

**ỦY BAN NHÂN DÂN THÀNH PHỐ HỒ CHÍ MINH
TRƯỜNG CAO ĐẲNG LÝ TỰ TRỌNG THÀNH PHỐ HỒ CHÍ MINH**

SỔ GIÁO ÁN THỰC HÀNH

Môn học: ANH VĂN CHUYÊN NGÀNH

Lớp: 24C2-CNÔ1, Ô2

Khoá: 24C2

Họ và tên giảng viên: NGUYỄN THANH HÙNG

Học kì : I

Năm học: 2025 - 2026

Quyển số:.....

Lesson Plan No.: 01

Duration: 4 periods

Previous Unit:

Teaching Schedule: From to

UNIT 1: ENGLISH TERMS FOR AUTOMOBILE.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to automobiles;
- Use automobile-related terms in context (speaking and writing);
- Describe basic car parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant automotive systems;
- Projector, chalkboard, and other supporting teaching tools

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of english terms for automobiles. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 1. Main parts of a car	- Present the main components of car parts (e.g., engine, tire, steering wheel) - Ask: "Do you know what this is called in	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

	2. Automotive Technical Terms Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	English?" - Pair students to guess and discuss. - Presentation, Introduce vocabulary in categories: - Exterior Parts - Engine Components - Tools & Fluids - Use visuals and pronunciation drills. - Provide definitions and example sentences. . - Pair students to guess and discuss. - Read the new words, and use visuals and pronunciation drills. - Ask Ss to read through the text again. - Write the new words on the board. - Give comments - Introduce the picture to Ss - Ask Ss to look at the pictures once. - Explain some difficult words. - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions.	20 minutes 30 minutes
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes

4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i>. Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i>. NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i>, NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20
Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 02

Duration: 4 periods

Previous Unit: English terms for automobile

Teaching Schedule: From to

UNIT 2: ENGINE SYSTEM.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to engine system;
- Use engine-related words in context (speaking and writing);
- Describe basic engine parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant engine system;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 2.1.The Engine Operation Principle	- Present the PowerPoint slides or diagrams of engine components - Short video showing engine operation - Ask: "What do you	- Focus on listening to the lecture, taking notes, asking questions	10 minutes

	2.1.1 Four stroke engine	know about car engines?” - Pair students to guess and discuss. - Introduce the four strokes: ▪ Intake stroke ▪ Compression stroke ▪ Power stroke ▪ Exhaust stroke - Use diagrams and animations to explain each stroke. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions	20 minutes
	2.1.2 Two stroke engine	- Introduce the two strokes: ▪ Compression + Intake ▪ Power + Exhaust - Use diagrams and animations to explain each stroke. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Focus on listening to the lecture, taking notes, asking questions	20 minutes
	Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Describe each stroke using sentence prompts (e.g., “During the intake stroke, the piston...”) - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation	- Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the engine cycle to each other using English.	30 minutes

		- Give comments - Check the answer with the whole class		
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	50 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i>. Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i>. NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i>, NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên


 Nguyễn Thanh Hùng

Lesson Plan No.: 03

Duration: 4 periods

Previous Unit: English terms for automobile

Teaching Schedule: From to

UNIT 2: ENGINE SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Engine Operation Support System;
- Use Engine Operation Support System -related words in context (speaking and writing);
- Describe basic engine parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Engine Operation Support System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 2.2. Cooling and Lubrication System 2.2.1 Cooling system	- Present the PowerPoint slides or diagrams of engine cooling system - Show new vocabulary in the presentation slide.	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

	2.2.2 Lubrication system	- Ask: “What happens when an engine overheats?” - Pair students to guess and discuss. - Introduce the cooling system and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Show new vocabulary in the presentation slide or diagrams of engine Lubrication system. - Ask: “Why do engines need oil?” - Pair students to guess and discuss. - Introduce the lubrication system and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions	20 minutes
	2.3 Fuel injection and fuel supply system	- Present the PowerPoint slides or diagrams of Fuel injection and fuel supply system - Ask: “How does fuel get into the engine?” - Pair students to guess and discuss.	- Observe, listen and answer questions.	20 minutes

	Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Introduce the Fuel injection and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts (e.g., "During the engine operation...") - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the engine fuel injection to each other using English.	30 minutes
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	40 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson.		5 minutes

		References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.	
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III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên



Nguyễn Thanh Hùng

Lesson Plan No.: 04

Duration: 4 periods

Previous Unit: English terms for automobile

Teaching Schedule: From to

UNIT 2: ENGINE SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Engine Operation Support System;
- Use Engine Operation Support System -related words in context (speaking and writing);
- Describe basic engine parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Engine Operation Support System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 2.4. Ignition system	- Present the PowerPoint slides or diagrams of engine ignition system - Ask: "What starts the combustion in a gasoline engine?"	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		- Pair students to guess and discuss. - Introduce the ignition system and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions.	
	2.5. Exhaust gas treatment system	- Present the PowerPoint slides or diagrams of engine Exhaust gas treatment system - Ask: "Why do cars need emission control systems?" - Pair students to guess and discuss. - Introduce the Exhaust gas treatment system and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions.	20 minutes
	Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures.	- Describe each system using sentence prompts (e.g., "During the engine operation...") - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud	- Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the engine	30 minutes

	- Fill-in-the-blank: Complete sentences using correct terms.	their translation - Give comments - Check the answer with the whole class	Exhaust gas treatment to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20
Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 05

Duration: 4 periods

Previous Unit: Engine system

Teaching Schedule: From to

UNIT 3: DRIVETRAIN SYSTEM.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Drivetrain System;
- Use Drivetrain -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Drivetrain System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 3.1. Transmission	- Show new vocabulary in the presentation slide or diagrams of transmission. - Ask: "What is the function of a	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		transmission?” - Pair students to guess and discuss. - Introduce the transmission and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Driveshaft. - Ask: “What do you know about this part?” - Pair students to guess and discuss. - Introduce the Driveshaft and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions	20 minutes
	3.2. Driveshaft Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank:	- Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with	- Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the	30 minutes

	Complete sentences using correct terms.	the whole class	transmission to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 06

Duration: 3 periods

Previous Unit: Engine system

Teaching Schedule: From to

UNIT 3: DRIVETRAIN SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Drivetrain System;
- Use Drivetrain -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Drivetrain System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 3.3. Axle	- Show new vocabulary in the presentation slide or diagrams of axle. - Ask: "What is the function of a axle?" - Pair students to guess	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		and discuss. - Introduce the axle and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Differential. - Ask: “What do you know about this part?” - Pair students to guess and discuss. - Introduce the Differential and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions	20 minutes
	3.4. Differential Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the differential to each other using English.	30 minutes

3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	20 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	20 minutes
	45-MINUTE TEST			45 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Giảng viên



Nguyễn Thanh Hùng

Lesson Plan No.: 07

Duration: 4 periods

Previous Unit: Drivetrain system

Teaching Schedule: From to

UNIT 4: SUSPENSION SYSTEM.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Suspension System;
- Use Suspension -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Suspension System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 4.1. Independent Suspension	- Show new vocabulary in the presentation slide or diagrams of Independent Suspension (e.g. <i>control arm, shock absorber, coil spring</i> ,	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

	4.2. Dependent Suspension	<i>MacPherson strut, multi-link suspension, v.v.)</i> - Ask: "What is the purpose of a suspension system?" - Pair students to guess and discuss. - Introduce the Independent Suspension and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Dependent suspension (e.g. <i>solid axle, Leaf spring, Trailing arm, Shock absorber, Axle housing, v.v.)</i> - Ask: "What is the difference between dependent and independent suspension?" - Pair students to guess and discuss. - Introduce the Dependent suspension and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions.	20 minutes 30 minutes
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	Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Work in pairs to explain the suspension system to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike</i>		5 minutes

		<i>and Machine Design Technology</i> , NXB Giao Thông Vận Tải.	
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III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20
Giảng viên



Nguyễn Thanh Hùng

Lesson Plan No.: 08

Duration: 4 periods

Previous Unit: Drivetrain system

Teaching Schedule: From to

UNIT 4: SUSPENSION SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Suspension System;
- Use Suspension -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Suspension System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 4.3. Types of Suspension Components - Spring (coil spring, leaf spring, torsion bar)	- Show new vocabulary in the presentation slide or diagrams of Suspension (e.g. <i>control arm, shock absorber, coil spring, MacPherson</i>)	- Focus on listening to the lecture, taking notes, asking questions	40 minutes

	- Shock absorber - Strut - Control arm - Ball joint - Bushing - Stabilizer bar (anti-roll bar) - Axle beam Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	<i>strut, multi-link suspension, v.v.)</i> - Ask: "What components are involved in a vehicle's suspension system?" - Pair students to guess and discuss. - Introduce the Independent Suspension and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the suspension system to each other using English.	30 minutes
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes

4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i>. Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i>. NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i>, NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20
Giảng viên



