

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

SỔ BÀI GIẢNG CHI TIẾT

Môn học: THỰC TẬP NGHE 1

Lớp : 19T4-NNA1,2,3 Khoá : 19

Giảng viên : Nguyễn Thị Bảo Trân

Năm học: 2019 - 2020

Quyển số:.....

UNIT 1: MEETING PEOPLE

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students knows how people around the world greet and say at the first meeting.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Introductions – <i>It's nice to meet you. By the way, my name's ...</i> <i>I don't think we've met.</i> Personal information – <i>What's your name? Where are you from?</i> <i>Are you a/an ... ? Do you like ... ?</i> <i>What kind of ... do you like? I really like ...</i>	10–15 minutes
Listening task 1 How about you?	A Details B Main idea	20–25 minutes
Listening task 2 Around the world	A Details B Details	20–25 minutes
Your turn to talk Getting to know you	• Taking a survey to find out about classmates • Rising intonation of questions	10–20 minutes

Introductions –

- It's nice to meet you. By the way, my name's ...

- I don't think we've met.
- Warming up Personal information - 10-15 minutes
- What's your name? Where are you from?
- Are you a/an ... ? Do you like ... ?
- What kind of ... do you like? I really like ...

Listening task 1: A Details 20-25 minutes How about you? B Main idea

Listening task 2: A Details 20-25 minutes Around the world B Details

Your turn to talk: • Taking a survey to find out about classmates 10-20 minutes

A. Warming up

1. Give students time to look at the picture and read over the sentences and conversation in the boxes.

2. Read the instructions aloud. Read the sentences in the box aloud and have students listen and repeat, or call on individual students to listen and repeat.

To clarify *pop music*, ask students for examples of pop music groups or songs that they know.

3. Divide the class into pairs and give students time to complete the exercise.

4. Check answers by taking the part of Brad and calling on a student to be Sun Hee, or call on two students to take the parts and read the conversation aloud.

A. Answers

Yes, I do. I love it.

I really like pop music.

I'm Sun Hee. It's nice to meet you, Brad.

Yes, I am. I'm studying art.

B.

1. Read the instructions aloud.

2. Read questions 1 through 3 aloud and have students listen and repeat. Elicit possible say to complete questions 4 and 5, and write them on the board, for example:

- *Do you like jazz?*
- *What kind of music do you like?*

- *Do you like sports?*
- *What kinds of movies do you like?*

C

1. Read the instructions aloud.
2. Divide the class into pairs and give students time to complete the exercise. Circulate while students are working and offer help as necessary. Encourage students to introduce themselves to others in the class using the questions and their answers from

Exercise B.

3. To wrap up, call on a few students to speak about themselves (for example, *My name's Miki. I'm from Japan. I'm a student. I like ...*). For lower-level classes, have students read their sentences aloud.

For higher-level classes, have students try to speak without referring to what they have written.

1. Listening task 1

How about you?

A, Details (CD 1, track 5)

1. Explain to students that they are going to hear two separate conversations at a party. You can introduce the two people in the picture as Kent and Lisa, the first speakers students will hear. Have students predict the questions the speakers will ask.
2. Read the instructions aloud.
3. Play the audio program once or twice. If necessary, pause between items to give students to complete their answers. For lower-level classes, have students raise their hands when they hear the question.
4. Check answers with the whole class after each conversation. Alternatively, play both conversations before checking answers.

Answers

Kent and Lisa

1. a

2. a

3. b

Lisa and Carlos

1. a

2. b

3. b

4. a

B ~ Main idea (CD 1, track 6)

1. Tell students to imagine that they are at the party and have just met Lisa.

2. Read the instructions aloud. Make sure students understand that in this exercise, they should imagine they are talking to Lisa, and choose the answer to the questions they hear.

3. Before they listen, have students read the answers and predict the possible questions or sentences that could precede them in a conversation. For example, before *Yes, I'm having fun, too*, they might hear:

- *I'm having a great time. How about you?*
- *This is a great party, isn't it?*

4. Play the audio program. If necessary, pause between sentences to give students time to complete their answers.

5. Check answers by reading aloud Lisa's part, and calling on students to say the answers.

Answers

1. Yes, I'm having fun, too.

2. I'm (*student's name*).

4. I'm a student.

5. Yes, I do.

6. Yes, I do.

6. To personalize the exercise, read Lisa's part again

B ~ Main idea (CD 1, track 6)

1. Tell students to imagine that they are at the party and have just met Lisa.

2. Read the instructions aloud. Make sure students understand that in this exercise, they should imagine they are talking to Lisa, and Students choose the answer to the questions they hear.

3. Before they listen, have students read the answers and predict the possible questions or sentences that could precede them in a conversation. For example, before *Yes, I'm having fun, too*, they might hear:

- *I'm having a great time. How about you?*
- *This is a great party, isn't it?*

4. Play the audio program¹. If necessary, pause between sentences to give students time to complete their answers.

Answers

1. Yes, I'm having fun, too.
2. I'm *(student's name)*.
3. I'm from *(student's hometown)*.
4. I'm a student.
5. Yes, I do.
6. Yes, I do.
6. To personalize the exercise, read Lisa's part again

Listening task 2 : Around the world

A , Details (CD 1, track 7)

1. Have students look at the pictures and the words that explain the types of greetings. Read the names of the countries aloud to model pronunciation.

