



Vietnam Virtual EXchange for English Language Teaching

***TEACHING SPEAKING ONLINE LESSON PLAN TEMPLATE (Collaborative group task) –  
60 minute lesson***

**Number of students expected: 20**

**Level: B1 (Ss have the same L1)**

**Grade: 9<sup>th</sup>**

**Educational setting: Middle school**

**Lesson plan for teaching speaking online designed by Group 6:**

**Aim of this speaking session:** To develop students' ability to speak fluently and interactively regarding the topic "**Changing roles of men and women**".

**Inspiration:** SDG 5 – Gender Equality "**Achieve gender equality and empower all women and girls**"

**LESSON OBJECTIVES**

By the end of this lesson, the students will:

1. Understand the changing roles of men and women
2. Practice talking about the changing roles of men and women and giving their own ideas on this topic.

**Assumed knowledge:**

- Students have basic knowledge of phrases to express ideas and opinions about changing roles of men and women
- Students are familiar with Zoom, Padlet and Ideaboardz

**Teaching aids:** Zoom, Padlet, Quizlet, Ideaboardz, Flipgrid (homework),

Stage	Approx Time (min.)	Teacher Activity	Student Activity	Interaction Pattern <sup>1</sup>	Expected outcome	Materials required/Tools used
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Warmer	8 mins	<p>Option 1: T shows two pictures of men and women in the past and at present. T asks Ss to describe the pictures:            Questions:            Q1- What are the man and woman doing in Picture A?            Q2 - What are the man and woman doing in Picture B?</p>	- Ss study the pictures and make suggestions. Other students can type in the chat box.	TSs & SsT	-Recognize the differences of roles between men and women in the past and at present.	<p>Pictures            Chat box            Picture A</p> 
		<p>Option 2: T gives Ss a riddle and gives Ss 2 minutes to solve the riddle. T asks some Ss for their answers.            Riddle (copied from Gender in Language education course by British Council)            One day, a father was driving his son to school when they got</p>	-Ss try to solve the riddle by raising hands to answer. Others can type their answer in the chat box.	TSs & SsT	-Recognize the gender stereotype that surgeons are male. Gender stereotypes are beliefs like this about the characteristics men	<p>Picture B</p> 

<sup>1</sup> T=Teacher, P=Pair work, G=Group work, S=Individual Student work, SSs= students to students; SsT= students to teacher TSs= teacher to students TS= teacher to individual students

		<p>into a car accident. The father was killed, and the son was rushed to hospital. In the operating theatre, the surgeon looked at the boy and said, 'I cannot operate on this boy – he's my son!'</p> <p>Can you explain why the surgeon said that?</p> <p>- T uses Ideaboardz to brainstorm the words and phrases about roles of men and women</p> <ol style="list-style-type: none"> <li>1. Roles of men</li> <li>2. Roles of women</li> </ol>	<p>- Ss go to Ideaboardz to type words or phrases</p>	<p>TSs &amp; S</p>	<p>and women should have and the roles they should fulfil in society.</p> <p>-Brainstorm the words and phrases about roles of men and women</p>	<p>Ideaboardz  <a href="https://ideaboardz.com/for/SDG%205%20-%20Changing%20roles/4197291">https://ideaboardz.com/for/SDG%205%20-%20Changing%20roles/4197291</a></p>
Pre-speaking	14	<p>- T asks Ss to watch a short video and then tick the jobs that belong to women/men from the video.</p> <ol style="list-style-type: none"> <li>1. doctors</li> <li>2. nurses</li> <li>3. teachers</li> <li>4. business leaders</li> <li>5. secretaries</li> <li>6. heads of state</li> <li>7. receptionists</li> </ol>	<p>- Ss watch the video, then tick/write the jobs for women/men from the video. Some Ss write the answers in the chat box. Others raise hands to read the answers.</p>	<p>TSs &amp; S</p>	<p>-Learn and revise vocabulary related to the topic</p>	<p>Video extracted from youtube Chat box</p> <p><a href="https://youtu.be/25zVLnpglfE">https://youtu.be/25zVLnpglfE</a></p>

		<p>- T checks Ss' answers in the chat box and gives the correct answer</p> <p>- T makes a list of new words about the topic and provides the meaning and pronunciation of the words. T makes examples with new words.</p> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Business leader</li> <li>2. President</li> <li>3. Receptionist</li> <li>4. Head of state</li> <li>5. Personal assistant</li> <li>6. Breadwinner</li> <li>7. Male-dominated</li> <li>8. Be in charge of</li> </ol> <p>-T gives Ss one or two pictures, and asks Ss to make their own sentences using new words</p>	<p>-Ss answer</p> <p>- Ss take note of the new words into their notebooks and practice using new words</p> <p>- Ss see the pictures and make examples using new words.</p>	<p>T &amp; S</p> <p>TSs &amp; S</p> <p>TSs &amp; SsT</p>	<p>-Learn and practice new words</p>	<p>Powerpoint slide</p>
<p><b>While-speaking</b></p> <p><b>Activity 1</b></p>	<p>30</p>	<p>-T gives Ss five statements about changing roles of men and women and asks Ss to press 'heart symbol' on Zoom to agree and 'smiley symbol' to disagree.</p> <p>1. More men are stay-at-home dads in Vietnam.</p>	<p>-Ss use Reaction function on Zoom to show their agreement/disagreement.</p>	<p>TSs &amp; S</p>	<p>-Express their own opinions</p>	<p>Reaction Function on Zoom</p>

