

**DONG THAP UNIVERSITY
FACULTY OF FOREIGN LANGUAGES**

ASSIGNMENT

**Course Title: English Teaching
Methodology Course 3**

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PART 1: True or False

Is each statement True or False in your opinion? Explain for your answer?

1. The coursebook provides ready-made texts and tasks so the teacher does not need to have lesson plans and just follows the tasks in the coursebook.
2. One of the characteristics of a well-disciplined class is that the teacher is in control and the class is quiet.
3. Testing should motivate students and show them how much they have achieved.

Answer

1. False
 - The coursebook provides you with useful texts and tasks which you can use as the basis for your teaching programme. But that is essentially what it is: a good basis. The coursebook authors do not know your class: you do. You are the best person to decide how much of the material to use, and how. Be selective and critical, using your own professional judgement to decide where it needs to be changed and where it does not. As the examples above show, coursebook materials can be adapted (sometimes quite drastically) in order to create appropriate, learning-rich and interesting activities for your class.
2. True
 - It is quiet. It is easy to claim that this is irrelevant. What about well-disciplined classes where noisy pair- or group work is going on? However, think about the following points. First, cooperative work involving talk takes up only a part of lesson time, probably a minority- what about the rest? Second, imagine walking down the corridor of a school, listening at the door of each classroom, and hearing noise in some and quiet in others. If you had to guess which were the better-disciplined ones, what would you say?

The bottom line is that disciplined classes may or may not be quiet, but undisciplined ones are always noisy. Therefore, there is arguably a positive association between quietness and discipline. The teacher needs to ensure that the class is quiet enough for students to hear the teacher and each other, and to complete tasks without being disturbed.
 - The teacher is in control. Yes, definitely. However, the fact that a teacher is in control does not necessarily mean that he or she is standing in front of the class telling everyone what to do. The students may have been given the initiative in a particular activity.

Nevertheless, it was the teacher who took the decision about the handover of initiative, and he or she may, at any point, take it back. As it is often said, 'The classroom is not a democracy.' The underlying responsibility for the control of any disciplined classroom has to be in the hands of the teacher. How authoritarian or liberal, rigid or flexible he or she is in using this control is another question.

3. True

- Tests tell the teacher what the students can and cannot do, and therefore how successful the teaching has been; and they show what areas need to be taught in the future.
- Tests tell the students how well they are progressing, and where they need to focus their attention as learners. Regular tests also encourage students to take learning seriously, and give them a series of definite goals to aim toward.

PART 2: Textbook evaluation

Choose ONE textbook and examine it, applying the criteria you have learnt in the course. Write a brief report of what you analyzed.

Answer

Book title: Family and Friends

Criteria/Indicators	The level of response					Note
	1	2	3	4	5	
Criterion 1. Being suitable to the socio-economic characteristics of the locality						
1. Textbook content ensures science, modernity, and practical equipment, suitable for the culture, history, geography, and socio-economic development orientation of the city and residential community, contributing to building the human identity of Can Tho.					X	
2. Textbooks have a system of lessons associated with the practice, creating opportunities for schools, professional groups/groups, and teachers to supplement, integrate, and integrate educational content associated with local, topics on environmental protection, and life skills,...					X	
3. The system of questions, exercises, and activity requirements is shown with different levels; the language used is familiar, close, suitable to the socio-economic characteristics of the locality, and convenient for parents and students to guide					X	

