📅 **Day 1 - 04/24**  
✍️ **Writing - Process**

**📝 Homework Assignment**

**Task:** Hoàn thành phần **Introduction** và **Overview** cho đề làm lê đóng hộp (tham khảo hình ảnh "The process below shows how canned pears are made" trong slide "Let's practice!” ở cuối cùng).  
**Nộp bài tại:**  
[https://docs.google.com/document/d/1wwHyPTNMLuqrJpg\_2X5vvn3ExZvFhqkxvq4T6sYQHcU/edit?tab=t.0](https://www.google.com/url?sa=E&q=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F1wwHyPTNMLuqrJpg_2X5vvn3ExZvFhqkxvq4T6sYQHcU%2Fedit%3Ftab%3Dt.0)

**📊 IELTS WRITING TASK 1: AN OVERVIEW**

Writing Task 1 requires you to describe and summarize visual information in your own words.

* ⏱️ **Time:** 20 minutes (recommended)
* ✍️ **Word count:** At least 150 words
* 🏆 **Score:** Contributes 1/3 to your total Writing score.

**🔍 3 Main Types of Visuals (and combinations):**

1. **Charts and Graphs:**
   * 📈 **1. Line Graph:** Shows trends or changes over time.  
     *(Visual: CO2 emissions graph)*
   * 📊 **2. Bar Chart:** Compares different items or categories.  
     *(Visual: Sales of Cars, Computers, Books)*
   * 🥧 **3. Pie Charts:** Shows proportions or percentages of a whole.  
     *(Visual: Pie charts for 1995 and 2005)*
   * 📋 **4. Table Charts:** Presents data in rows and columns for precise comparison.  
     *(Visual: Sales of Fairtrade-labelled coffee and bananas)*
2. **Process (Natural & Man-made):**
   * ⚙️ **5. Process Diagram:** Illustrates the stages of a process, how something is made, or how something works.  
     *(Visual: Brick manufacturing process diagram)*
3. **Maps:**
   * 🗺️ **6. Map Diagram:** Shows changes to a place over time or compares two or more locations.  
     *(Visual: Islip town centre development plan)*

**⚙️ FOCUS: PROCESS DIAGRAMS**

A process diagram illustrates a series of steps or stages leading to a particular outcome. This can be a **natural process** (e.g., the life cycle of a butterfly) or a **man-made process** (e.g., manufacturing a product).

*(Visual: Tomato Ketchup Process Diagram on page 1 for reference)*

**🏗️ Key Structure for a Process Diagram Report:**

1. **Introduction (1 sentence):**
   * Paraphrase the question: State what the diagram shows.
2. **Overview (2-3 sentences):**
   * Provide a general summary of the process.
   * Mention:
     + 🔢 Total number of main stages or steps.
     + 🏁 Beginning and 🔚 end points.
     + ➡️ Linear or 🔄 cyclical?
     + 🌳 Natural or 🛠️ man-made?
3. **Body Paragraphs (Typically 2 paragraphs, 4-6 sentences each):**
   * Describe each stage in logical order.
   * Use sequencing words (e.g., First, Next, Then, After that, Subsequently, Finally).
   * Use the passive voice frequently.

**✨ Key Language Feature: The Passive Voice**

Crucial for describing processes where the **action** is more important than the **actor**.  
**Structure:**  
Subject + Be (am/is/are/was/were/been) + Past Participle (V3 / V-ed)

**Examples from Tomato Ketchup Diagram (Page 1):**

* **(1+2) Cà chua được hái và phân loại.**  
  → Tomatoes **are picked** and **sorted**.
* **(3) Cà chua được chở đến nhà máy.**  
  → Tomatoes **are sent/delivered** to a factory.
* **(4) Cuống, hạt và vỏ được loại bỏ.**  
  → Stalks, seeds, and skin **are removed**.
* **(10) Tương cà chua được rót vào chai.**  
  → Ketchup **is poured** into bottles.
* **(14) Tương cà chua được phân phối đến các siêu thị.**  
  → Ketchup **is distributed** into supermarkets.

