

## UNIT 14: INTERNATIONAL ORGANIZATIONS

### Period 25 E. LANGUAGE FOCUS

**I- objectives:**

1. **Aim:** By the end of this lesson, students will be able to:
  - practice the falling tune and use phrasal verbs
  - learn how to use phrasal verbs.
2. **Lexical items:** Words related the topic.
3. **Structures:** - Using the phrasal verbs.
4. Teaching aids: Textbooks, pictures in the book, posters.

5. Anticipated problems: Sts may not know how to pronounce the sound correctly. Students have trouble of difficult words and sentences in the listening.

**II- Procedures:**

Contents
<p><b>1. Grammar and vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Introduce exercises to the students</li> <li>- Let students get their attention to focus on phrasal verbs</li> </ul> <p>Phrasal verbs :<i>verbs +preposition</i>  <i>Phrasal verbs are used as transitive verbs</i></p> <ul style="list-style-type: none"> <li>- Examples: call for, come cross, get over, take after...</li> </ul> <p><b><u>Exercise 1:</u></b></p> <ul style="list-style-type: none"> <li>- Ask students to do Exercise 1</li> <li>- Introduce how to do it</li> <li>- Let them work in pairs</li> </ul> <p>Keys: 1,give up 2,fill in 3,turn on 4,take of 5,wash up 6,look up 7,turn off 8,fill in/put on 9,go on</p> <p><b><u>Exercise 2</u></b></p> <ul style="list-style-type: none"> <li>- Introduce Exercise 2 to students and explain how to do it</li> <li>- Ask students to do it</li> <li>- Let them work individually</li> </ul> <p>Keys: 1,in 2,up 3,out 4,round 5,on 6,up 7,down 8,away 9,down 10, on</p> <p><b><u>Exercise 3:</u></b></p> <ul style="list-style-type: none"> <li>- Introduce Exercise 3 to students and explain how to do it</li> <li>- Ask students to do it</li> <li>- Let them work individually</li> </ul> <p><b>Key:</b></p> <p>1,turns up 2,look after                      3,takes after 4,got over                      5,held up 6,try out                      7,went off</p>
<p><b>2. Homework:</b></p> <p>Prepare for unit 15</p>

## UNIT 15: WOMEN IN SOCIETY

### Period 27 A. READING

#### I- objectives:

1. **Aim:** Through this unit, students know the role of women in society
  - Students read passage comprehension about role of women in society
  - Students know how to use the new words through asking and answering
2. **Lexical items:** Words related to the topic( society, women....)
3. **Skills:**
  - Scanning for specific information.
  - Passage comprehension.
4. **Teaching aids:** Pictures of the logos of relevant international organizations
5. **Anticipated problems:** Students have trouble of difficult words and structures

in the passage

#### II- Procedures:

Contents
<p><b>1. Warm up: (5mn)</b>                      Ask students to list out the jobs that men and women often do in one minute                      -Let students work in pairs                      -Ask students questions  <i>Did women do these jobs in the old days? why?</i></p> <p><u>Lead in:</u> Today, we'll study a new lesson Unit 15- part A :Reading</p>
<p><b>2. Before you read:(6mn)</b>                      Ask students look at the pictures and say what kind of work is mentioned in each picture and answer the questions that follow                      - Let students sit in pairs or in groups and put the four most suitable places from the box under each heading                      - Give suggestions                      - Walk round the class and offers ideas and comments when students need help                      - Conduct the correction and give the meaning of some words</p>
<p><b>3. While you read: (20mn)</b>                      Make the class read the small talks, to scan the details and do the tasks  <b>Task 1 :</b> Read through the context and give the Vietnamese equivalents to the following words and phrases.                      - Firstly, ask students to study individually then in pairs                      - Walks around the class, offer ideas and comments when students need help                      - Give suggestions  <b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <b>human civilization</b> - nền văn minh nhân loại</li> <li>2. <b>childbearing</b> - việc sinh con</li> <li>3. <b>involvement</b> - tự dấn thân, tham gia</li> <li>4. <b>Age of Enlightenment</b> - Thời đại ánh sáng</li> <li>5. <b>deep-seated cultural beliefs</b> - những niềm tin văn hóa lâu đời</li> <li>6. <b>homemaking</b> - việc chăm sóc gia đình</li> <li>7. <b>intellectual ability</b> - khả năng trí thức/hiểu biết</li> </ol>

