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| TRƯỜNG ĐẠI HỌC BÀ RỊA-VŨNG TÀU  **TRUNG TÂM NGOẠI NGỮ** | **LỊCH TRÌNH GIẢNG DẠY**  **COURSE PLAN**  Học kì II - Năm học: 2020 – 2021 | Số tín chỉ (Credits): 3  Số tuần giảng dạy (Duration- weeks): 5  Từ (From): 23/02/2021 đến 27/03/2021  Lớp (Class): 010112283741 (DH20LT) |

Tên học phần: Tiếng Anh 1A/ English 1A Giáo trình: AMERICAN JETSTREAM Elementary A

Họ và tên giảng viên: Nguyễn Thanh Loan Học hàm, học vị: Thạc sỹ

| **Tuần**  **(Week)** | **Thời gian  Địa điểm  (Time + Room)** | **Nội dung**  **bài giảng**  **(Content)** | **Số tiết**  **(Periods)** | **Hình thức tổ chức dạy học**  **(Activities)** | **Yêu cầu SV**  **tự học (Assignments)** | **Ghi chú**  **(Notice)** |
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| WEEK 1  WEEK 1 | Tuesday  (23/02/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | - Orientation  **UNIT 1. Who are you?**  **Lesson 1. I’m from Brazil.**  **VOCABULARY:** Countries and nationalities  **GRAMMAR:** be affirmative  SPEAKING | 3 | - T has Ss get to know each other  -T introduces the new course book “AMERICAN JETSTREAM Elementary A”.  - T has Ss informed about assessment policy, class regulations, assignments…  - T creates a Zalo group for each class and asks Ss to join so that they can get help from T at any time (encourage Ss to use English language in this Zalo group). Teacher has Ss sign in for English 1A online assignment (with the Course name and Course key provided by T).  -T uses games/ activities/exercises to teach the alphabet (spelling their names…), classroom language and numbers.  - T might use additional listening tasks on names and numbers for Ss to practice listening skills.  - T asks students to do the role-play or work in groups to practice classroom language.  **GRAMMAR:** be present tense; possessive adjectives  **VOCABULARY:** countries and nationalities; jobs; common objects  **FUNCTIONS:** introducing yourself and other people; asking about language; making requests  **\* Aims:** to practice the verb be in the affirmative form, to learn names for countries and nationalities, and to practice introducing yourself and other people.  - Tell students to look at the grammar table. Explain the difference between full and contraction short forms. (Contractions are used in speech and in informal writing.)  - Ask students to look at the photo. Ask: *Where are they? Where are they from? What are their names?* Ask students to read the conversation silently and try to predict the missing words; not the actual words, but what type of word it is, i.e., a nationality or a number. Play the audio and check their predictions. | - T gives them extra exercises to do at home. (downloaded from Testbuilder or from the Internet) |  |
| Thursday  (25/02/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Lesson 2: Are they actors? pp10–11**  **VOCABULARY**: Jobs  **GRAMMAR 1**: be negative  **READING**  **GRAMMAR 2**: be questions and short answers  **Lesson 3: What’s in her bag? pp12–13**  **VOCABULARY**: Common objects (1)  **GRAMMAR**: Possessive adjectives  **LISTENING 1**  **LISTENING 2** |  | **\* Aims:** to practice the verb be in the negative and also questions and answers with be, learn names for jobs, make guesses / suppositions, and practice predicting and guessing meaning from context.  - Check the comprehension of the words. Ask: *Where is a doctor’s place of work? What is a scientist’s job?* Then Use drawings, mime, and translation if necessary to explain meaning.  - Play the audio and pause for students to repeat. Check any difficult points of pronunciation (e.g., silent “c” in scientist) and word stress (e.g., engineer, journalist).  - Contrast the full and short forms in the table and practice the pronunciation of each form. Point out the alternative negative form: *He’s not / He isn’t.*  - When you see THINK in front of an instruction, it means students should think about ideas before they start doing an exercise. Students could also think on their own for one minute, then talk to a partner about their ideas.  - Point out the word order in be questions. Ask: Which word is first? Which is second? You may want to refer students to the different types of questions (wh- versus yes / no questions) depending on the level of your class. Point out that short forms are not used in the affirmative short answers.  **\* Aims:** to practice possessive adjectives, learn names for common objects, ask about and identify objects, practice listening for numbers, letters and names of places, and practice useful language when in an airport.  - Ask students which names for objects are very similar in their own language and which are very different. Check the pronunciation of the words as you check the answers.  - Demonstrate the meaning of all the possessive adjectives by pointing to objects around you and on students’ desks. Then ask students to point to objects around the room and ask other students to say whose they are, e.g.,  - (1.21) Check comprehension of the column headings in the table. Check that students know the pronunciation of these place names and ask which countries they are in. Point to them on a map if available. Play the audio a couple of times, pausing if necessary. Draw the table on the board and invite students to write the answers. | Students do exercises in workbook and online assignments  Students do homework  Vocabulary PLUS p14  Language in Action p15 |  |