**➡️ 1. Writing the INTRODUCTION for a Process Diagram**

**The task (example):** "The pictures below show how tomato ketchup is made."

**Components to include:**

* **(1) Loại biểu đồ (Type of Diagram):**
  + The (given) process, The diagram, The flow chart, The illustration
* **(2) Thể hiện (Verb):**
  + shows, illustrates, depicts, demonstrates, details
* **(3) Nội dung biểu đồ (Content):**
  + how + Subject + Verb (e.g., how X **is made**)
  + the process of + V-ing (e.g., the process **of making** X)
  + the process/procedure to + V (e.g., the process **to produce** X)
  + the stages involved in + Noun/V-ing

**💡 Examples (Tomato Ketchup):**

* "The given diagram **demonstrates** the process **of making** tomato ketchup."
* "The flow chart **details** the process **to produce** tomato ketchup."
* "The illustration **shows how** tomato ketchup **is manufactured**."

**🌍 2. Writing the OVERVIEW for a Process Diagram**

**Let's analyze a process (e.g., Orange Juice Production - refer to Page 3 image):**

1. **Man-made or natural?** 🛠️ Man-made.
2. **What is produced?** 🍊 Fresh orange juice and concentrated orange juice.
3. **Steps & Stages?** (Example stated 17 steps, 4 main stages).

**General Template for Overview:**

"Overall / From an overall perspective, the diagram illustrates a [linear/cyclical], [man-made/natural] process consisting of [number] main stages. It commences with [first main action/input] and culminates in [final main action/output], involving a total of [total number] steps."

**💡 Example Overview (Tomato Ketchup - based on page 4 analysis):**

"Overall, the production of tomato ketchup is a linear, man-made process involving approximately 15 distinct steps. These can be broadly grouped into four main stages, beginning with the harvesting and initial preparation of tomatoes, followed by cooking and seasoning, then bottling and quality checks, and finally, dispatch for consumption."

**📄 3. Body Paragraphs (Brief Guide)**

* **Divide logically:** Split the process into two parts for two paragraphs.
* **Sequence:** Use linking words:
  + *Beginning:* Firstly, To begin with, The first step is...
  + *Continuing:* Secondly, Next, Then, After that, Subsequently, Following this, In the next stage...
  + *Concluding:* Finally, Lastly, The final step involves...
* **Passive Voice:** Use frequently.
* **Details:** Refer to ingredients, equipment, by-products shown.

**💡 Example Snippet (Tomato Ketchup - Hypothetical):**

"The process commences when tomatoes **are picked** by hand and placed into baskets. Subsequently, these tomatoes **are sorted** to separate the good ones from the bad. The selected tomatoes **are then sent** to a factory. Upon arrival, stalks, seeds, and the skin **are removed** before the tomatoes **are crushed**."

**💪 LET'S PRACTICE!**

**The process below shows how canned pears are made.**

*(Visual: Canned Pears Process Diagram - with stages: Hand Picking, Transporting, Washing, Quality checking, Cold storing, Weighing/grading, Peeling, Coring/slicing, Canning, Cooking/sterilizing, Labelling, Storage, Despatch)*

**🎯 Your Task (Homework Reminder):**  
Write the **Introduction** and **Overview** for the process of making canned pears.

**🤔 Analysis Prompts for Canned Pears Overview:**

* **What is produced?** 🍐 Canned Pears.
* **Man-made or natural?** 🛠️ Man-made.
* **Linear or cyclical?** ➡️ Linear.
* **Starting point?** 🌱 Hand Picking.
* **Ending point?** 🚚 Despatch.
* **Number of steps shown?** (Count them: 13 illustrated steps).
* **Main stages?** (Group them logically, e.g., 3-4 stages: Preparation, Processing & Canning, Finishing & Distribution).

📅 **Day 2 - 04/26**  
🎯 **Focus: LR - The Alphabet & Completion Tasks**

**📝 Homework Assignment**

**📖 Reading:**

1. Activity 4 / page 11 (Student Book)
2. Activity 2 + 3 / page 6 (Workbook)
3. Activity 5 + 6 / page 7 (Workbook)

**🎧 Listening:**

* Activity 1 + 2 + 4 / page 8 (Workbook)
  + *Audio files located in folder: "3. LR"*