**8. equal work opportunity** - cơ hội nghề nghiệp/ việc làm bình đẳng

**Task 2**

- Work in pairs, read the small talks again and choose the best option to answer the following questions
- Introduce the aim of Task 2
- Ask students to read the small talks again to find the suitable choice
- Ask students to work individually then work in pairs
- Walk round the class and comments when students need

**Key:** 1C          2D          3C          4B          5A

**Task 3** : Read through the context and decide which of the headings below suit for paragraph

- A .Women's Intellectual Ability*
- B .The Age of Enlightenment*
- C . women's Rights*
- D . Women's Role in education*

- Ask students to read the small talks again to choose the best title for the passage
- Ask students to work with a partner
- Walks around the class to help students whenever they need

**Keys: C**

=> Equality between men and women

**Post-reading: (12 minutes)**

- Let students work in groups to summarise the reading passage by writing One sentence for each paragraph
- Has students work in groups and answer the questions
- Walk around the class, listen to student's discussions and offer suggestions when necessary
- Give comments

**Key:**

**- Paragraph 1**

In the past, women were limited to the natural roles: mother's and wife's because of widespread doubt about their intellectual ability.

**- Paragraph 2**

The struggle for women's rights began in the 18<sup>th</sup> century with European philosophers' thoughts that women should not be discriminated on the basis of sex.

**- Paragraph 3**

Women now enjoy significant legal rights such as equal work and pay rights, the right to vote and to get formal education.

**5. Homework: (5mn)**

Write the summary of the passage

Prepare speaking

## UNIT 15: WOMEN IN SOCIETY

### Period 28 B. SPEAKING

#### I- Objectives:

1. **Aim:** Through this unit, students can make opinions with a partner easily
  - Know how to arrange opinions sensibly
  - Students know how to express opinions and express degrees of agreement
2. **Lexical items:** Students use sentences, words, phrases and expressions for making degrees of agreement
3. **Structures:** asking for and giving information from a passage
4. **Teaching aids:** pictures, handout
5. **Anticipated problems:** Sts may have difficulty in discussing personalities

#### II- Procedures:

Contents
<p><b>1. Warm up: (4mn)</b></p> <ul style="list-style-type: none"> <li>- Give a picture with a situation and ask students to guess what happens next?</li> <li>- Ask students work in pairs</li> </ul> <p>Today, we will practice giving the opinion-for or against</p>
<p><b>2. Pre- speaking: (10mn)</b> *Ask students to keep book close</p> <p><b>-3. While Speaking:</b></p> <p><b>* Task 1</b> These expressions are commonly used when people are expressed the agreement or disagreement . Place them under the appropriate heading then practise with a partner</p> <ul style="list-style-type: none"> <li>- Give instruction</li> <li>- Introduce some expressions that we can use to agree and disagree about something</li> <li>- Ask student to work individually then work in groups</li> </ul> <p><b>*Task 2:</b></p> <ul style="list-style-type: none"> <li>-Read and respond to these statements ,using useful expression in task 1 and then practise it with a partner</li> <li>- Ask students to work individually then in pairs</li> <li>- Check and give suggestions</li> <li>- Ask student to practise it with a partner</li> </ul> <p><b>Suggestion:</b></p> <p><b>A.</b> → Absolutely!</p> <p><b>B.</b> → I'm afraid, I disagree.</p> <p><b>C.</b> → What nonsense!</p> <p><b>D.</b> → That's wrong.</p> <p><b>E.</b> → That's right!</p> <p><b>F.</b> → That's not true.</p> <p><b>G.</b> → I don't agree.</p> <p><b>H.</b> → I agree with you completely.</p> <p><b>I.</b> → I quite agree!</p> <p><b>4. * Post-speaking: (14 minutes)</b></p> <ul style="list-style-type: none"> <li>- Work in group to discuss whether you agree or disagree with the statement “<i>Married women should not to go to work</i>”</li> </ul>

Make small talks on the following topics, using the starting and ending of a conversation

- Divide the class into 4 groups
- Ask each group to discuss one topic and make a small conversation
- Walk around the class and help all students when necessary
- Ask students to present the conversations
- Give comments

**Suggestion:**

**A:** From my point of view, married women should not go to work.

**B:** I completely disagree. I think if they stay at home, they gradually lose touch with social life.

**C:** And they are likely to waste, at some extent, education and knowledge they gained before marriage.

**4. Homework: (5mn)**

-In not more than 80 words write about your opinion about the statement "*Married women should not go to work*"

Prepare the next lesson