Have students predict which countries use which greetings.

2. Read the instructions aloud. If necessary, explain *to greet* (to welcome someone, to say "Hello").

3. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.

4. Have students compare answers in pairs. Then check answers with the whole class.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 2: FAMILIES

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students knows about vocabulary of families members.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

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+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Family members – <i>aunt, brother, cousins, daughter, father, granddaughter, grandfather, grandmother, grandson, husband, mother, nephew, niece, sister, son, uncle, wife</i>	10–15 minutes
Listening task 1 Family photos	A Main idea B Details	20–25 minutes
Listening task 2 Family ties	A Details B Details	20–25 minutes
Your turn to talk My family	• Sharing information about a family member • Pronunciation of -s endings in verbs	10–20 minutes

Listening task 1

Family photos:

A .Main idea (CD 1, track 6)

1. Give students time to look at the pictures and say what they see. Read the instructions aloud.
2. Play the audio program and give students to complete the answer.
3. Check the answer by asking for a volunteer to say the correct answer
4. Ask students to say any words or phrases they heard on the audio program that relate to the answer *dinner*. Make sure students understand that although the words *after class* were mentioned in the conversation, the main idea of the conversation.
5. To wrap up, have students read the information under the pictures. ..

B ~ Details (CD 1, track 7)

1. Give students time to look at the pictures and say that they see. Read the instructions aloud.
2. Play the audio program.
3. To check the answer, ask for a volunteer to say the correct food.

Answer

4. To wrap up, have students read the sentences under the pictures.

C .Inference (CD 1. track 3)

1. Read the instructions aloud.
2. Play the audio program.
3. To check the answer, ask for a volunteer to say *yes* or *no*.

Answer yes

Listening task 2: Family ties

A. Details (CD 1, track 11)

1. Read the instructions aloud. Explain that the picture shows a family at the park. Have students work in pairs to try and predict the family members' relationships.
2. Play the audio program. If necessary, pause between items to give students time to complete their answers.
3. Check answers with the whole class.

Answers

1. daughter 3. brother 5. wife
2. nephew 4. father 6. mother

B ~ Details (CD 1, track 11)

1. Read the instructions aloud. If students think they remember the answers, have them do the exercise and then listen to check their answers.
2. Play the audio program. If necessary, pause between items to give students time to complete their answers.
3. Check answers by reading the statements and having students raise their hands for *true* or *false*.

Have students correct the false statements.

Answers

1. true 3. false 5. true
2. true 4. false 6. true

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

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Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 3: NUMBERS

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students knows how to ask about numbers.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

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+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Numbers – zero to one hundred	10–15 minutes
Listening task 1 On the phone	A Main idea B Details	20–25 minutes
Listening task 2 Team scores	A Main idea B Details	20–25 minutes
Your turn to talk Numbers, numbers	• Finding the correct number • Syllable stress in numbers	10–20 minutes

On the phone

Additional vocabulary from the audio script directory assistance: the service that informs customers of phone numbers city code/area code: set of numbers that you

must use before the main number when you want to telephone someone outside your local area

A. Details (CD 1, track 14)

1. Give students time to look at the pictures and read the names of the places. Ask students to raise their hands if they have visited any of the places.
2. Read the instructions aloud. Read the possible answers aloud to model pronunciation.
3. Explain to students that they do not need to know all of the vocabulary for the names of the places; they just need to listen for the relevant words.
4. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.
5. Check answers by reading the answer choices aloud and having students raise their hands for the correct answers.

Answers

1. Park Hyatt
2. American Chamber of Commerce
3. National Tourism Organization
4. Blue Jays Baseball Team Ticket Office
5. American Center Library
6. Colombia Airlines

B. Details (CD 1, track 14)

1. Read the instructions aloud.
2. Play the audio program. If necessary, pause between items to give students time to complete their answers.
3. Check answers by asking for volunteers to write the correct answers on the board. Correct any mistakes; then call on students to read the numbers aloud.

Answers

1. 02-9241-1234
2. 11-5180-3804
3. 7299-496-499
4. 1-888-654-6529

5. 03-3436-0901

6. 5283-5500

Listening task 2: Team scores

Additional vocabulary from the audio script

It was Team X against Team Y.: Team X played Team Y.

Ways to talk about sports victories:

- Team X won.
- Team X beat Team Y.
- Team X over Team Y (92 to 90).
- Team X (losing team) went down, 92 to 90.

A , Main idea (CD 1, track 15)

1. Give students time to look at the chart. Explain that this is a scoreboard for a basketball tournament. Read the team names aloud to model pronunciation.

2. Read the instructions aloud. Tell students that in this exercise, they should just listen and write the first letter of the winning team's name in each circle.

They will fill in the scores when they do Exercise B.

3. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.

4. Have students compare answers in pairs

B , Details (CD 1, track 15)

1. Read the instructions aloud. If necessary, explain the meaning of *score* (the number of points each team gets in a game).