Criteria/Indicators	The level of response					Note
	1	2	3	4	5	
students in learning at home.						
4. Textbooks must ensure durability, firmness, and long-term use; support teachers, parents, and administrators to use equipment, resources, and pictures by the attached minimum list of teaching equipment; reasonable price, suitable to the economic conditions of the local community.					X	
Criterion 2. Being suitable to the conditions of teaching and learning at general education institutions.						
<i>* Suitable with the conditions of quality assurance and the educational plan at the educational institution</i>						
5. Textbook content ensures feasibility and is consistent with the capacity of the teaching staff as specified in the Professional Standards of Teachers.					x	
6. Textbook content can be deployed well with minimum facilities, teaching equipment, and other teaching conditions of the school.					X	
7. Textbook content is open, creating conditions for schools and teachers to be autonomous, flexible, and creative in developing and implementing educational plans under the direction and guidance of the management agency's education.					X	
<i>* Suitable for students' learning ability, creating the most favorable conditions for students to study actively and effectively</i>						
8. Textbooks are easy to use, scientifically presented, attractive, selective text channels, close, intuitive image channels, harmonizing between text and image channels, ensuring aesthetics and style suitable for the mind. age management; vividly suggest activities, enhance games, quizzes, role-play, pair study, group discussion, critique, debate, explain by reasoning, combine with evidence, promote self-esteem confidence, bold, create excitement for students.					X	
9. Textbook content ensures appropriateness, and differentiation, and can be adjusted to suit different groups of students at the school.				X		

Criteria/Indicators	The level of response					Note
	1	2	3	4	5	
10. Focusing on the content of textbooks on training learning ability, self-finding knowledge, fostering quality and capacity, applying knowledge through solving learning tasks in each lesson; creating opportunities for active, proactive, creative learning, practicing cooperation skills, promote students' capacity and independent thinking ability.				X		
* Create conditions for teachers to innovate teaching and assessment methods						
11. The purposes, requirements, contents, methods, and forms of organization of teaching and assessment mentioned in the lesson must be related and support each other.					X	
12. The lessons/topics in the textbook are designed and presented with a variety of activities, enabling teachers to flexibly choose the form of organization and active teaching methods.					X	
13. The content of textbook has topics and contents that focus on integrating interdisciplinary knowledge, helping teachers to carry out teaching in connection with real life.					X	
14. Textbook content with specific requirements, helps teachers to assess the required level of student quality and ability, and to assess educational results to meet the requirements of the subject. school / active education is specified in the information dissemination of the educational program.					X	
15. The content of textbooks facilitates schools and professional groups/groups to develop plans to test and evaluate students' learning outcomes by the educational plan and educational activities of the school according to regulations. capacity development orientation, quality learners.					X	
Total number of reports by response level only				2	13	

(Level 1: Not suitable; Level 2: Slightly suitable; Level 3: Suitable; Level 4: Fairly suitable; Level 5: Very suitable)

Rate of levels: Level 4: 2/15 ; 13,33%

Level 5:13/15 ; 86,67 %

The book series is organized and compiled according to the 2018 general education program (issued according to Circular No. 32/2018 / TT-BGDĐT dated December 26, 2018) and based on the reference framework program.

Family & Friends 3 National Edition is integrated with the contents of English books 1 and 2. This helps reinforce knowledge for children who have had access to English since the first two years of primary school and helps children who are just starting to learn. English from grade 3 is not surprised by new knowledge. It is edited according to the holistic development method (Comprehensive development for children). Along with learning English, the book series also creates conditions to promote the comprehensive development of students through learning activities, thereby forming the ethics and skills of the 21st century (Creativity - Creativity). Creation, Collaboration - Collaboration, Communication - Communication, Critical Thinking - Critical Thinking) and provide knowledge and skills to help them become global citizens, step by step integrating into the new era. In addition, the book also builds lessons to help children develop communication skills. Everyday English is based on Cambridge English standard tests. With books, children will be provided with informational phrases that owners use in everyday emotional communication. The book series is highly applicable - linking reality to life and preparing students for future communication skills. Moreover, the book also creates many opportunities for students to apply English in School to real situations, and at the same time develop the 4 skills of Listening - Speaking - Reading - Writing with two pages of Skill Time! in each learning unit. Last, Family and Friends 3 National Edition is the only book designed to integrate interdisciplinary content (CLIL / Culture). Along with teaching English, the book series also provides knowledge of subjects such as Math, Science, in English enhances students' motivation and love of learning English through the presentation of the language in real-life contexts. The content of these lessons has closely followed the Program of the Ministry of Education and Training. In addition, with the Culture lesson, cultural points are integrated into the lesson content, helping students to love more Vietnamese culture and expand to learn more about your country's culture.