| Saturday  (27/02/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Unit 2: Family and home**  **Lesson 1: We have a fun family! pp16–17**  **VOCABULARY:** Family  **GRAMMAR 1 & 2** have and possessive ’s  **Lesson 2: In the room there is… pp18–19**  **VOCABULARY:** Rooms and furniture |  | **GRAMMAR:** have; possessive ’s; there is / there are  **VOCABULARY:** family; rooms and furniture; places in town; large numbers  **FUNCTIONS:** talking about your family; describing your home; talking about places; asking for directions  \* **Aims**: to practice the different forms of the verb have, talk about relationships using possessive ’s, and use vocabulary to describe families.  - Ask: *What kind of wedding is this?* and elicit or tell students that it’s a Star Wars- themed wedding. Ask the questions and check that students understand fan and characters. If there are any “experts” in the class, ask them to tell you just a little about the story and the characters.  (1.25) Draw a family tree on the board (perhaps your own family tree) and ask students to identify the names of the different people in the tree, e.g., Mike is my (father). Play the audio and practice the pronunciation of any difficult words. Ask students which names for family members are similar in their own language and which are different.  - Tell students to read the texts in Exercise 6 and find the missing words for the grammar table. Allow time for students to work individually. Then check the answers and write them on the board.  \* **Aims**: to practice there is / there are, learn names for rooms and furniture, and practice talking about your home.  - Ask students if they know this painting and the artist. (The painting is called Bedroom in Arles and is by the Dutch artist Vincent van Gogh, 1853–1890). Ask: Do you like it? Why / Why not? See how many things students can name in the painting without looking at the list. Make two lists on the board: Things in the painting. Things not in the painting. Underline items of furniture so it’s clear which things aren’t furniture. | Students do exercises in workbook |  |
| WEEK 2 | Tuesday  (02/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **GRAMMAR: there is / there are**  **READING**  **SPEAKING AND WRITING**  **Lesson 3: Where’s the bank? pp20–21**  **VOCABULARY:** Large numbers  **LISTENING**  **WRITING** |  | - Tell students to look at the sentences in Exercise 5 and highlight the use of there is / there are. Allow time for them to complete the grammar table individually or in pairs. Check the answers as a class. Check the pronunciation of There is (There’s) and There are.  - Ask students to describe the photos that go with the article on SB page 19. Talk about the colors, the number of floors, and which countries they think the houses are in. Encourage students to use vocabulary for different types of rooms and furniture when they talk about the photos, e.g., I think there’s a bedroom in this house, but there isn’t a kitchen. I think there’s a stove. I don’t think there’s a bathroom, but I think there’s a shower. Ask students to write down their guesses.  - Encourage students to talk and share opinions. Brainstorm ideas for the second question. Possible answers: colorful and unusual houses, small but comfortable houses, interesting and unusual rooms and houses. Students who have lived in other countries may want to speak about differences in homes between countries that they know.  \* **Aims**: To practice questions with there is / there are, learn names of places in a town, ask for directions, and describe places.  - (1.30) Check comprehension of each place name on the map. Ask: Where can you eat? Where can you buy food? Where can you get medicine? etc. Play the audio as students write the answers. Then play the audio again so that students can repeat each word. Check pronunciation of any difficult items (station has a /ʃ/ sound in the middle). Note also that restaurant is usually pronounced with only two syllables. Ask students which place names are very similar in their own language and which are very different.  (1.32) Write all the figures on the board and ask students to tell you the numbers. Invite volunteers to write the numbers on the board. Play the audio, pausing for students to repeat each word. Note that we can say a hundred or one hundred.  Point out the map and the cities mentioned in question 2. Ask students to read out each question. Take a class vote on the correct answer. Don’t check the answers yet.  - Help students brainstorm names of places they could write about. They can be international places or places in their home country or in the country where they live right now. Give a short description of a place you know well and ask students to take notes. They can use their notes to write the description in class before starting their own description. | Students do homework  Vocabulary PLUS p22  Language in Action p23 |  |