**🎧 LISTENING SKILLS**

**🗣️ Section 1: Alphabet Pronunciation - Sound-Alikes**

**⚠️ Be Careful! Distinguishing Similar Sounds:**

1. **B** [biː] vs. **P** [piː]
2. **G** [dʒiː] vs. **J** [dʒeɪ]
3. **M** [em] vs. **N** [en]
4. **S** [es] vs. **X** [eks]
5. **H** [eɪtʃ] vs. **8** [eɪt] (number)

**🔤 Alphabet Pronunciation Reference:**  
*(Image: Alphabet pronunciation chart with A-Z and their phonetic transcriptions)*

* A [eɪ] B [biː] C [siː] D [diː] E [iː] F [ef]
* G [dʒiː] H [eɪtʃ] I [aɪ] J [dʒeɪ] K [keɪ] L [el]
* M [em] N [en] O [oʊ] P [piː] Q [kjuː] R [ɑːr]
* S [es] T [tiː] U [juː] V [viː] W ['dʌbəljuː] X [eks]
* Y [waɪ] Z [zed/ziː]

**✍️ Section 2: Part 1 - Form Completion**

**Task Instructions:** Listen and complete the form. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**💡 Tip: Identify Word Type!**  
Before listening, predict the type of word needed for each gap:

1. **Noun** (e.g., a name, place, thing)
2. **Adjective** (e.g., describing a quality)
3. **Verb** (though less common in forms, sometimes part of a phrase)

**(Image: Dubai Palm Apartments form, clearly showing the gaps and the example answers with annotations.)**

**Dubai Palm Apartments Form Details:**

* Enquiry taken by: Amanda
* Name: **(spelling)** 1. Leo Blucher
* Address: **(spelling)** 2. 37B Blumengasse
  + *Vienna*
* Telephone number: 3. 431211057
* Number of people: 4. four
* Starting date: 5. 1st January **(number + name)**
* Length of stay: 6. 9 days **(number + name)**
* Price per day: maximum 7. 200 euros **(number (price))**
* Other requirements:
  + fully equipped 8. kitchen **(noun)**
  + view of 9. (the) sea **(noun)**
  + air conditioning must be 10. quiet **(adj)**
    1. parking space / parking / space for car **(noun phrase)**

**🗣️ Example Context (Price Discussion):**  
"And talking of prices, what would be your maximum...?"  
=> "I've looked on the internet, but I don't know if I'm realistic if I say 200 euros per day. Things seem to range from 150 to well over 400."

**📖 READING SKILLS**

**📋 Reading 1: Table Completion**

**Task Instructions:** Complete the table. Choose **ONE WORD** from the passage for each answer.

**(Image: Passage "The world's friendliest city" on one side, and the incomplete table on the other, with the "Paraphrasing" callout clearly visible.)**

**📝 Passage: The world's friendliest city**  
A team of social psychologists from California has spent six years studying the reactions of people in cities around the world to different situations. The results show that cities where people have less **money** generally have friendlier populations. Rio de Janeiro in Brazil, which is often **known** for its crime, comes out top, and the capital of Malawi, Lilongwe, comes third.  
But what makes one city friendlier than another? The psychologists from California State University say it has got more to do with **environment** than culture or nationality.  
They carried out a study into the way locals treated strangers in 23 cities around the world. The team conducted their research through a series of tests, where they dropped pens or pretended they were blind and needed help crossing the street.  
The study concludes that people are more helpful in cities with a more **relaxed** way of life such as Rio. While they were there, researchers received help in 93 percent of cases, and the percentage in Lilongwe was only a little lower. However, richer cities such as Amsterdam and New York are considered the least friendly. Inhabitants of Amsterdam helped the researchers in 53 percent of cases and in New York just 44 percent. The psychologists found that, in these cities, people tend to be **short** of time, so they hurry and often **ignore** strangers.

**💡 Exam Advice: Table Completion**

* Quickly look for words and phrases in the passage that mean the same as words and phrases in the table (e.g., *not many* = *few*; *well-known* = *famous*).
* Read around those words carefully.
* Copy the words from the passage into the table **exactly** as you see them.