2. Play the audio program. If necessary, pause between items to give students time to complete their answers.

3. Have students compare answers in pairs. Then check answers by asking students to read the numbers aloud while you write the correct answers

Answers

1. Lions 94, Hawks 68

2. Eagles 103, Tigers 99

3. Panthers 87, Bears 73

4. Rockets 72, Comets 65
5. Lions 92, Eagles 80
6. Rockets 107, Panthers 86
7. Rockets 109, Lions 98

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 4: LET'S EAT

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students knows how to use body language to communicate and express their feelings.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Foods – <i>bananas, beef, bread, broccoli, cheese, chicken, lemons, melons, milk, mushrooms, pasta, shrimp, tomatoes, yogurt</i>	10–15 minutes
Listening task 1 What would you like?	A Details B Details	20–25 minutes
Listening task 2 This looks great!	A Inference B Details	20–25 minutes
Your turn to talk The Food Game	• Playing a board game • Intonation of <i>Wh-</i> questions	10–20 minutes

Warming up

A

1. Give students time to look at the picture and say what they see. Ask them to name any foods they like or dislike, the foods they have eaten today, and the ones they would like to eat.

2. Read the instructions aloud. Read the words in the box aloud and have students listen and repeat.

4. Check answers by saying the numbers and calling on students to say the words aloud. Point to items in the picture and ask, *What do you call this in English?*

Answers

1. beef 5. mushrooms 9. lemons

2. shrimp 6. broccoli 10. pasta

3. cheese 7. tomatoes 11. Bread

B

1. Read the instructions aloud.

2. Have students work with their partners from Exercise A. and offer help as necessary. Tell students they can use a separate piece of paper if they need more space.

Possible answers:

cabbage, cake, cookies, eggs, fish, ham,

oranges, potatoes, pork, rice, steak

3. To extend the practice, have students change partners and take turns reading their words, adding any new words to their lists. For higher-level classes, have students put the food vocabulary into groups,

for example:

- meat and fish
- bread and grains
- dairy
- fruit
- vegetables
- healthy/ unhealthy foods
- breakfast/dinner foods

Listening task 1

What would you like?

Additional vocabulary from the audio script watch the fat: be careful not to eat too much fat count calories: be careful of the food you eat so you don't gain weight garden salad: a green salad made mostly of lettuce with a variety of other vegetables

A .Details (CD 1, track 18)

1. Give students time to look at the pictures.
2. Read the instructions aloud.
3. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.
4. Check answers by playing the role of a server in a restaurant. Ask students, *What kind of soup/drink/ toppings/salad would you like?* and have them say the correct responses.

Answers

1. French onion
2. Large
3. ketchup, lettuce, mushrooms, mustard, onions, pickles, tomatoes (everything except cheese)
4. pasta salad

Listening task 2

This looks great!

Additional vocabulary from the audio script Let's check out the menu.: Let's look at the menu and see what's on it.

salsa: a spicy sauce usually made with tomatoes and hot peppers and used to top Mexican food, meat, etc.

I'm starving.: I'm really hungry.

to overdo it: to have too much

A .Inference (CD 1. track 19)

1. Give students time to look at the pictures and say what they see. Ask them to say how often they eat the foods pictured.

2. As this is the first inference exercise in the book, you may want to spend some time reviewing this type of exercise. Refer students back to pages 4 and 5.

(Inference was introduced in *Before you begin*.) they need to listen for hints in the conversation. To help them prepare, ask students to think of one or two words they might use to talk about each item. Words might be food flavors (chocolate, vanilla), ingredients (toppings on the pizza), or things that go with the food or drink (cream and sugar with coffee). Stop the recording after the first item to make sure students understand what to do.

3. Read the instructions aloud. Explain to students that first they just need to decide which food people are talking about. They will write the hints that helped them get the answers when they do

Exercise B. Make sure students understand that there is one item that the speakers do not mention.

4. Play the audio program. If necessary, pause between items to give students time to complete their answers.

5. To check answers, hold up your book. Point to each picture, say the name of the food, and have students tell you the number.

Answers

1. ice cream 3. sushi 5. fish

2. pizza 4. burritos 6. coffee

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 5: FREE TIME

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students knows how to use body language to communicate and express their feelings.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Frequency adverbs – <i>always, often, sometimes, hardly ever, never</i> Free-time activities – <i>go out for lunch, go to a club, go to the movies, play sports, visit relatives, watch TV</i> Time phrases – <i>in the morning/afternoon, on vacation, on weekends/Saturday night</i>	10–15 minutes
Listening task 1 How often?	A Details B Details	20–25 minutes
Listening task 2 What's popular?	A Main idea B Details	20–25 minutes
Your turn to talk My free time	• Talking about free-time activities • Sentence stress	10–20 minutes

Warming up

A

1. Give students time to look at the chart. Read the frequency adverbs aloud and have students listen and repeat. Draw students' attention to the timeline that depicts the frequency adverbs. Point out that frequency adverbs are used to express how much or how often something happens, in this case, how often people do free-time activities. For further clarification of frequency adverbs, write the following on the board:

always: every day

often: three or four times a week

sometimes: once or twice a month

hardly ever: once every six months

never: at no time

2. Give students time to read the questions in the chart. For lower-level classes, write the following on the board:

A: How often do you go out for lunch?