<p style="text-align: center;"><b>Activity 2</b></p>	<p>2. It is normal for women to ask men to marry them in Vietnam.</p> <p>3. There are more male nurses in Vietnam now than in the past.</p> <p>4. There are more female politicians in Vietnam than before.</p> <p>5. Careers such as the police, the army and security guards are no longer male-dominated.</p> <p>-T asks some students to give their ideas.</p> <p>-T provides useful language for Ss to give their opinions. T asks some Ss to read phrases.</p> <p><b>*Giving opinions</b>      In my opinion, I agree/disagree that ....      I think/believe that ....      I don't think that ....      In my view I agree/disagree that ....</p> <p><b>*Giving reasons</b>      Because + Clause      Because of/ Due to + Noun      There are some reasons for this.</p> <p><b>*Giving examples</b>      For example,      For instance,</p>	<p>-Ss raise their hands to give their ideas.</p> <p>-Ss learn useful language and record the phrases for future use.</p>	<p>TSs &amp; SsT</p> <p>TSs</p>		<p>Powerpoint slides</p>
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		<p>Let me take an example.</p> <p>-T models an example and asks Ss to practise using useful language to give their opinions.</p>	<p>-Ss practise using the phrases to give their ideas.</p>	<p>TSs &amp; SsT</p>	<p>-Learn and practise useful language to give opinions, reasons and/or examples</p>	
<b>Activity 3</b>		<p>-T divides Ss into 5 groups and assigns each group one statement. T asks Ss in each group to give their ideas about the statement. T suggests Ss give reasons and examples if possible. T asks Ss to write down their answer on Padlet and choose presenters for their groups.</p>	<p>-Ss go to breakout rooms to discuss and give their ideas. Ss type their answer on Padlet.</p> <p>-Ss choose presenters to report the answers.</p>	<p>G</p>	<p>- Opportunities to practise speaking and give their opinions</p>	<p>Padlet  <a href="https://padlet.com/yeuhn2013/1n1wwwxpwlzbo0bz">https://padlet.com/yeuhn2013/1n1wwwxpwlzbo0bz</a></p>
<b>Activity 4</b>		<p>-T asks Ss to come back the main room and present their answers.</p> <p>-T invites 5 presenters to make presentations. T gives each group no more than 90 seconds to present.</p> <p>- T gives feedback on Ss' presentation.</p>	<p>-The presenters make presentations in around 90 seconds.</p>	<p>S</p>	<p>-Ss are able to summarise the main ideas of the given topic.</p>	
<b>Post-speaking</b>	6	<p>-T asks Ss to work in pairs to make predictions about</p>	<p>-Ss work in pairs to make their predictions.</p>	<p>TSs &amp; P</p>	<p>-Ss make their predictions.</p>	<p>Breakout room</p>

		<p>changing roles of males and females in the future. T presents some examples based on student discussions.</p> <ol style="list-style-type: none"> <li>1. There will be more female leaders.</li> <li>2. There will be more male primary teachers</li> </ol> <p>- T nominates pairs at random to make predictions.</p>				
Homework	2	-T asks Ss to record their own report about changing roles of men and women on Flipgrid and hand it in by 5pm November 18th.	-Ss record their own report about changing roles of men and women on Flipgrid	TSs & S	-Ss can practise speaking on the given topic at home and then record their report about changing roles of men and women.	Flipgrid <a href="https://flipgrid.com/f3930d63">https://flipgrid.com/f3930d63</a>

# SDG 5 - Changing roles

## Roles of men +

breadwinner responsible for financial.  +1	go to work and make money (m.tùng)  +21	work hard, earn money, the breadwinner in the family does some child rearing work. (lan)  +0	<div>(Hiền)Breadwinner, go to work</div>  +0	supporting a family financially  +0
mown the lawn  +0	Fix some thing :) _Huấn  +1	paint the fence  +0	Homemaker , go to work Do the housework  +0	do heavy lifting  +0
wash the car(NKhanh)  +0	Do the housework, go out to work Linh  +0	Earn money, raise children, share housework  +0	Breadwinner(đạt)  +0	responsible for household finances  +0
tidy up the room(NKhanh)	jnever show weakness :) (hiu)	Earn money, share housework and take care of children		

# SDG 5 - Changing roles

## Roles of women

do laundry, shop for groceries tùng  + 0	housewife, iron and fold the clothes.  + 0	childcare  + 0	Go to the market to cook, wash dishes, wash clothes, and sell online (m.tùng)  + 0	do housework  + 0
go to work tùng  + 0	doing housework, washing clothes, cleaning the house, taking care of children(lan)  + 0	vacuum the floor(NKhanh)  + 0	Buy every things _ Huấn  + 0	iron the clothes(NKhanh)  + 0
Do the housework, take care children Linh  + 0	shop for groceries, clean the house  + 0			