Nguyễn Thanh Hùng

Lesson Plan No.: 09

Duration: 4 periods

Previous Unit: Suspension system

Teaching Schedule: From to

UNIT 5: BRAKING SYSTEM.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Braking System;
- Use Braking System -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Braking System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 5.1 Mechanical Braking System	- Show new vocabulary in the presentation slide or diagrams of Mechanical Braking System - Ask: "What is the	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		purpose of a braking system?" - Pair students to guess and discuss. - Introduce the Mechanical Braking System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Hydraulic Braking system - Ask: "What is the difference between Mechanical and Hydraulic Braking system ?" - Pair students to guess and discuss. - Introduce the Hydraulic Braking system and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions	20 minutes
	5.2. Hydraulic Brakes			
	Internship group - The class will be divided into groups of 8, each given 30 minutes	- Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of	- Divide the class into groups of 8 and follow the teacher's instructions.	30 minutes

	to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Work in pairs to explain the Hydraulic Braking system to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20
Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 10

Duration: 4 periods

Previous Unit: Suspension system

Teaching Schedule: From to

UNIT 5: BRAKING SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Braking System;
- Use Braking System -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Braking System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 5.3 Electromagnetic Braking System	- Show new vocabulary in the presentation slide or diagrams of Electromagnetic Braking System - Ask: "What is the	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

	Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	purpose of a braking system?" - Pair students to guess and discuss. - Introduce the Electromagnetic Braking System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the Electromagnetic Braking System to each other using English.	40 minutes
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	70 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson	- Listen carefully, make notes, and improve through personal reflection.	30 minutes

		- Summarize key points of the lesson.	
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i>. Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i>. NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i>, NXB Giao Thông Vận Tải.	5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 11

Duration: 4 periods

Previous Unit: Braking system

Teaching Schedule: From to

UNIT 6: STEERING SYSTEM.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Steering System;
- Use Steering System -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Steering System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 6.1 Manual Steering	- Show new vocabulary in the presentation slide or diagrams of Manual Steering System - Ask: "What is the purpose of a steering	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		system?” - Pair students to guess and discuss. - Introduce the Manual Steering System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Hydraulic Power Steering - Ask: “What is the difference between Manual steering and Hydraulic Power Steering?” - Pair students to guess and discuss. - Introduce the Hydraulic Power Steering system and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions.	20 minutes 30 minutes
	6.2 Hydraulic Power Steering			
	Internship group - The class will be divided into groups of 8, each given 30 minutes			

	to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Work in pairs to explain the Hydraulic Power Steering system to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobile and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 12

Duration: 4 periods

Previous Unit: Braking system

Teaching Schedule: From to

UNIT 6: STEERING SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Steering System;
- Use Steering System -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Steering System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 6.3. Electric Power Steering	- Show new vocabulary in the presentation slide or diagrams of Electric Power Steering - Ask: "What is the difference between	- Focus on listening to the lecture, taking notes, asking questions	40 minutes

	Hydraulic Power Steering and Electric Power Steering?” - Pair students to guess and discuss. - Introduce the Electric Power Steering and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the Electric Power Steering system to each other using English.	30 minutes
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key	- Listen carefully, make notes, and improve through personal reflection.	30 minutes

		points of the lesson.		
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên



Nguyễn Thanh Hùng

Lesson Plan No.: 13

Duration: 4 periods

Previous Unit: Steering system

Teaching Schedule: From to

UNIT 7: ELECTRICAL SYSTEM.

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Electrical System;
- Use Electrical System -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Electrical System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 7.1 Charging System	- Show new vocabulary in the presentation slide or diagrams of Charging System - Ask: "What is the purpose of a Charging	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		System?" - Pair students to guess and discuss. - Introduce the Manual Charging System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Starter System - Ask: "What is the purpose of a Starter System?" - Pair students to guess and discuss. - Introduce the Starter System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions.	20 minutes 30 minutes
	7.2 Starter System			
	Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes			

	to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Check the answer with the whole class	- Work in pairs to explain the Starter System to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20
 Giảng viên


 Nguyễn Thanh Hùng

Lesson Plan No.: 14

Duration: 3 periods

Previous Unit: Steering system

Teaching Schedule: From to

UNIT 7: ELECTRICAL SYSTEM (Continue).