**🔄 Paraphrasing is Key!** The table will use different words (synonyms or paraphrases) than the passage.

**Table to Complete:**

|  |  |  |  |
| --- | --- | --- | --- |
| City | Positive Aspects | Negative Aspects | % of help received |
| **Rio de Janeiro** | • friendly inhabitants<br>• more 1. relaxed lifestyle | • Has reputation for 3. crime <br>• People don't have so much 2. money | 93% |
| **Amsterdam and New York** | • richer | People ...<br>• have little 4. time<br>• don't pay attention to / 5. ignore ... | Amsterdam: 53% <br> New York: 44% |

*(Note: Answers for the table are filled in above based on the passage for clarity in this example, but would be blank for the student.)*

Alright, let's give the Day 3 Speaking material a similar makeover for clarity, structure, and visual appeal!

📅 **Day 3 - 04/29**  
🗣️ **Focus: Speaking - Part 1**

**📝 Homework Assignment**

**Task:** Luyện tập trả lời các câu về **work & study** (tham khảo các câu hỏi ở slide "SPEAKING - PART 1" phía dưới).  
**Goal:** Practice answering naturally, fluently, and with good detail.

**🎤 IELTS SPEAKING: EXAM OVERVIEW**

|  |  |  |
| --- | --- | --- |
| Part | What's inside? | ⏱️ Time? |
| **Part 1: Interview** | General questions about yourself and a range of familiar topics. | 4-5 minutes |
| **Part 2: Long turn** | Given a **task card** (always starts with "Describe..."), paper, and a pen.  ⏱️ 1 minute to take notes  🗣️ 2 minutes to talk  ❓ 1-2 related questions | 3-4 minutes |
| **Part 3: Discussion** | Discuss issues related to the **topic in Part 2** in a more general and abstract way. | 4-5 minutes |

**📊 SPEAKING CRITERIA (Marking Rubric)**

Your speaking is assessed on four key criteria, each with a score from 0-9:

|  |  |  |  |
| --- | --- | --- | --- |
| Fluency and Coherence (0-9) | Lexical Resource (Vocabulary) (0-9) | Grammatical Range and Accuracy (0-9) | Pronunciation (0-9) |
| 1. Speak at length? | 1. Use topic-related vocabulary? | 1. Use various structures? | 1. **Pronounce words accurately?** |
| 2. **Easy to understand?** | 2. Use idioms and collocations? | 2. Use complex sentences? | 2. Join sounds? (Connected speech) |
| 3. Use linking words and phrases? | 3. **Paraphrase?** | 3. **Produce error-free sentences?** | 3. Vary intonation? |

**Overall Score Calculation:**  
(FC + LR + GRA + P) / 4 = Speaking band score (rounded down)

**🗣️ SPEAKING - PART 1: Common Topics & Examples**

**Key Question: Do you work or study?** (This often determines the follow-up questions)

|  |  |
| --- | --- |
| 🎓 **Study** | 💼 **Work** |
| 1. What is your favorite subject? | 1. Why do you choose this job? |
| 2. Do you think you're a good student? | 2. What do you like about your job? |
| 3. Is there anything that you don't like about your study? | 3. Is there something that you don't like about this job? |
| 4. Are you looking forward to working? | 4. Do you want to change your job? |

**💬 Example Answers & Common Pitfalls (Part 1)**

**Question: Do you work or study?**

* **Person A (Good Example):** ✅  
  "Currently, I'm an eleventh-grader at ABC, which is one of the most prestigious high schools in our city. I'm focusing on science subjects as I hope to pursue engineering in the future."  
  *(Explains, gives context)*
* **Person B (Needs Improvement):** ❌  
  "Ohhhh, I'm a teacher."  
  *(Identified:* ***Too short!*** *Lacks detail and development.)*

**Question: What do you like about your job?**

* **Person A (Needs Improvement):** ❌  
  "I can earn a lot. I also can play sports with my colleagues. You know, I love badminton a lot and I usually play 3 or 4 times a week. It helps me to keep fit and reduce my stress a lot. I highly recommend everybody to spend time doing exercise to have a healthier lifestyle."  
  *(Identified:* ***Lack coherence!*** *The answer drifts from the job to personal hobbies without a clear connection back to what they like about the job itself.)*
* **Person B (Good Example):** ✅  
  "It must be about the working environment. I mean, my colleagues are very supportive, and my boss is fantastic; she really tries her best to make everyone feel at home and valued within the team. That positive atmosphere makes a huge difference."  
  *(Clear, focused on the job, provides reasons.)*

**✨ How to Give a GOOD Answer in Speaking Part 1**

1. **Answer directly:** Address the question immediately.
2. **Expand:** Provide explanations, examples, details about feelings, reasons, etc.
3. **Paraphrase & Link:** Use synonyms and linking words for smooth, natural speech.