| WEEK 2 | Thursday  (04/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Units 1&2 review pp 24–25**  **READING**  EXTRA IDEAS  **GRAMMAR**  **LISTENING AND WRITING**  **Preposition park** |  | - Ask students to describe the photos and say what they know about Haiti and about Angelina Jolie and Brad Pitt. Check that students understand adopted. Discuss the questions with the class. Encourage lots of active guessing, but don’t give away the answers.  - Allow two or three minutes of silent reading time. Discuss the answers with the class. Students may arrive at the correct answer: Both families have adopted children. If they don’t, elicit and practice the sentence. Check that students understand new vocabulary, e.g., dead, earthquake. Ask about the meaning of biological (which is explained in the text).  - Extend the activity by asking students to make two more false sentences and ask their partner (or the class) to correct them. Ask additional questions about the article, e.g., Are Mark and Julie famous? How many sisters does Grady have? How many sisters does Zahara have? Where are Brad and Angelina’s children from? Is it a good idea to adopt children from different countries?  - Allow time for students to write sentences in their notebooks. Check their work as you walk around the classroom. Invite students to write their sentences on the board. Check the answers. Then ask some additional questions using the possessive ’s, e.g., Is Angelina Brad’s mother? Is Brad Maddox’s father? etc. If students have problems with possessive ’s, refer back to the grammar on Sb page 17. T can also review possessive adjectives from SB 13, e.g., Brad and Angelina are their parents.  - (1.39) Allow time for students to read the table and check that students understand what type of information goes into each box, e.g., a nationality, a number, a job. Play the audio all the way through. Ask students to compare answers in pairs. Play the audio again and check the answers.  - Preposition park is an exercise on prepositions that occurs in each review unit. Use the pictures to contrast the meaning of at with in or on or under. Ask if students can remember the other prepositions from page 20. Check that students understand wallet. Allow time for students to work individually. Then check the answers as a class. Ask students to read out each sentence. | Students do exercises in workbook |  |
| WEEK 2 | Saturday  (06/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Unit 3: Free time**  **Lesson 1: Do you like parties? pp26–27**  **READING**  **GRAMMAR 1:** Present simple (1)  **VOCABULARY:** Music  **SPEAKING**  **GRAMMAR 2:** Object pronouns  **Lesson 2: I like traveling (pp28–29)**  **VOCABULARY:** Free-time activities |  | **GRAMMAR:** present simple: I / you / we / they; object pronouns; like / love / hate + noun / -ing form  **VOCABULARY:** music; free time activities; days of the week; verb phrases **FUNCTIONS:** talking about likes and dislikes; making suggestions; agreeing and disagreeing  \* **Aims**: To practice the present simple and object pronouns, learn vocabulary for different kind of music, and talk about likes and dislikes.  - Read out the title of the quiz (Are you an introvert or an extrovert?) and explain the meaning of these two words by giving one or two examples, e.g., I like parties and big groups of people. My brother doesn’t like big groups of people – he’s quiet and shy. Practice the pronunciation of both words. Ask students to speculate about the photos, e.g., I think the man in this photo is an … because ….  - Encourage students to use the quiz to figure out the missing words in the grammar table. Point out the short form for the negative form (don’t = do not). Ask: When do we use “do”? What do you notice about the short answers? (They don’t repeat the verb.)  - (1.40) Ask students how many different types of music they know and write them on the board. You may want to start talking about their opinions of each type of music, too. Ask students to compare their answers and encourage some guesswork and discussion of any missing answers. Play the audio for students to check their answers, then play it again, pausing for students to repeat each word.  - Ask students to read out each question from Exercise 8 and ask someone in the class. If necessary, practice the pronunciation of what (initial sound /w/) and who (initial sound /h/).  - Allow time for students to read the conversations in Exercise 7 and work individually. Discuss the difference between subject pronouns (before the verb) and object pronouns (after the verb). Ask: Which pronouns are the same in both forms? (you and it)  \* **Aims**: To practice like, love, and hate followed by a noun or an -ing form, provide further practice of the present simple, and use vocabulary for talking about free-time activities.  - Check comprehension of the words. Ask: What does an actor do? Where does a film producer work? Then ask students to say what they think each person does. Write the guesses on the board, e.g., I think … is a … Their answers will be checked when they do the reading. | Students do exercises in workbook |  |
| WEEK 3  WEEK 3  WEEK 3 | Tuesday  (09/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT**  Thursday  (11/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT**  Saturday  (13/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Unit 3: Free time (cont)**  **GRAMMAR 1**:  like / love / hate + noun / -ing form  **READING**  **WRITING**  **Lesson 3: Fun things on the weekend (p.30–31)**  **VOCABULARY:** Days of the week  **LISTENING 1**  **LISTENING 2**  **SPEAKING**  **Unit 4: Monday to Friday**  **Lesson 1: Early mornings (p.34–35)**  **VOCABULARY:** Time (1)  **VOCABULARY:** Daily routine (1)  **GRAMMAR:**  Present simple (3)  **READING**  **SPEAKING**  **Lesson 2: Always help the children (p.36–37)**  **READING**  **Unit 4: Monday to Friday (cont)**  **GRAMMAR: Adverbs of frequency**  **VOCABULARY: Adjectives**  **WRITING**  **Lesson 3: Early birds and night owls (p.38–39)**  **GRAMMAR: Present simple (4)**  **VOCABULARY: Daily routine (2)**  **LISTENING**  **VOCABULARY: Time (2)** |  | \* **Aims**: To practice like, love, and hate followed by a noun or an -ing form, provide further practice of the present simple, and use vocabulary for talking about free-time activities.  - Point out the difference between a noun and an -ing form. You could also point out some spelling rules for -ing forms, e.g., the double final consonant in swimming, shopping, and jogging and no final e in dancing. (Full spelling rules for -ing forms are in the grammar reference on SB page 140.)  - Refer students to the reading text on SB page 29. Ask them to explain the purpose of a social website. Check understanding of the navigation bar headings (home, pals for you, etc.). Point out that these people are the same as the ones they talked about in Exercises 1 and 2. Ask a few students if their guesses in Exercises 1 and 2 were correct.  - Brainstorm ideas about what should be included in a personal profile for a social website. You may want to put some headings on the board, e.g., age, job, nationality, appearance, personality, free-time interests. Have students include information about themselves that is both true and untrue. Set a time limit for students to write their profiles. Walk around the classroom and provide help as needed.  \* **Aims**: To practice wh- and yes / no questions with regular verbs and be and to talk about daily routines using the present simple.  - (1.44) Ask students to read the text and predict the missing information. Explain that they don’t have to guess the exact percentage. Play the audio to check their ideas.  - (1.46) Explain the setting of the audio (a woman is in the street and a man is asking her questions). Ask if any students have any experience of answering surveys in the street. Ask if they usually say yes or no to this kind of survey.  - (1.47) Ask students to look at the photo and say what job they think the man has and what he is doing. Focus on the map and ask: What country is it? What are the cities? What do you know about these two cities? Read the sentences out and check comprehension before playing the audio. Play the audio again as students write their answers.  - This activity encourages students to challenge ideas in the listening and express their own opinions. Ask some questions to encourage critical thinking, e.g., What does “boring” mean? How does “boring” mean different things to different people?  - Encourage pair and group discussion of things students do on the weekend. Encourage them to ask you questions, too. Praise students for using vocabulary and grammar from this lesson.  **GRAMMAR:** present simple: he / she / it; adverbs of frequency: always, usually, often, sometimes, hardly ever, never  **VOCABULARY:** time; daily routine; transportation; adjectives  **FUNCTIONS:** talking about daily routines; expressing interest  \* Aims: To provide further practice of the present simple, with the focus on the third person singular affirmative and questions, and also to learn how to talk about times of the day and about daily routines.  - (1.53) Ask students to complete the times. Point out that there are two different ways of saying the half and quarter hour times. Play the audio to check the answers. Pause at the end of each item so that students can repeat each one together and then individually. Check the pronunciation of half (silent “l”). Note that other times (e.g. twenty past) are covered in Lesson 3.  - Ask students to say what time Tania does each of the activities. Check they use the prepositions at, from, and to correctly:  - Allow time for students to work individually to complete the table. Then check the answers and write them on the board. Ask: When do we use “s” at the end of a verb? When do we use “do” and “does”? What do you notice about word order in questions? (they use do or does followed by the subject followed by the verb) What do you notice about the short answers? (they use do or does, but not the main verb). Point out the use of p.m. in 6 p.m. to talk about a time in the afternoon or evening. Ask students what we say to talk about the morning (a.m.).  - Ask students to look at the photo and describe the man. Ask questions to help them, e.g., What does he do in his job? Does he look friendly / shy / kind? Allow time for students to read silently. Ask about the words in bold. Encourage students to use clues from the context to figure out the meaning, e.g., Who does he meet in the morning? (colleagues or co-workers) How can you describe a group of co-workers? (a team).  - Ask students what is the same and what is different about the daily routines of Tania and Sam. Which do they think is better and why? You could end the activity by having a class vote on which life students prefer. Ask, e.g., Who prefers (Tania’s) life?  \* **Aims:** To review the use of the present simple for talking about work and travel routines using adverbs of frequency, to talk about feelings using adjectives, and to learn about the conjunctions ***‘and’*** and ***‘but***’.  - Ask students to describe photo on the left. Ask: Which city do you think this is? (Mexico City). Explain that using pictures to make predictions about a reading is a useful strategy and will make the text easier to understand.  - Use the grammar table to point out the position of the adverb in each sentence. Ask: When is the adverb before the verb? When is it after the verb? Students work individually to underline all the adverbs they can find in the article. Check answers as a class, asking individual students for one example each.  - Read out the words and practice the pronunciation as a class. Ask which words do not describe a feeling (crowded and slow). Check the meaning of crowded. Allow time for students to find the words in the article. Describe the meaning of each word using mime or facial expressions.  - Read out the example sentences. Teach / Elicit that and and but can join two sentences or ideas and show the relationship between them. Ask: Are the ideas in each sentence similar to or different from each other? Then elicit the rules.  - Practice the present simple negative in the third person, to review and extend talking about the time, and to talk about morning and night-time routines.  - (1.56) Ask students to use the grammar table to explain the formation of the third person singular negative. Point out the short form doesn’t = does not. Also point out that there is no “s” on the main verb in the negative. Ask students to read the text and predict the missing words. Then play the audio for students to check their answers. Write the answers on the board. Play the audio again, pausing to allow students to repeat each line. Ask about the meaning of these words: opposite, midnight, lazy, internal clock, human clock.  - (1.57) Ask students to describe the pictures. For each one, ask: Is it morning or evening? What room is he in? Students can work individually or in pairs to match the pictures. and put them in the order they think is correct. Play the audio for students to check their answers, then play it again, pausing for students to repeat each sentence.  - (1.58) Explain that you are going to play an interview with a man talking about his and his wife’s daily routines. Play the audio and discuss the question. Elicit as much information as possible.  - (1.60) Use a clock or draw a clock on the board and demonstrate the meaning of twenty to and twenty past. Then set the clock to different times and ask students to tell you the time. Say the times (or ask students to say the times) on the clocks on SB page 39 in random order. One person says the time, the next person says the correct letter. Focus on correct pronunciation and stress (especially the unstressed to). | Students do exercises in workbook  Vocabulary PLUS p32  Language in Action p33  Students do exercises in workbook  Students do exercises in workbook  Vocabulary PLUS p40  Language in Action p41 |  |
