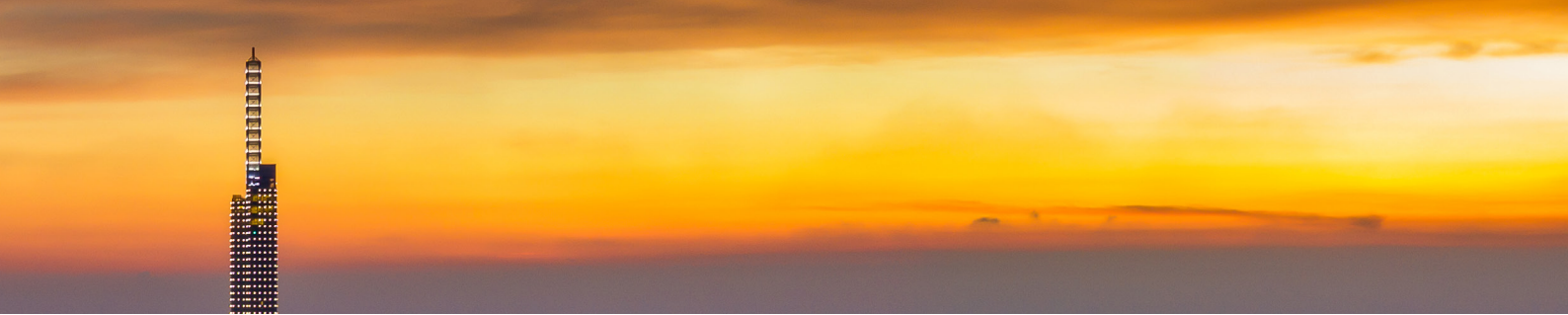


TIẾNG ANH 10

EXPLORE NEW WORLDS

TÀI LIỆU TẬP HUẤN GIÁO VIÊN
THEO SÁCH GIÁO KHOA LỚP 10
“CẢNH ĐIỀU”
MÔN TIẾNG ANH



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Chào mừng Quý thầy cô đến với Bộ sách Tiếng Anh 10 - Explore New Worlds!

Nhà xuất bản Đại học Sư phạm TP. Hồ Chí Minh, Công ty Cổ phần Đầu tư Xuất bản Thiết bị Giáo dục Việt Nam (VEPIC) và National Geographic Learning, một bộ phận của Nhà xuất bản Cengage là đối tác độc quyền của Hiệp hội địa lý Hoa Kỳ - National Geographic trong mảng sách dạy và học tiếng Anh (ELT), đã phối hợp biên soạn, hiệu chỉnh và cho ra mắt bộ sách **Tiếng Anh 10 - Explore New Worlds** đáp ứng yêu cầu của Chương trình môn tiếng Anh thuộc Chương trình giáo dục phổ thông 2018 của Bộ Giáo dục và Đào tạo Việt Nam.

Sách giáo khoa (SGK) **Tiếng Anh 10 - Explore New Worlds** (thuộc bộ sách Cánh Diều) đã được Bộ Giáo dục và Đào tạo phê duyệt sử dụng trong cơ sở giáo dục phổ thông từ năm học 2022 - 2023 tại **Quyết định số 442/QĐ-BGDĐT ký ngày 28/01/2021**.

Bộ sách **Tiếng Anh 10 - Explore New Worlds** là tiếp nối của bộ sách Tiếng Anh cấp Trung học cơ sở - *Explore English*. Bộ sách có tham khảo và sử dụng các nguồn học liệu tiên tiến của nước ngoài, là sản phẩm chất lượng của tập thể tác giả do Tiến sĩ Nguyễn Thanh Bình làm Tổng chủ biên, Thạc sĩ Đinh Trần Hạnh Nguyên làm Chủ biên và sự tham vấn chuyên môn của một số chuyên gia nổi tiếng thế giới về giảng dạy tiếng Anh.

Chúng tôi rất vui mừng chào đón Quý thầy cô trong hành trình đầy thú vị này, nơi chúng ta làm việc cùng nhau để mang cuộc sống vào bài học và đưa bài học vào cuộc sống.



PHẦN I: HƯỚNG TIẾP CẬN

1. Mục tiêu biên soạn

Bộ sách *Tiếng Anh 10 - Explore New Worlds* được biên soạn với mục tiêu “Mang cuộc sống vào bài học - Đưa bài học vào cuộc sống” góp phần hình thành, phát triển các phẩm chất chủ yếu, các năng lực chung và năng lực ngôn ngữ theo quy định của Chương trình Giáo dục phổ thông được Bộ Giáo dục và Đào tạo Việt Nam ban hành năm 2018. Bộ sách giúp các em học sinh cấp trung học phổ thông có một công cụ giao tiếp mới, phát triển các kĩ năng nghe, nói, đọc, viết cũng như trang bị vững chắc nền tảng kiến thức ngôn ngữ (từ vựng, ngữ pháp, ngữ âm) và năng lực giao tiếp bằng tiếng Anh. Thông qua các hoạt động và nội dung học tập trong sách, học sinh không chỉ nhận thức và yêu mến hơn văn hóa, đất nước và con người Việt Nam mà còn có cơ hội tìm hiểu các nền văn hóa trên thế giới, từ đó phát triển thái độ và tình cảm tốt đẹp với đất nước, con người, nền văn hóa và ngôn ngữ của các quốc gia đó.