**Example: "What's your favorite subject?"**

* **a. My favorite subject is math.** (Too simple)
* **b. It's math.** (Too short)
* **c. I enjoy learning math the most.** (Better start, now expand!)
  + "I enjoy learning math the most. **I'm keen on** problem-solving, and I find the logical structure of mathematics really fascinating. For me, it's like solving a puzzle, which is very satisfying."
  + **Useful Phrases:**
    - I'm **keen on / fond of / a huge fan of** + V-ing / Noun
    - I find [Noun] an interesting subject.

**📚 Useful Vocabulary & Phrases for "Work & Study"**

|  |  |
| --- | --- |
| 🎓 **Study** | 💼 **Work** |
| **Describing Yourself:** | **If I work hard, I'll...** |
| • A first-year student | • Get/ have/ earn a high/ **competitive** salary |
| => I'm a **freshman (I) / sophomore (II) / junior (III) / senior (IV).** | • Get/ have a well-paid job |
| • **Hard-working / diligent** (adjective) | • Earn a **fortune** |
| • I usually **pass my English exams with flying colors.** (idiom) | • Get promoted |
|  | • **Climb** my **career ladder** (idiom) |
| **What for? (Motivations/Goals)** | • Get a good pay rise |
| • Get a place at my dream university | **I want to... (Aspirations)** |
| • Get a degree/ diploma | • Have a nine-to-five job |
| • Have more **career prospects** | • Run my own business |
| • **Broaden my horizons** / gain more knowledge | • Be my **own** boss |

📅 **Day 4 - 05/06**  
🗣️ **Focus: Speaking - Accommodation (Parts 1 & 2)**

**📝 Homework Assignment**

**Task:** Tập nói đề **Part 2** (slide cuối) trong **2 phút**.  
**Goal:** Practice delivering a fluent and well-structured long turn on the topic of accommodation.

**🏠 Topic Focus: About Your House / Accommodation**

**General Discussion Points (often covered in Part 1 or inform Part 2):**

1. 📍 **The location?** (City, neighborhood, specific area)
2. 🖼️ **The decoration?** (Style, colors, furniture)
3. 🏘️ **The neighborhood?** (Atmosphere, amenities, people)
4. 👍 **Do you like living in that house?** (Reasons why or why not)

**Types of Houses (Visuals):**

* *(Image: A cozy, rustic cottage by a lake)* -> **A cottage**
* *(Image: A modern, two-level home)* -> **A 2-story house**
* *(Image: A row of connected houses)* -> **A terraced house**

**🎤 SPEAKING - PART 1: Accommodation Questions**

**Example Questions & Useful Language:**

1. **Where are you living now?**
   * ➡️ "I'm currently **residing** in a **[type of house]** which is **located in the heart of D1 / in a quiet suburb / on the outskirts of the city**."
   * *(Example from image: "I'm residing in a [type of house] which is located in the heart of D1.")*
2. **How long have you lived there?**
   * ➡️ "I've **lived there for** [duration, e.g., 2 months / several years] / **since** [specific time, e.g., 2010 / I was a child]."
   * *(Example from image: "I've lived there for 2 months/ since 2010.")*
3. **Can you describe the place where you live?**
   * ➡️ "**The thing I like the most is...**"
   * ➡️ "My home is quite **big/spacious** (adjective)."
   * ➡️ "It feels very **warm and cozy** (adjective)."
   * ➡️ "It's very **light and airy** (adjective), especially the living room."
   * ➡️ "It's **decorated with** [e.g., modern furniture / lots of plants / paintings]."
4. **What room does your family spend most of the time in?**
   * ➡️ "We usually spend most of our time in the **living room / kitchen** because..."