B: Sometimes. I like to go out for lunch on weekends.

Take the part of A and call on a student to be B. Then assign students the roles of A and B and have them practice the dialog in pairs before they do the exercise. For higher-level classes, encourage the Student Bs to give longer answers (one or two sentences), rather than just answering "often" or "never."

3. Read the instructions aloud.

4. Give students time to complete the exercise.

B

Circulate while students are working to monitor their progress. Make a note of any difficulties and go over them with the whole class when students have finished

Exercise A.

Listening task 1

How often?

Additional vocabulary from the audio script on the big screen: in the movie theater

student union: a building on a college or university campus that usually contains restaurants, a bookstore, an ATM, meeting rooms, student club offices, etc.

A ~"" Details (CD 1, track 24)

1. Give students time to read the sentences silently to familiarize themselves with the topics.
2. Read the instructions aloud.
3. Play the audio program once or twice.
4. Check answers by asking for volunteers to read

Answers

1. hardly ever
2. sometimes
3. always
4. never
5. often
6. always

Listening task 2: What's popular?

A , Main idea (CD 1, track 25)

1. Give students time to look at the picture. Ask:
 - *Where do you think these people are from?*
 - *What are they doing?*
 - *How often do you think they do this activity?*
2. Read the phrases in the box aloud and have students listen and repeat. Explain vocabulary. Have students work in pairs to guess the top five ways people in the U.S. spend their freetime. Ask for volunteers to share their guesses
3. Read the instructions aloud.
4. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.

- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

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Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 6: GREAT OUTFITS

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students know how to communicate when they go shopping.
- Students can enlarge their knowledge about shopping around the world.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Clothing – blouse, boots, cap, dress, jacket, pants, sandals, shirt, shoes, shorts, skirt, sneakers, socks, suit, sweater, T-shirt, tie Patterns – checks, plaid, solid, stripes	10–15 minutes
Listening task 1 Choosing an outfit	A Main idea B Inference	20–25 minutes
Listening task 2 The meaning of colors	A Main idea B Details	20–25 minutes
Your turn to talk Find the differences.	• Comparing two pictures • Pronunciation of the contractions for <i>is</i> and <i>is not</i>	10–20 minutes

Warming up

A

1. Give students time to look at the pictures. Read the words in the box aloud and have students listen and try to find the items in the pictures. Write

Which person's style is most similar to your style? Why?

Which items of clothing would you wear? Which ones wouldn't you wear?

Divide the class into pairs and have them discuss the questions.

2. Read the instructions aloud. If necessary, explain *outfit* (a set of matching clothes worn for a particular occasion or activity).

3. Give pairs time to complete the activity. Circulate while students are working to their progress and offer help as necessary. For lower level classes, check vocabulary by pointing to items in the picture and asking, *What do you call this in English?*

4. Draw students' attention to the vocabulary for patterns (*checks, plaid, solid, stripes*) and have students repeat the words after you. Demonstrate the meaning of the words by pointing to items of your own or students' clothing as examples.

- *It has stripes. It's a striped tie.*
- *It has checks. It's a checked shirt.*

Answers

1. jacket 5. blouse 9. sweater 13. cap
2. dress 6. suit 10. T-shirt 14. tie
3. socks 7. skirt 11. shorts 15. shirt
4. shoes 8. sandals 12. sneakers 16. Pants

Listening task 1

Choosing an outfit

Additional vocabulary from the audio script sleeves: the part of clothing that covers some or all of the arm; short sleeves cover the upper arm and long sleeves cover the entire arm
really in right now: very popular at this time fancy: decorative or complicated

A ~ Main idea (CD 2, track 1)

1. Elicit a few words or phrases to describe each item of clothing in the picture (for example, the kind of clothing it is, the color, or the style).
2. Read the instructions aloud. Make sure students understand that there are two items that the speakers do not mention.
3. Play the audio program once or twice.
4. To check answers, say the numbers and have students describe the correct items of clothing (for example, *the light blue dress with the white stripe*).

Listening task 2

The meaning of colors

Additional vocabulary from the audio script

loyalty: faithfulness, truth

purity: cleanliness, goodness

funeral: ceremony honoring someone who has recently died

A . Main idea (CD 2, track 2)

1. Have students look at the picture on the page. Ask:
 - *What country do you think this woman is from?*
 - *Why do you think she is wearing a red dress?*
 - *What do you think the color red means in this culture?*
2. Give students time to read the colors and the words in the right-hand column aloud. Explain the meaning of any unknown words. Have students work in pairs to predict what each color means.
3. Read the instructions aloud.
4. Play the audio program once.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

Chữ ký giáo viên

TRƯỞNG KHOA

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 7: IN THE HOUSE

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students know how to communicate when they go eating.
- Students can enlarge their knowledge about different kinds of food around the world.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

- + Số học sinh vắng: Tên:
- + Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Prepositions of place – <i>between, in, next to, on, under</i> Parts of a room – <i>ceiling, floor, wall</i> Household furnishings – <i>bookshelf, calendar, chair, coffee table, couch, curtains, fishbowl, rug, TV, TV stand, vase, windows</i>	10–15 minutes
Listening task 1 Where does it go?	A Inference B Details	20–25 minutes
Listening task 2 Where's the heater?	A Main idea B Details	20–25 minutes
Your turn to talk My room	• Drawing and describing rooms • Pronunciation of plural -s endings	10–20 minutes

Warming up

A

1. Give students time to look at the pictures. Read the words in the box aloud and have students listen and repeat.
2. Read the instructions aloud. Have students work alone or in pairs to complete the exercise.
3. Check answers by calling on students to form complete sentences (for example, *The ball is in the box.*).