2. Phương pháp tiếp cận phát triển tài liệu

• Tiếng Anh cho giao tiếp quốc tế

Nguyên tắc chính của *Tiếng Anh 10 - Explore New Worlds* là sự nhận thức về thế giới mà chúng ta đang sống, trong đó tiếng Anh là công cụ giao tiếp quốc tế. Với *Tiếng Anh 10 - Explore New Worlds*, học sinh không học về một nền văn hóa của một quốc gia nói tiếng Anh cụ thể nào, mà về tất cả thế giới xung quanh, về các nền văn hóa đa dạng trên thế giới. *Tiếng Anh 10 - Explore New Worlds* mang cả thế giới vào lớp học, giới thiệu cho các em sự đa dạng của phong tục, truyền thống và lối sống toàn cầu, qua đó tạo cơ hội cho học sinh chiêm nghiệm về văn hóa, phong tục và truyền thống của Việt Nam, so sánh văn hóa của nước mình với những nền văn hóa khác, và thảo luận với bạn bè về sự kết nối giữa các nền văn hóa. Việc giao tiếp cũng trở nên hiệu quả hơn thông qua nền tảng kết nối ngôn ngữ và văn hóa quốc tế.

• Hệ thống chủ đề, chủ điểm mang tính thời đại

Tiếng Anh 10 - Explore New Worlds bao gồm những chủ đề, chủ điểm có liên hệ mật thiết đến cuộc sống và thế giới trong thế kỷ 21 như bảo vệ môi trường, giữ gìn bản sắc văn hóa dân tộc, bình đẳng giới, làm chủ tài chính, v.v. Điều này khuyến khích học sinh đưa ra những ý tưởng như một công dân toàn cầu thực thụ, thúc đẩy các em nỗ lực tìm hiểu các nền văn hóa, những vấn đề toàn cầu và những sự kiện nổi bật của thế giới, chuẩn bị cho các em những kiến thức và kỹ năng sống cần thiết sau tốt nghiệp.

• Nội dung về con người thật, địa điểm thật, thế giới thật

Phần lớn nội dung của *Tiếng Anh 10 - Explore New Worlds*, bao gồm cả hình ảnh và video, xuất phát từ nguồn tài nguyên phong phú của National Geographic về thế giới thực. Những câu chuyện về những con người, tấm gương có thật truyền cảm hứng cho học sinh kết nối với cuộc sống của chính mình. Ngoài ra, những địa điểm thực tế sẽ giúp học sinh trải nghiệm thế giới và ngôn ngữ thực tế. Điều này giúp học sinh mở rộng hiểu biết về thế giới và con người, trải nghiệm thế giới thông qua các nguồn tài nguyên hấp dẫn, từ đó thúc đẩy giao tiếp hiệu quả.



PHẦN II: GIỚI THIỆU VỀ BỘ SGK TIẾNG ANH 10 - EXPLORE NEW WORLDS

1. Cấu trúc

1.1. Cấu trúc sách

Sách được chia thành 12 bài với 12 chủ đề.

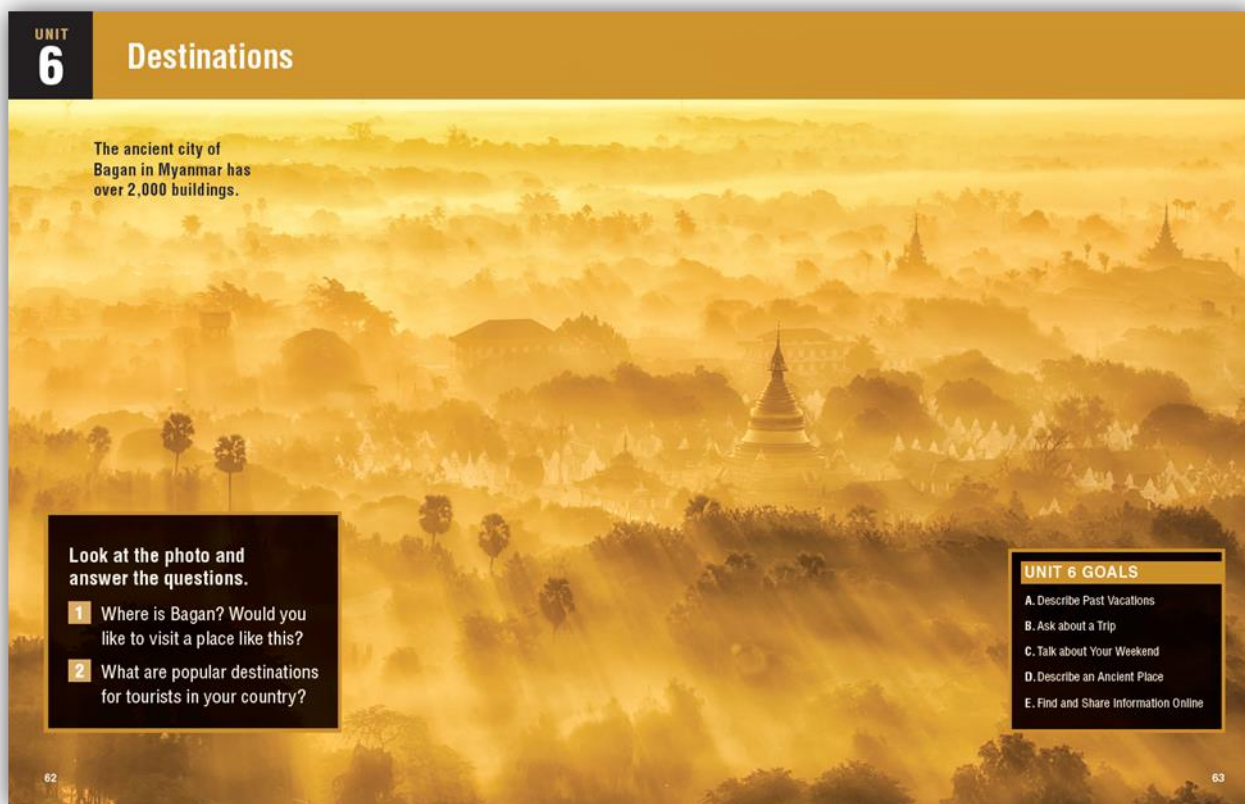
- Cấu trúc các bài học giúp học sinh phát triển về các kĩ năng nghe, nói, đọc, viết.
- Từ vựng, ngữ âm, và ngữ pháp được lựa chọn phù hợp với chương trình lớp 10 của Bộ Giáo dục và Đào tạo.