English 3 Family and Friends National Edition is compiled according to the 2018 General Education Curriculum Framework, so it is suitable for teaching in all primary schools in many localities with different conditions across all countries.

PART 3: Planning lesson

Use the travel guide about Bangkok as an input source to design a Reading lesson plan for students of intermediate level

- The lesson plan must include:

+ Objectives

- + Techniques / Activities
- + Materials
- + Anticipated problem
- + Procedure
- Write the procedure with detailed content in four columns
- + Time
- + Content
- + Teacher's activities (including Teacher's instructions and eliciting)
- + Students' activities

Main skills: reading for main idea and reading for specific information

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Answer

I. Objectives: By the end of the lesson, students will be able to:

1. Knowledge:

- List out the vocabularies related to the topic “A travel Guide about Bangkok”
- Do the exercises about "A travel Guide Bangkok"

2. Skills:

- Read for main idea and specific information about “The travel Guide about Bangkok”
- Improve collaborative skill.

3. Attitude:

- Be aware of the travel about Bangkok.

II. Teaching aids and materials

- **Teacher:** projector, screen, chalk board.
- **Students:** textbook, notebook, mini board.

III. Anticipated Problems

- Pronunciation of difficult words.

IV. Procedure

Times	Content	Teacher's activities	Student's activities
5'	I/ Warm-up Introduce the topic “Bangkok” *Objectives: Students have more information about the topic Bangkok *Content: Show 3 picture related to Bangkok and Thailand *Outcome: Student's answers	<ul style="list-style-type: none">- Show some pictures of Thailand and Bangkok.- Try and elicit from the students which countries the pictures refer to.- Feedback.	<ul style="list-style-type: none">- Students look at the pictures and guess the name of country.
15'	II/ Teach vocabulary *Objectives: to facilitate understanding of the text *Content: <ul style="list-style-type: none">- fantastic (adj): tuyệt vời	<ul style="list-style-type: none">- Teach new words + Picture	

	<p>- historical (adj): thuộc về lịch sử</p> <p>- authentic (adj): thật, đáng tin cậy</p> <p>- palace: (n) cung điện</p> <p>- Buddha (n): tượng Phật</p> <p>* Check vocabulary:</p> <p>Rub out and remember</p> <p>III/ Pre – reading</p> <p>Activity 1: Read the passages quickly. Match 1-3 with A-C</p> <p>*Objectives: to get a general idea and check students' understanding</p> <p>*Content:</p> <p>The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film The Beach stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.</p> <p>Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to</p>	<p>+ Elicit</p> <p>- Ask students go to the board and write the words.</p> <p>- Teacher ask students to read the passages quickly. Match 1-3 with A-C</p>	<p>- Listen and repeat</p> <p>- Copy down</p> <p>- The students read the passages. Then match 1-3 with A-C</p>
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	<p>travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market</p> <p>After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!</p> <table><tr><td>1. The Khao San Road</td><td>A. at the temple of Wat Pho</td></tr><tr><td>2. The Skytrain</td><td>B. a famous traveller spot in Thailand</td></tr><tr><td>3. Giant Buddha</td><td>C. a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit</td></tr></table> <p>*Outcome: Student's answers</p> <p>1-B 2-C 3-A</p>	1. The Khao San Road	A. at the temple of Wat Pho	2. The Skytrain	B. a famous traveller spot in Thailand	3. Giant Buddha	C. a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit		
1. The Khao San Road	A. at the temple of Wat Pho								
2. The Skytrain	B. a famous traveller spot in Thailand								
3. Giant Buddha	C. a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit								
20'	<p>IV/ While – reading</p> <p>Activity 2: Read the article again and decide whether the following statements are true (T) or false (F).</p>	<p>- Teacher asks the students to read the article again and work in pairs and answer the questions</p>	<p>- Students then re-read the article, this time reading for more detail and attempting to</p>						