**🎤 SPEAKING - PART 2: Describing Future Accommodation**

**(Cue Card Topic: Accommodation - Part 2)**

**Describe an apartment or a house that you would like to live in near future.**

**You should say:**

* What it would look like (1)
* How big it would be (2)
* Where it would be located (3)  
  And explain why you would live in that apartment or house. (4)

**💡 Brainstorming & Structuring Your Part 2 Talk:**

*(Visual: A mind-map or note-taking structure based on the example on Page 2)*

|  |  |
| --- | --- |
| Cue Card Point | Notes / Ideas (Example) |
| **(1) What it would look like** & **(2) How big it would be** | **Describe (Appearance & Size):**  • A **two-storey house** / A modern apartment  • **Spacious kitchen** (because I love cooking)  • Decorated in **blue** (because it feels warm and cozy)  • Lots of **bookshelves and flower pots** |
| **(3) Where it would be located** | **Location:**  • Located in the **heart of D1 / a peaceful suburb / near the coast**  • "A two-storey house located in the heart of D1" (from image) |
| **(4) And explain why...** | **Reasons:**  • **Convenient to go to work / for commuting**  • Access to **many amenities** (shops, cafes, etc.)  • **Parks nearby** (so I can go walking / for recreation)  • To have more space for my family/hobbies. |

**Tips for your 2-minute talk:**

* Use your 1 minute preparation time effectively to jot down key ideas for each point.
* Start by introducing what you're going to talk about.
* Use linking words to connect your ideas smoothly.
* Try to cover all the points on the cue card.
* Speak fluently and naturally, even if you make small mistakes.

📅 **Day 5 - 05/08**  
✍️ **Focus: Writing Task 1 - Process (Body Paragraphs)**

**📝 Homework Assignment**

1. **Main Task:** Hoàn thành 2 thân bài của bài **canned pears** (process diagram).
2. **Additional Practice:** Viết full bài làm (Introduction, Overview, Body) cho quy trình **làm tương cà chua** (tomato ketchup process diagram).
   * **Nộp bài tại:** [https://docs.google.com/document/d/1wwHyPTNMLuqrJpg\_2X5vvn3ExZvFhqkxvq4T6sYQHcU/edit?tab=t.0](https://www.google.com/url?sa=E&q=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F1wwHyPTNMLuqrJpg_2X5vvn3ExZvFhqkxvq4T6sYQHcU%2Fedit%3Ftab%3Dt.0)

**⏰ Hạn chót (Deadline): 23g59', thứ 3, 13/05**

**📄 3. Writing the BODY PARAGRAPHS for a Process Diagram**

The body paragraphs describe the individual steps of the process in a logical sequence.

**🔗 Sequencing Language: Connecting the Steps**

Using a variety of sequencing words and phrases is crucial for coherence and flow.

**1. Bắt đầu (Starting the Process):**

* "The process **commences with** + V-ing."
  + *Example: The process commences with tomatoes being picked.*
* "**Initially,** Subject + Verb + Object (SVO)."
  + *Example: Initially, the fruit is carefully selected.*

**2. Sau đó (Continuing the Process - Subsequent Steps):**

* **Next, / Then, / After that, / Afterwards, / Following that,** SVO.
  + *Example: Next, the pears are transported to the factory.*
* "**In the subsequent stage,** SVO."
  + *Example: In the subsequent stage, they are washed thoroughly.*

**3. Kết hợp 2 steps (Combining Two Steps - using "After"):**

* "**After** + V-ing, SVO."
  + *Example: After being washed, the pears are peeled.*

**✨ Using "After" / "Before" to Link Clauses & Show Sequence**

These conjunctions are very useful for creating complex sentences and showing the order of events.

**Examples with "After":**

1. *Original:* After I wake up, I brush my teeth.
   * ➡️ **After waking up,** I brush my teeth. (Using gerund phrase)
   * ➡️ I brush my teeth **after waking up.** (Clause at the end)
2. *Original (two separate actions):* I wake up. My mom cooks noodles for me.
   * ➡️ **After I wake up,** my mom cooks noodles for me. (Combining with "After")

**Examples with "Before":**

1. *Original (passive):* Before the birthday cake is decorated, it is put in the fridge for one hour.
   * ➡️ **Before being decorated,** the birthday cake is put in the fridge for one hour. (Using passive gerund phrase)
   * ➡️ The birthday cake is put in the fridge for one hour **before being decorated.** (Clause at the end)

**🇻🇳 Vietnamese Examples of Sequencing & Passive Voice (from original image):**

**1. Combining collection, transport, and initial processing:**

* *Original Vietnamese:* Đầu tiên, cà chua được hái và phân loại (sort). Sau đó, chúng được đưa đến nhà máy để loại bỏ cuống (stalks), hạt (seeds) và vỏ (skin).
* ➡️ **English Translation Idea:** "Initially, the tomatoes are picked and sorted. Subsequently, they are transported to the factory where stalks, seeds, and skin are removed."

