chorally.</p> <p>Key:</p> <p>1. The surgeon's job is quite 'difficult.</p> <p>2. Soviet cosmonauts learnt how to 'parachute to safety.</p> <p>3. I'm proud of my sister. She's studying at a 'medical school.</p> <p>4. We need to con'tinue fighting for equal rights.</p>	<p>T-S</p> <p>S</p> <p>T-S</p>	5 mins
VOCABULARY	To help Ss revise topic-related words.	<p>DO THE CROSSWORD. USE THE WORDS YOU HAVE LEARNT IN THIS UNIT. (p.74)</p> <p>* T asks Ss to do the crossword, using the words they have learnt in the unit.</p> <p>** Ss read each sentence and guess the word that best completes it. T reminds Ss that they should also refer to the number of letters of each word in the crossword.</p> <p>*** Ss compare their answers with a partner.</p> <p>**** T checks the answers as a class.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins

		<p><i>Key:</i></p> <ol style="list-style-type: none"> 1. kindergarten 2. gender 3. surgeon 4. equal 5. treat 		
GRAMMAR	To help Ss revise the use of the passive voice with modals.	<p>EACH OF THE FOLLOWING SENTENCES HAS A MISTAKE. UNDERLINE IT AND WRITE THE CORRECT WORD(S) IN THE SPACE GIVEN.</p> <p>* T asks Ss to read each sentence and decide on the mistake and correct it. ** S work individually to find the mistakes and correct them. T walks round the class to provide help if necessary. *** If time allows, T asks Ss to work in pairs to compare answers. **** T checks answers as a class and has Ss explain why each sentence is wrong.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. One paragraph about gender equality <u>ought to write</u> by each student. → <i>ought to be written</i> 2. Action to stop domestic violence <u>must take</u> immediately. → <i>must be taken</i> 3. Should all people <u>be provide</u> with equal access to information? → <i>be provided</i> 4. Young girls <u>mustn't force</u> into marriage. → <i>mustn't be forced</i> 5. Can men and women <u>given</u> equal opportunities in the workplace? → <i>be given</i> 	<p>T-S S</p> <p>S-S T-S</p>	5 mins
PROJECT	To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise	<p>PRESENTATION</p> <p>* T has Ss work in their groups and gives them a few minutes to get ready for the presentation. - T gives Ss a checklist for peer and self-assessment, and explains that they will have to tick (✓) the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should</p>	<p>S-S</p> <p>T-S</p>	23 mins

	reporting survey results in an oral presentation.	<p>complete their self-assessment checklist after completing their presentation.</p> <p>- If necessary, T goes through the criteria for assessing their talk to make sure Ss are familiar with them.</p> <p>** T invites two or three groups to give their presentations.</p> <p>*** T gives praise after each presentation, and encourages the rest of the class to ask questions at the end.</p> <p>**** T asks Ss to give peer comments and fill in the self-assessment checklist, then T gives the final feedback.</p>	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
CONSOLIDATION	To review the lesson they have learnt and prepare for the next lesson	<p>WRAP-UP</p> <p>T asks Ss what they have learned from the unit.</p> <p>HOMEWORK</p> <p>- Workbook exercises</p> <p>- Prepare for the next lesson: Unit 7</p>	T-S	2 mins