Answers

1. on 3. between 5. next to
2. in 4. under
4. For further practice, have students make sentences about their own possessions or objects in the room (for example, *My notebook is on the desk.*).

B

1. Tell students they are going to look for mistakes in the picture of the room. Elicit a few of the mistakes in the picture and write them on the board (for example, *The chair is on the ceiling.*).
2. Read the words in the box at the bottom of the page aloud and have students listen and repeat. Use the picture to point out any unknown vocabulary. For lower-level classes, check students' understanding of the vocabulary by pointing to items in the picture one by one and asking, *What do you call this in English?*
3. Read the instructions aloud. Tell students there are eight mistakes in the picture. Give them one minute to look at the picture and find as many as they can. For lower-level classes, have students make brief notes about the mistakes they find. This will prepare them to speak when they do Exercise C.

Listening task 1

Where does it go?

Additional vocabulary from the audio script

Let's get in and out of here.: Let's finish shopping quickly. go ahead: do that (buy the furniture) Whoa!: exclamation used to express surprise

Come on.: Let's do it.

A i" Inference (CD 2, track 5)

1. Have students look at the picture and describe the location of each object in the room using the prepositions of location on page 32.
2. Read the words at the top of the page aloud and have students listen and repeat.
3. Read the instructions aloud. Explain to students that in this exercise, they will need to make inferences. They will not hear the names of the objects. Instead, they will hear descriptions from which they can guess the object the speakers are talking about. Have students work in pairs to predict two or three words the speakers might use to describe each object. For example, for *couch* they

Listening task 2

Where's the heater?

Additional vocabulary from the audio script fortunately: luckily

tiles: thin, flat, usually square pieces used for covering floors, walls, or roofs pipes: tubes through which liquids or gases can flow .. **A s** Main idea (CD 2, track 6)

1. Give students time to look at the pictures. Point out that number 1 has been done for them as an example.
2. Read (or have students read) the names of the countries aloud. You may want to bring a world map to class and have students find the countries on the map.
3. Read the instructions aloud.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

REVIEW

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students know how to communicate when they go eating.
- Students can enlarge their knowledge about different kinds of food around the world.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

1. Explain to students that this letter, from the people who wrote this book, is about how to be a better listener.

2. Read the letter aloud as students read along silently.

For lower-level classes, pause after each sentence to give students time to think about the meaning.

3. Have students go back and underline the most important ideas in the letter:

- Think about what you are listening to.

- Think about what you are listening for.
- When you don't understand, ask.

4. Have students close their books and try to say the main ideas. Tell them that they don't have to use the same words as in the letter; rather, they can use their own words. This exercise can also be done in the students' first language.

5. To Wrap up, elicit additional ways that students can be active listeners in this class (for example, predicting what they will hear, writing down the vocabulary, etc.).

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 8: TIMES

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students can enlarge their knowledge about different kinds of TV programs around the world.

- Students can enhance more vocabulary.

- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Time – (two) o'clock, (one)-fifteen, (three) forty-five, at night, in the morning/afternoon/evening, A.M., P.M., midnight, noon, a quarter after (one), a quarter to (four)	10–15 minutes
Listening task 1 Changing plans	A Details B Details	20–25 minutes
Listening task 2 Time and cultures	A Main idea B Details	20–25 minutes
Your turn to talk Making plans	• Making weekend plans with your classmates • Reduction of <i>want to</i> and <i>have to</i>	10–20 minutes

Warming up

A

1. Have students read the time expressions silently.
Alternatively, call on individual students to read the time expressions aloud.
2. Read the instructions.
3. Divide the class into pairs and give students time to complete the exercise. Circulate while students are working to monitor their progress and offer help as necessary.
4. Check answers by reading the time expressions and having students say the matching expressions from the box.