| WEEK 4  WEEK 4  WEEK 4 | Tuesday  (16/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT**  Thursday  (18/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT**  Saturday  (20/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Units 3&4**  **REVIEW pp 42–43**  **READING**  **GRAMMAR AND WRITING**  **Preposition park**  **MID-TERM TEST**  **Unit 5: Amazing lives**  **Lesson 1: Born in the sky! pp44–45**  **GRAMMAR 1:** was / were born  **GRAMMAR 2**: be past simple  **VOCABULARY:** Personal qualities  **SPEAKING**  **Lesson 2: The first Olympic medals pp46–47**  **READING**  **Unit 5: Amazing lives (cont)**  **VOCABULARY:** Ordinal numbers  **VOCABULARY:** Sports (1)  **GRAMMAR**: there was / there were  **Lesson 3: All sports for all people pp48–49**  **LISTENING 1**  **SPEAKING**  **READING**  **LISTENING 2**  **WRITING** |  | - Ask students to describe the photos and guess why these people are feeling the way they do. Ask students to guess what their jobs are. Encourage lots of active guessing, but don’t give away the answers.  - Allow two or three minutes of silent reading time. Tell students they don’t have to understand everything on this first reading. Discuss the answers with the class.  - Go through the questions first and make sure students know what information they need to remember. As they only read the article quickly in Exercise 2, they might not be able to remember all the answers. Ask students to write the answers to these questions in their notebooks, then exchange notebooks with a partner and read the article again to see how many they got right. Then check answers with the whole class.  - This exercise reviews the present simple affirmative and negative. You may want to review the pronunciation of the third person singular “s” ending, e.g., stays, teaches, feels. Check the answers as a class.  - Read through the suggestions and check understanding of any new vocabulary, e.g., part-time job, relaxation exercises. Draw attention to the -ing form after How about. Allow time for students to discuss their answers in pairs. Note that there’s no one fixed answer, so as long as students can back up their suggestions, anything they say is OK. After checking the answers, ask students to guess how these people might respond to these suggestions.  - Use the first pair of clocks to contrast the meaning of before with after. Draw a timeline on the board to show the difference between a period of time and a point of time to explain the meaning of from / to and for. Refer to the pictures in the book to reinforce the meaning. Practice the pronunciation of all the prepositions. Allow time for students to work individually, then check the answers as a class.  \* T reviews all the grammar points and vocabulary for SS.  \* T lets Ss do the test in 60 minutes.  **GRAMMAR:** was / were born; be past simple; there was / there were  **VOCABULARY:** personal qualities; ordinal numbers; sports  **FUNCTIONS:** talking about personal qualities; asking for and giving opinions  \* **Aims:** To practice was / were born in statements and questions, to learn the past simple of be, and to learn vocabulary for personal qualities.  - Write possible answers to question 1 on the board, teaching new vocabulary as needed. This question may repeat what students discussed in  - Draw a timeline on the board to contrast the meaning of past (last year, yesterday) and present (now). Ask students to complete the table, then say each question and statement and get students to repeat.  - Check comprehension of the question *What are you like?* Contrast its meaning with What do you like? by showing the different kinds of answers to each question, e.g., I’m quiet and shy. I like reading books. Brainstorm some words for personality and write them on the board. Explain that the information links personality with time of birth. Allow time for quiet reading. Encourage students to ask you questions about the text. Check comprehension of the words in bold, e.g., Which word means “good with computers”? (technical) Which word means “like to work alone”? (independent).  - Model the example conversation with one or two students. Remind students of their answers to Exercise 10 as these will help them with this activity. Ask students to stand up and walk around the classroom. Play background music if appropriate. Students should spend one minute with each person and try to find out when they were born and what they are like. When you ring a bell (or use some other signal) they should switch to another partner.  \* **Aims:** To practice the past forms there was / were, learn ordinal numbers, and find out about Olympic sports.  - Ask students to describe the photos and say how they are different. Ask, e.g., Where are these two men from? Ask students to think about how these two men could be linked. Discuss the questions as a class and write their guesses on the board. Don’t check answers yet.  - (2.3) Write the numbers 1–10 on the board and ask students to say the ordinal number for each one. Focus on pronunciation, especially of the /θ/ sound in difficult words such as sixth. Use the picture to help with comprehension. Go around the room saying the numbers in the list. Then play the audio for students to check, pausing it for students to repeat each word.  - (2.4) Brainstorm as many sports as possible and write them on the board.  - This grammar point may be confusing because the verb agrees with the noun that follows the verb. Provide some prompts for students to make sentences starting with There was / were, e.g.: Teacher: a central water system Students: There wasn’t a central water system.  - Review questions using the past simple of be, and to find out more about the Olympics and Paralympics.  - (2.6) Explain that you are going to play the first part of an interview about the Olympic and Paralympic Games. Tell students to listen carefully as there is a lot of information in the interview. Play the audio for students to check their answers to Exercise 1. Play it again if any answers were unclear or incorrect.  - Allow time for students to discuss the questions in pairs or in small groups. Compare answers as a class.  - Ask students to look at the photos on SB page 49. They may be able to predict how the idea of the Paralympic Games first got started. Allow time for quiet reading and discussion in pairs. Check understanding of any difficult words, e.g., neurosurgeon, specialist, spinal injuries, disabilities. Check the answers as a class. Note that the questions in Exercise 6 will also help to check comprehension of this biography. The photo at the bottom of SB page 49 shows the first Paralympic Games (the 1st International Wheelchair Games). The only sport was archery and this photo is from that year – 1948.  - (2.8) Ask students to look at the photo and say who they think the woman is and what she is doing. Explain the word Baroness (it’s a title the Queen of England can give a woman when she has done something for the country). Ask students to read the information. Explain any new words, e.g., nickname, spina bifida (/spaɪnəˈbɪfɪdə/), charity. Play the audio as students write their answers. They can compare in pairs. Play the audio again, pausing to check each answer.  - Read the biography outline together. Then ask students to write the missing words. Note that students can take the information from the table in Exercise 8. Remind them that won is the past simple of win – this was mentioned in the reading in Lesson 2. They will learn more about the past simple in the next unit. | Students do exercises in workbook  Students do exercises in workbook  Students do exercises in workbook  Vocabulary PLUS p50  Language in Action p51 |  |
| WEEK 5  WEEK 5 | Tuesday  (23/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT**  Thursday  (25/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Unit 6: How things began**  **Lesson 1: Party animals pp52–53**  **VOCABULARY:** Dates  **GRAMMAR 1**: Past simple regular  **VOCABULARY:** Animals (1)  **READING**  **GRAMMAR 2:** Past simple irregular affirmative  **Lesson 2: She said “no” pp54–55**  **READING**  **Unit 6: How things began (cont)**  **GRAMMAR 1: Past simple negative**  **WRITING**  **Lesson 3: Things were never the same pp56–57**  **VOCABULARY: Technology (1)**  **READING AND LISTENING**  **LISTENING AND WRITING**  **SPEAKING** |  | **GRAMMAR**: past simple  **VOCABULARY**: dates; animals; technology  **FUNCTIONS**: talking about important dates and events; talking on the phone  \* **Aims:** Introduce the past simple and talk about dates, animals, and the Chinese Zodiac.  - Before you start, review the difference between cardinal and ordinal numbers. Practice the pronunciation of ordinal numbers. Notice which dates cause problems with pronunciation.  - Use the grammar box to explain how we form the past simple. Draw a timeline on the board to illustrate the difference between present and past time. Tell students to look in the first part of the story for three past simple verbs. Ask individual students to say the verbs and ask them if they can hear any differences in the pronunciation of the -ed ending.  - (2.14) Ask students to cover the word box and say how many of the animals in the pictures they already know. Then tell them to look and highlight any new words. They then match the animals with the pictures. Play the audio for students to check their answers, then play it again, pausing for students to repeat each word. Ask which names for animals are very similar in their own language and which are very different.  - Explain the difference between regular and irregular verbs. Ask students for some examples of each. Point out that there is a list of irregular verbs on SB page 158. Ask students how many of the verbs in the box they already know. Tell them to find the past simple of each verb in the story – some of the irregular verbs will be more obvious than others, e.g., get – got. Check the answers as a class.  \* **Aims:** To introduce the past simple negative of regular and irregular verbs, do some work with connectors, and to find out about a famous woman in the history of civil rights.  - Ask students to describe the photos. Ask additional questions, e.g., Where is the bus? Why is it there? Why does the woman have a number? How does she feel? Who is in the bus? Why is he there? Discuss the title of the article and teach / elicit that First Lady usually means the wife of the US president. Also teach / elicit the meaning of civil rights. Focus on the questions and ask students to discuss what they think happened in the story. Ask students to tell you as much as they know about Rosa Parks. You may want to draw a table like this on the board and invite students to add statements to each column.  - Look at the grammar table. Ask questions to help students analyze the difference between past simple affirmative and negative forms, e.g., Which form adds -ed to the verb? Which form doesn’t use the auxiliary verb “did”? Why does one verb have an -ed ending and not the other? Students then complete the missing verbs in the table.  - Read the sentence in the box. Ask students about the meanings of the connectors (and connects two similar ideas, but contrasts two ideas, because shows the reason for something, and so shows the result of something). Allow time for students to read the story on SB page 54 again and find connectors. Tell them to check answers with a partner, then ask pairs to tell the class.  \* **Aims:** To introduce past simple questions and talk about technology and its uses.  - (2.16) Look at the words in the two lists – students may recognize many of them already. Allow time for students to work individually, then play the audio for them to check the answers. Play it again, pausing for students to repeat each word. Practice the pronunciation of any difficult items. Note that there are other matches apart from the ones given on the audio, e.g., video call, phone network, video camera. Ask students which names for technology items are very similar in their own language and which are very different. It’s likely that many words are the same across lots of languages.  - Ask if any students recognize the man in the photo. Ask: Why is he famous? What does he have in his hand? Why? Read out the text, or ask a student to read it.  - (2.18) Explain that you are going to play a conversation between two people talking about Steve Jobs. Play the audio through once or twice so students can check their answers to Exercise 8. Note that the answers are shown after Exercise 10.  - EVERYBODY UP! Elicit and practice the questions first, e.g., Did you order takeout on the weekend? Ask students to stand up and find out who in the class did these things last weekend. | Students do exercises in workbook  Students do exercises in workbook  Vocabulary PLUS p58  Language in Action p59 |  |
| WEEK 5 | Saturday  (27/03/2021)  **Time**  **13:00 – 15:15**  **Room:**  **2306-TT** | **Units 5&6 review pp 60–61**  **READING**  **GRAMMAR**  **SPEAKING AND WRITING** |  | - Ask students to look at the photo and ask if anybody recognizes the dance group. Tell them to describe the photo and guess what the people are doing. Also ask students how the three words (dream, believe, achieve) might be connected to the photo. Allow two or three minutes of silent reading time. Ask students to list the things Ashley Banjo does on the board, then get feedback from the class about his motto.  - Tell students to go back through the article to find the present and past tenses. Ask how many verbs there are and how many of each tense. Note that dream, believe, achieve are imperatives and express orders or requests, so they aren’t described as present or past.  - (2.25) Discuss the meaning of a role model. Talk about a role model who influenced you. Ask: Why do you think Diversity are a role model? Ask students which of the people in the photos they recognize and what they know about them. Ask: What achievements are they famous for? In what way could they be role models? Play the audio for students to check their ideas. | Students do exercises in workbook |  |

**TRUNG TÂM NGOẠI NGỮ** **TRƯỞNG BPĐT. TIẾNG ANH** **GIẢNG VIÊN BIÊN SOẠN**

**Võ Kim Thùy Trang** **Nguyễn Thanh Loan**

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| ***Nơi nhận:***   * Trung tâm Ngoại ngữ; * Phòng KTĐBCL&TTrGD (nếu có đề nghị); * Phòng ĐT&QLSV (nếu có đề nghị). | **Kết quả kiểm tra thực hiện *Lịch trình giảng dạy***  …………..  … |