	<p>*Objectives: Reading for specific information and detailed understanding about the article.</p> <p>* Content:</p> <ol style="list-style-type: none"> 1. Bangkok might not be noisy and polluted. 2. Phra Kanong is one of an authentic Thai area of the city. 3. Bangkok people eat, work and live everyday at Yaowarat Street. 4. There is no better way to get around the city. 5. Traveller can eat a filling and delicious meal for around \$15. 6. Chinatown is interesting for the many excellent Chinese and Thai restaurants and food stands. <p>*Outcome: Student's answer</p> <p>1.F 2.T 3.F 4.F 5.F 6.T</p> <p>Activity 3: Fill in the names of places in Bangkok with the descriptions below.</p> <p>*Objectives: Help students understand the landmarks in Bangkok through the article.</p> <p>*Content:</p> <p>The Khao San Road Phra Kanong Chinatown Chatuchak Chao Phraya river</p> <ol style="list-style-type: none"> 1. has fantastic street markets. 2. is interesting for many excellent Chinese and Thai restaurants and food stands. 3. is the famous street market. 4. a place where traveller can explore the temples and historical sites. 5. a place for Leonardo di Caprio's character in the film The Beach stayed there. 	<p>on the board True or False</p> <p>- Ask students to write their answers on the board</p> <p>- Feedback</p> <p>- Teacher asks the students to read the article again and work in groups of 5 students.</p> <p>- Complete the following sentences according to the article.</p> <p>- Ask students to write down their answers on the board</p>	<p>answer some questions which are placed on the whiteboard.</p> <p>- Students read the article again.</p> <p>- Work in groups of 5 students</p> <p>- Then write your answers on the board</p>
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	<p>*Outcome: Student's answers</p> <ol style="list-style-type: none"> 1. Phra Kanong 2. Chinatown 3. Chatuchak 4. Chao Phraya river 5. The Khao San Road 	- Feedback	- Listen to the teacher's comments and write them down in the notebook
10'	<p>V/ Post – reading</p> <p>Discussion: Have student introduce about about Bangkok</p> <p>*Objectives: Help student can understand more about Bangkok</p> <p>*Content: Students introduce about Bangkok by answer these following question:</p> <ol style="list-style-type: none"> 1. Where can you stay in Bangkok? 2. How can you get around? 3. Where can you eat? 4. What can you do in Bangkok? <p>*Outcome: Student's answers</p>	<p>- Teacher gives questions.</p> <p>- Ask students to work in pair to practice speaking about Bangkok</p> <p>- Then, the teacher invite some student to introduce about Bangkok.</p>	<p>- Students work in pair to practice speaking about Bangkok</p> <p>- Students introduce their talk for the whole class to hear.</p>
1'	<p>VI/ Homework</p> <p>- Memorize the vocabulary in the lesson</p> <p>- Review what has been learned</p>	- Teacher advised	- Students listen

----- The end -----

Note:

No plagiarism will be allowed in your essay. Any detected signs of plagiarism (even among classmate's products) will be considered as cheating and the essay will be, therefore, eliminated.

HƯỚNG DẪN THỰC HIỆN BÀI TẬP CUỐI KHÓA
MÔN: PHƯƠNG PHÁP DẠY HỌC TIẾNG ANH 3
GIẢNG VIÊN: PHAN THÙY TRANG

PART 1:

Xác định các câu đã cho là True hay False. Sau đó giải thích ngắn gọn lý do vì sao.

PART 2:

Chọn 1 SGK bất kì (tùy chọn cấp độ hay NXB) và đánh giá sách dựa theo các tiêu chí của checklist đã học trong khóa học và viết 1 báo cáo ngắn gọn trình bày phân đánh giá.

PART 3

Soạn giáo án cho bài dạy Reading. Sử dụng bài đọc đã cho sẵn.