Answers

1. d 4. c 7. i
2. g 5. a 8. b
3. h 6. f 9. E

Listening task 1

Changing plans

Additional vocabulary from the audio script

make-up day: a day when a student can take a test that he or she missed during class

A .Details (CD 2, track 9)

1. Give students time to look at the pictures and read the information.
2. Read the instructions aloud. Draw students' attention to the example in number 1.
 1. Make sure students understand that they should cross out the incorrect information and write the correct information.
3. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.
4. Check answers by asking questions and having students give the correct new information, for example:

T: *Where are they going to meet?*

Sl: *At Museum Cafe.*

T: *What time are they going to meet?*

52: *At six-fifteen ..*

Answers

1. 7:30 Hayes Hall
2. CA39 Taipei 6:10
3. 12:00 Bangkok Cafe
4. Monday 10:00 English rest

””

B ~ Details (CD 2, track 9)

6:15 Museum Cafe

8:00 12:15 The Plaza

Wednesday 8:15

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 9: MOVIES

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students can know how to communicate when they go around the world.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Movie types – action, comedy, horror, musical, romance, science fiction Movie content – car chases, dancing, fights, good jokes, love stories, robots, romances, scary scenes, silly situations, singing, space travel, special effects, vampires	10–15 minutes
Listening task 1 What's playing?	A Inference B Main idea	20–25 minutes
Listening task 2 Film critics	A Inference B Inference	20–25 minutes
Your turn to talk My favorite movie	• Describing your favorite movie • Pronunciation of contractions for <i>is</i> and <i>are</i>	10–20 minutes

Warming up

A

1. Call on students to read the labels on the pictures aloud. Ask them to say whether they have seen any
2. Read the instructions aloud. Read the words in the box aloud and have students listen and repeat.
3. Divide the class into pairs and give students time to complete the exercise. Circulate while students are working to monitor their progress. Rather than explain unknown vocabulary at this stage, you may want to encourage students to make guesses. Tell them that you will go over the meaning of all of the words as a whole class.
4. To check answers, write the six movie types on the board. Then call on students to come to the board and write the words from the box under the appropriate heading.

Listening task 1

What's playing?

A . Inference (CD 2, track 15)

1. Give students time to look at the picture. Ask:
 - *Where are these people? How do you know?*
 - *What do you think they are talking about?*
2. Read the instructions aloud. Make sure students understand that there is one type of movie that the speakers do not mention.

Listening task 2

Film critics

Additional vocabulary from the audio script
 astronauts: people who travel into space
 stupid: in this case, the story is stupid; it doesn't make sense
 boring: not interesting

nightclub: a place that is open in the evening

where people can go to dance and see

musical performances

violent: containing lots of fighting

awful: not good, terrible

A~ Inference (CD 2, track 16)

1. Give students to read the titles and predict what types of movies they are.
2. Read the instructions aloud. If necessary explain *film critic* (someone who writes or talks about his or her opinions of movies).
3. Play the audio program once or twice. If necessary, pause between items to give
4. Have students compare answers in pairs. Then check answers with the whole class by calling on volunteers to say the type of movie.

B Inference (CD 2, track 16)

2. If students think they remember the answers, have them do the exercise and then listen to check their answers.
3. Play the audio program.
4. Check answers by asking for volunteers to say

Answers

1. Mark: smile, Anna: smile
2. Mark: smile, Anna: frown
3. Mark: smile, Anna: smile
4. Mark: frown, Anna: frown
5. Mark: frown, Anna: smile

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 10: A TYPICAL DAY

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students can know how to communicate when they go around the world market.
- Students can enlarge their knowledge about different kinds of markets around the world.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

- + Số học sinh vắng: Tên:
- + Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Daily activities – <i>check e-mail, eat breakfast, eat dinner, eat lunch, exercise, go to school or work, have a cup of coffee, listen to the radio, read the newspaper, study, take a bath or shower, take a break</i> Sequence words – <i>first, then, next, after that, finally</i>	10–15 minutes
Listening task 1 What's your schedule?	A Main idea B Details	20–25 minutes
Listening task 2 Daily schedules	A Main idea B Details	20–25 minutes
Your turn to talk The perfect schedule	• Describing your perfect schedule • Pronunciation of linked sounds	10–20 minutes

Warming up

A

1. Give students time to look at the picture and say what they see. Ask:

- *What is the woman doing?*
- *What time of day do you think this is?*
- *Do you ever start your day like this?*

2. Read the instructions aloud.

3. Read the words and phrases in the box aloud. Have students match them to the activities in the picture, where possible. Explain any unknown vocabulary.

5. Have students compare answers in pairs. Then ask for volunteers to report what their partners do on a typical day.

Listening task 1

What's your schedule?

Additional vocabulary from the audio script
economics: the study of money and finance on campus: at the university
specialty: something someone does well or is especially good at
That settles it.: It's decided.

A ~ Main idea (CD 2, track 19)

• North American university students and young people often share apartments or houses. Roommates share the rent and the bills. It is an economical way to live and allows them to enjoy independence and living with their peers.

2. Have students work in pairs to predict some of the words and phrases from the conversation that might give them the answers. For example, for *university classes* they might hear *I'm taking*, *studying*, *teacher*, *classmates*, etc.

2. Read the instructions aloud.

Listening task 2: Daily schedules

Additional vocabulary from the audio script
customers: people who come into a shop or restaurant to buy something
a nap: a short sleep, usually in the afternoon

Call on students to read the labels on the pictures aloud. Ask them to say whether they have seen any

Read the instructions aloud. Read the words in the box aloud and have students listen and repeat.

Divide the class into pairs and give students time to complete the exercise.

Circulate while students are working to monitor their progress.