**2. Focusing on removal after arrival:**

* *Original Vietnamese:* Đầu tiên, cà chua được hái và phân loại. Sau khi được đưa đến nhà máy thì cà chua được loại bỏ cuống, hạt và vỏ.
* ➡️ **English Translation Idea:** "The process begins with the tomatoes being picked and sorted. After being delivered to the factory, the stalks, seeds, and skin are then removed from the tomatoes."

**3. Adding ingredients before a main step:**

* *Original Vietnamese:* Trước khi cà chua được nấu lên thì một số gia vị (seasonings) như giấm (vinegar), đường và muối được thêm vào.
* ➡️ **English Translation Idea:** "Before the tomatoes are cooked, seasonings such as vinegar, sugar, and salt are added."

**Key Takeaways for Body Paragraphs:**

* Divide the process into logical stages (usually 2 body paragraphs).
* Use a variety of sequencing words.
* Employ the passive voice frequently.
* Be precise and use vocabulary from the diagram where appropriate.
* Aim for clear and grammatically accurate sentences.

Okay, here's a more detailed and structured version of your homework sheet, incorporating icons and aiming for a clear, scientific presentation.

**📚 Homework: Day 6 - 05/09**

**LR (Listening & Reading) - Completion & T/F/NG (True/False/Not Given)**

**📖 Reading 1: Freya Stark, Explorer and Writer**

**Passage:**

Freya Stark travelled to many areas of the Middle East, often alone.

Freya Stark was an explorer who lived during a time when explorers were regarded as heroes. She travelled to distant areas of the Middle East, where few Europeans - especially women - had travelled before. She also travelled extensively in Turkey, Greece, Italy, Nepal and Afghanistan.

Stark was born in Paris in 1893. Although she had no formal education as a child, she moved about with her artist parents and learned French, German and Italian. She entered London University in 1912, but at the start of World War I, she joined the nurse corps and was sent to Italy. After the war, she returned to London and attended the School of Oriental Studies. Her studies there led to extensive travel in the Middle East, enabling her to eventually become fluent in Persian, Russian and Turkish.

Stark became well known as a traveller and explorer in the Middle East. She travelled to the Lebanon in 1927 at the age of 33 when she had saved enough money, and while there, she studied Arabic. In 1928, she travelled by donkey to the Jebel Druze, a mountainous area in Syria. During another trip, she went to a distant region of the Elburz, a mountain range in Iran, where she made a map. She was searching for information about an ancient Muslim sect known as the Assassins, which she wrote about in *Valley of the Assassins* (1934), a classic for which she was awarded a Gold Medal by the Royal Geographic Society. For the next 12 years, she continued her career as a traveller and writer, establishing a style which combined an account of her journeys with personal commentary on the people, places, customs, history and politics of the Middle East.

*(Adapted from Science and its times, 2000)*

**❓ Short Answer Questions**

**Instructions:** Work in pairs. Read these questions and underline the key ideas in the passage. Then, answer the questions. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

1. What word did people use to describe explorers when Stark was alive?
   * **Answer:** heroes
2. What historical event interrupted Stark's university education?
   * **Answer:** World War I
3. What did Stark produce while travelling in Iran, in addition to a book?
   * **Answer:** a map
4. What group of people did Stark research in Iran?
   * **Answer:** Assassins

**📊 Flow Chart & Short Answer Completion: Freya Stark**

**Instructions:** Read the passage again and complete the flow chart. Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