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to Electrical System;
- Use Electrical System -related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant Electrical System;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 7.3 Car Lighting System	- Show new vocabulary in the presentation slide or diagrams of Car Lighting System - Ask: "What is the purpose of a Car Lighting	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		System?" - Pair students to guess and discuss. - Introduce the Manual Car Lighting System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Car Signal System - Ask: "What is the purpose of a Car Signal System?" - Pair students to guess and discuss. - Introduce the Car Signal System and its purpose. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions.	20 minutes 30 minutes
	7.4 Car Signal System			
	Internship group - The class will be divided into groups of 8, each given 30 minutes			

	to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures. - Fill-in-the-blank: Complete sentences using correct terms.	- Check the answer with the whole class	- Work in pairs to explain the Car Signal System to each other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	20 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	25 minutes
	45-MINUTE TEST			45 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

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Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên


Nguyễn Thanh Hùng

Lesson Plan No.: 15

Duration: 4 periods

Previous Unit: Electrical system

Teaching Schedule: From to

UNIT 8: THE MAINTENANCE AND REPAIR PROCESS

Lesson Objectives:

After completing this lesson, learners will be able to:

- Identify and understand key English vocabulary related to maintenance and repair process;
- Use The maintenance and repair process-related words in context (speaking and writing);
- Describe basic drivetrain system parts and functions in English.

Teaching Materials and Equipment:

- Comprehensive models of relevant The maintenance and repair process;
- Projector, chalkboard, and other supporting teaching tools.

Teaching Organization Format:

- Introduction and topic overview: Whole-class instruction
- Problem-solving:
 - Whole-class instruction
 - Group practice
- Conclusion and self-study guidance: Whole-class instruction

I. Class Stabilization:

Duration: 5 minutes

- Take attendance and record in the teacher's notebook and class log
- Remind workshop rules and safety
- Remind class start time
- Encourage classroom cleanliness
- Reinforce conduct, uniforms, study habits, and materials

II. Lesson Implementation:

No.	Lecture content	Teaching activities		Duration
		Lecturer activities	Students activities	
1	<u>Introduction to the Topic</u> - Overview of English for Engine System. - Present the learning objectives of the lesson	- Ask questions to motivate students, stimulate critical and creative thinking? - Answer, comment on students' answers and move on to the new lesson.	- Observe, listen and answer questions.	10 minutes
2	<u>Initial instructions</u> 8.1 Maintenance Process	- Show new vocabulary in the presentation slide or diagrams of Maintenance Process - Ask: "What is the purpose of a Maintenance	- Focus on listening to the lecture, taking notes, asking questions	20 minutes

		Process?" - Pair students to guess and discuss. - Use diagrams and animations to show each component and its role.. - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Present the PowerPoint slides or diagrams of Repair Process - Ask: "What is the purpose of a Repair Process?" - Pair students to guess and discuss. - Introduce the Car Signal System and its purp Repair Process . - Highlight key vocabulary and pronunciation. - Read the new words, and ask Ss to read through the text again. - Provide definitions and example sentences. - Give comments - Describe each system using sentence prompts - Ask Ss to translate the words, the phrases of each picture. - After 30 minute, call some Ss to read aloud their translation - Give comments - Check the answer with the whole class	- Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Observe, listen and answer questions. - Focus on listening to the lecture, taking notes, asking questions - Divide the class into groups of 8 and follow the teacher's instructions. - Work in pairs to explain the Maintenance and Repair Process to each	20 minutes 30 minutes
	8.2 Repair Process Internship group - The class will be divided into groups of 8, each given 30 minutes to discuss and 5 minutes to present their results. - Matching Exercise: Match terms to pictures.			

	- Fill-in-the-blank: Complete sentences using correct terms.		other using English.	
3	<u>Ongoing guidance</u>	- Move around and observe the student interns. Regularly assess their understanding through short questions and provide answers to their inquiries.	- Begin working on the group tasks you've been given.	60 minutes
4	<u>Ending Guidance</u>	- Ask some comprehension questions to check Ss' understanding of the lesson - Summarize key points of the lesson.	- Listen carefully, make notes, and improve through personal reflection.	30 minutes
	45-MINUTE TEST			45 minutes
5	<u>Self-Study Guidance</u>	Provide guidance for self-study and preparation for the next lesson. References - Marie Kavanagh (2015), <i>English for the Automobile Industry</i> . Oxford Business English. - Phạm Đường, Quang Hùng (2005), <i>Special English for Automobile Engineering</i> . NXB Giao Thông Vận Tải. - Lê Thảo Loan (2001), <i>English for Automobike and Machine Design Technology</i> , NXB Giao Thông Vận Tải.		5 minutes

III. Evaluate and improve execution:

Trưởng bộ môn

Tp. HCM, ngày ... tháng ... năm 20

Giảng viên


Nguyễn Thanh Hùng