To check answers, write the six movie types on the board. Then call on students to come to the board and write the words from the box under the appropriate heading.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TRƯỞNG KHOA

TP.HCM, ngày 10 tháng 8 năm 2019

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 11: LOCATION

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students can know how to make a difference.
- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Locations and directions – <i>across from, around the corner from, between, go across, go straight, next to, on the left, on the right, turn left, turn right</i> Mall locations – <i>aquarium, arcade, bank, café, clothing store, entrance, food court, Internet café, movie theater, pet store, restaurant, restrooms, tower, toy store</i>	10–15 minutes
Listening task 1 Where is it?	A Main idea B Inference	20–25 minutes
Listening task 2 Find the treasure.	A Main idea B Details	20–25 minutes
Your turn to talk Map it!	• Giving and receiving directions • Using stress for clarification	10–20 minutes

Warming up

A

1. Give students time to look at the map. For lower-level classes, read the names of the places on the map and have students point to them in their Student's Books.

Read the instructions aloud.

Read the prepositions of location in the box aloud (*across from, between, next to, around the corner from, on the right, on the left*) and have students listen and repeat. Review the meanings of the prepositions of location. You can do this by drawing a simple map on the board to demonstrate the locations.

4. Divide the class into pairs and give students time to complete the exercise. Circulate while students are working to monitor their progress. Make a note of any difficulties to address later.

5. Check answers with the whole class.

Answers

1. the tower 4. the movie theater/the tower

2. the Internet cafe 5. the arcade

3. the pet store 6. the restaurant

6. For further practice, ask students a few more questions about the map, for example:

- *Where is the arcade?*
- *Is the restaurant across from the entrance or next to the entrance*

Listening task 1

Where is it? Additional vocabulary from the audio script

reptiles: cold-blooded animals that have scales and lay eggs (for example, crocodiles, snakes, lizards)

insects: small flying and crawling animals; bugs

exhibit: an object or a collection of objects displayed for the public

environment: the natural surroundings in which

people, animals, and plants live (for example, land, air, water)

A ~ Main idea (CD 2, track 23)

1. Give students time to look at the map. Have students identify the animals they can see in the picture. Explain any new vocabulary.

2. To help familiarize students with the map, ask students to tell you what kind of place it is (a zoo, an animal park). Ask some questions about the map and have students call out the answers, for example:

- *Where can you see dolphins?*
- *Where can you get information about the attractions and animals?*

3. Read the instructions aloud. Make

Listening task 2

Find the treasure.

Additional vocabulary from the audio script: treasure: something of value (for example, money, gold, jewelry) level: degree of difficulty island a video game temple: a religious building

A . Main idea (CD 2, track 24)

1 . Give students time to look at the picture and say what they see. Elicit any vocabulary that will be useful for the *Listening task* (for example, *bag of gold, banana, boat, building, lake, rock, snake, store, temple*).

2. Ask students to find the main character in the video game. Have them predict where he might go and what he might be trying to do.

3. Read the instructions aloud. If necessary, explain *treasure*. Make sure students understand that there *are* three places that the speakers do not mention.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỞNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 12: GIFTS

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students can enhance more vocabulary.
- Students can improve listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Gift survey – <i>birthday, business meeting, celebrate, wedding</i>	10–15 minutes
Listening task 1 Gift-giving occasions	A Main idea B Inference	20–25 minutes
Listening task 2 Gifts and cultures	A Main idea B Details	20–25 minutes
Your turn to talk Gift exchange	• Figuring out gifts for different occasions • Intonation with names	10–20 minutes

Warming up

A

1. Have students say what occasions they think of when they look at the items pictured on page 54.

2. Read the survey questions aloud and have students listen.
3. Divide the class into pairs and give students time to complete the exercise. Circulate while students are working to monitor their progress and offer help as necessary.
4. To wrap up, ask for volunteers to share their answers with the class and list any useful words or phrases on the board.

Listening task 1

Gift-giving occasions

Additional vocabulary from the audio script retirement: when a person reaches the age when he or she stops working (usually around 65 years old)

gift catalog: a magazine or book with gift selections

one can order for home delivery

on the court: a place where certain sports are played
(for example, tennis, basketball, squash)

anniversary: an occasion when people celebrate
the date a special event happened (for example,

A . Main idea (CD 3, track 1)

1. Have students work in pairs to name the items in the pictures. Do not explain unknown vocabulary at this stage. Tell students that you will go over the vocabulary before they do Exercise B.
2. Read the instructions aloud. Make sure students understand that there are two occasions that the speakers do not mention.
3. Read the list of occasions aloud. Do not explain any unknown occasions at this point; however, reassure students that they will be able to understand the meanings when they hear the conversations on the audio program.
4. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.
5. Check answers with the whole class.

Answers

1. retirement 3. Father's Day 5. thank you
2. graduation 4. birthday 6. Anniversary

Listening task 1

A ,;- Main idea (CD 3, track 1)

1. Have students work in pairs to name the items in the pictures. Do not explain unknown vocabulary

Listening task 2

Gifts and cultures

Additional vocabulary from the audio script to go (to China) on business: take a business trip

lightweight: light, not heavy

handkerchiefs: small pieces of cloth carried in the pocket or purse, used as a tissue

A. Main idea (CD 3, track 2)

1. Give students time to look at the pictures and say what they see. Write any new vocabulary on the board.
2. Read the instructions aloud.
3. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.
4. Have students compare answers in pairs. They can do this after each item, or after they complete all the items.
5. Check answers with the whole class.