**Freya Stark**  
Born in Paris in 1893

⬇️

**N, place:** First formal education at **1. London University**

⬇️

**Singular N, job:** Worked as a **2. nurse** in Italy

⬇️

Studied at School of Oriental Studies

⬇️

**N, subject:** Travelled to the Lebanon, where she learned **3. Arabic**

⬇️

Made a journey to the Syrian mountains on a **4. donkey**

⬇️

**Singular N, prize:** In 1934, won a **5. Gold Medal** for a book

⬇️

Spent a further **6. 12 years** in the Middle East  
**number, time**

**💡 To Successfully Deal with Completion Tasks:**

1. **Read through the passage** to get a general understanding.
2. **Identify what word form is used in each blank** (based on grammar and the logic of the sentence – e.g., noun, verb, adjective, number).
3. **Guess what the word is about** (e.g., a place, a country, a specific item, an action).
4. **Read the passage again** carefully, locate the relevant information, fill in each blank, and then **check** your answer against the passage and instructions (e.g., word limit).

**🎧 Listening: Form Completion (Mau Piailug, ocean navigator)**

**Instructions:** Complete the notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**Form Details:**

* **Name:** Sanjay J. **1. Dubashi**
* **Age:** 2 **2. 27**
* **Occupation:** 3. **office worker**

**Other expeditions:**

* Has crossed **4. Central Africa**
* Has climbed Mount **5. Elbrus**

**Special skills:**

* Has done a **6. first (-) aid** course
* Can speak **7. 5 languages**

**Qualifications:**

* Degree in **8. media studies**

**Free-time activities:**

* 1. **fishing**
* Keeping **10. fit**

**Helpful Hint Box for Listening Completion:**  
Which blank(s) need(s)...?

1. A noun about a job or field
2. A noun about a place
3. A proper noun
4. A number

**📖 Reading 2: Mau Piailug, Ocean Navigator - T/F/NG**

**Passage:**

Mau Piailug, ocean navigator  
In early 1976, Mau Piailug, a fisherman, led an expedition in which he sailed a traditional Polynesian canoe across 3,000 miles of ocean from Hawaii to Tahiti. The Polynesian Voyaging Society had organised the expedition. Its purpose was to find out if ancient Polynesians had found their way to new islands by chance or if they had sailed there intentionally, without navigational instruments, or whether the Pacific Islanders had discovered new islands by chance.  
Mau was the only man alive who knew how to navigate the 3,000 miles from Hawaii to Tahiti. He understood the ancient techniques of navigating by the sun and stars. He also knew how to read the waves and the winds to find his way. He understood how the wind and waves changed when they were near land.  
His grandfather began the task of teaching him how to navigate when he was still a baby. Mau’s father and other uncles also helped him learn the traditional skills. Mau learned to memorise how the behaviour of the waves and wind changed in different conditions, and he learned to memorise the positions of the stars. Each stone was laid out in a circle on the sand, representing a map of the positions of the stars.  
Mau had sailed all his life. He had started sailing in small boats and navigated by reading the sea and sky. He had never travelled on a large ship before the 1976 voyage, and he had never been to Hawaii or Tahiti. He realised that his knowledge would not be lost. He explained that it was important for him to teach his students to write things down because he knew they would never be able to remember all the details in their head.

**Pre-Reading Task:** Read the **3 first sentences** of the passage above and find the words in *italics* in the text. (The italicized words in the original prompt were: *fisherman, expedition, sailed, traditional, canoe, ocean, Hawaii, Tahiti, Society, organised, purpose, ancient, Polynesians, chance, intentionally, navigational instruments, Pacific Islanders, discovered*)

**✅❌❓ True / False / Not Given**

**Instructions:** Now decide if the statements below are **TRUE, FALSE** or **NOT GIVEN** according to the information in the passage about Mau Piailug.

* **TRUE:** if the statement agrees with the information
* **FALSE:** if the statement contradicts the information
* **NOT GIVEN:** if there is no information on this

1. At the time of his voyage, Mau had unique navigational skills.
   * **Answer:** TRUE
2. Mau was familiar with the sea around Tahiti.
   * **Answer:** TRUE (He knew how to navigate from Hawaii to Tahiti, implying familiarity with the route which includes waters near Tahiti)
3. Mau's grandfather was his only teacher.
   * **Answer:** FALSE
4. Mau used stones to learn where each star rose and set.
   * **Answer:** TRUE
5. The first inhabitants of Hawaii could read star maps.
   * **Answer:** NOT GIVEN
6. Mau expected his students to memorise the positions of the stars.
   * **Answer:** FALSE