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỜNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

UNIT 13: PART-TIME JOBS

Mục tiêu của bài:

- This unit aims to improve listening skill.

Sau khi học xong bài này, người học có khả năng:

- Students can review the previous lessons.
- Students can check the progress of their listening skill.

Đồ dùng và phương tiện dạy học:

- Cassette player, CD, projector, amplifier, microphone, pictures, video clips, chalk.

Hình thức tổ chức dạy học:

- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

	Focus	Estimated time
Warming up	Jobs – <i>childcare worker, cleaning staff, convenience store clerk, lifeguard, porter, server, tour guide, tutor</i>	10–15 minutes
Listening task 1 What's the job?	A Inference B Details	20–25 minutes
Listening task 2 Job interviews	A Details B Inference	20–25 minutes
Your turn to talk My ideal job	• Figuring out what job features are important • Syllable stress	10–20 minutes

warming up

A

1. Ask the class if anyone has done any of the parttime jobs pictured on the page and, if so, what the experience was like.

2. Read the instructions aloud.
3. Read the words and phrases in the box aloud and have students listen and repeat.
Explain any unknown vocabulary.
4. Divide the class into pairs and give students time to complete the exercise.
5. Check answers with the whole class.

Answers

(top row) tutor, childcare worker, cleaning staff,
server

(bottom row) convenience store clerk, lifeguard,
porter, tour guide

Note

Culture notes

- In the U.S., the minimum legal working age for most jobs is 16. Many high school and university students take temporary jobs or internships during their summer vacations.

I. Read the instructions aloud. Tell students they can use a separate piece of paper if they need

Listening task 1

What's the job?

a pack (of gum): package, usually five or six pieces

grab (a cup of coffee): to get (slang)

luggage: suitcases (This is used as a noncount noun,
for example, *I have a lot of luggage.*)

a nap: a short sleep, usually in the afternoon

A ~ Inference (CD 3, track 7)

1. Read the instructions and the words in the box aloud.

Remind students that for this exercise they need to infer who the people are talking to; that is, the job titles are not stated in the audio program - students have to figure out the answers from the conversation.

Make sure students understand that there is one job title the speakers do not mention.

2. Play the audio program once or twice. If necessary, pause between items to give students time to complete their answers.
3. Check answers by asking for volunteers to say the jobs and any words or phrases that helped them get the answers.

Answers

1. a tutor 4. a porter
2. a server 5. a tour guide
3. a convenience store clerk 6. a childcare worker

B ~ Details (CD 3, track 7)

1. Read the instructions aloud. If students think they remember the answers, have them do the exercise and then listen to check their answers.
2. Play the audio program. If necessary, pause between items to

Listening task 2

Job interviews

Additional vocabulary from the audio script experience: having done the same thing, or something similar, in the past

A ~ Details (CD 3, track 8)

1. Read the job titles and the job features aloud and explain any unknown vocabulary. Ask for a volunteer to describe each job and what the person does (for example, *A park ranger works outside and keeps the park clean and safe.*)
2. If necessary, explain *interview* (a formal meeting where an employer asks questions to find out if a person is suited for a job). Ask:

- *What happens at a job interview?*
- *What kinds of questions does the interviewer*

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

- GV cung cấp thêm từ mới, cấu trúc câu, cách phát âm, nối âm để giúp HS-SV nhận dạng âm, từ, ý chính.
- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

TRƯỜNG KHOA

Chữ ký giáo viên

Trần Kim Thu Liễu

Nguyễn Thị Bảo Trân

REVIEW

Mục tiêu của bài:

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- Học sinh thực hành tại lớp dưới sự hướng dẫn của GV

I. Ổn định lớp: Thời gian: 5 phút

+ Số học sinh vắng: Tên:

+ Nội dung cần nhắc nhở:

- Students should pay attention to the lessons.
- Teacher checks the students' preparation.

II. Thực hiện bài học:

1. Explain to students that this letter, from the people who wrote this book, is about how to be a better listener.

2. Read the letter aloud as students read along silently.

For lower-level classes, pause after each sentence to give students time to think about the meaning.

3. Have students go back and underline the most important ideas in the letter:

- Think about what you are listening to.
- Think about what you are listening for.
- When you don't understand, ask.

4. Have students close their books and try to say the main ideas. Tell them that they don't have to use the same words as in the letter; rather, they can use their own words. This exercise can also be done in the students' first language.

5. To Wrap up, elicit additional ways that students can be active listeners in this class (for example, predicting what they will hear, writing down the vocabulary, etc.).

III. Rút kinh nghiệm tổ chức thực hiện: Chất lượng, nội dung, phương pháp, thời gian thực hiện bài giảng trên:

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- HS-SV luyện nghe thêm ở nhà.

TP.HCM, ngày 10 tháng 8 năm 2019

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