1.2. Cấu trúc bài học

Mỗi đơn vị bài học trong sách giáo khoa (SGK) Tiếng Anh 10 - *Explore New Worlds* được thiết kế gồm các bài học như sau:

(1) **Unit Opener - Bài mở đầu: Unit Opener** là một bức ảnh thật phản ánh thế giới thật có kèm theo miêu tả ngắn. Những bức ảnh trong **Unit Opener** vừa minh họa chủ đề của bài học và vừa cung cấp tư liệu, gợi mở và tạo hứng thú cho việc thảo luận. Hai câu hỏi thảo luận được thiết kế sẵn kèm theo bức ảnh sẽ dẫn dắt học sinh vào chủ đề của bài học.

Trong Sách giáo viên, ngoài các hướng dẫn về cách dẫn dắt vào bài, còn có những thông tin nền về chủ đề của bài và bức ảnh như: người chụp bức ảnh, thời gian, địa điểm bức ảnh được chụp và các thông tin văn hóa kèm theo giúp giáo viên khai thác được bức ảnh một cách hiệu quả nhất.



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

(2) Lesson A - Bài học A: Lesson A tập trung phát triển từ vựng (**Vocabulary**) theo chủ đề và cấu trúc ngữ pháp (**Grammar**). Bài luyện tập có độ khó tăng dần, giúp học sinh chuyển dần từ việc nhận diện, khám phá điểm ngữ pháp và từ vựng mới trong ngữ cảnh sang việc luyện tập và vận dụng các kiến thức ngôn ngữ mới để liên hệ bản thân và giao tiếp trong cuộc sống. Đi kèm với Lesson A là các trang tóm tắt ngữ pháp và luyện tập bổ sung ở cuối sách học sinh (**Grammar Reference**).






Sách giáo viên bổ sung thông tin và hướng dẫn luyện tập bổ sung cho các đối tượng học sinh khá, giỏi (các hộp **Grammar** và **Grammar Practice** và các trang **Grammar Activities** ở cuối sách dành cho ngữ pháp, **Word Bank** và **Expansion Activity** cho phần từ vựng).




A GOAL Describe Past Vacations

WORD FOCUS
Verb + noun collocations are common in English. These are verbs and nouns we often use together.
take a taxi; take a photo; go on vacation; go on a tour

Vocabulary
A Match each verb to a noun. Then match each verb + noun to a photo.

| | | | | | |
|-------|---------|------|------------|----------------|---------|
| buy | change | eat | a car | a famous place | a hotel |
| go on | pack | rent | local food | money | a photo |
| see | stay at | take | souvenirs | a suitcase | a tour |

1. take a photo 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

B Write the activities you do before and during your vacation in A in the correct column.

| Before | During |
|--------|--------|
| | |

C In groups, write other things you do before and during a vacation. Then share your ideas with the class.

Grammar (See Grammar Reference pp. 152–153)


Simple Past

| | Regular Verbs | Irregular Verbs | Be |
|-------------------------------|---|--|--|
| Affirmative Statements | I <u>stayed</u> at a hotel. We <u>rented</u> a car. | I <u>went</u> on a tour. (go) We <u>bought</u> souvenirs. (buy) | I <u>was</u> exhausted. We <u>were</u> excited to visit Paris. |
| Negative Statements | I <u>didn't stay</u> at a hotel. | I <u>didn't go</u> on a tour. | The food <u>wasn't</u> good. The local people here <u>weren't</u> friendly. |
| Yes / No Questions | A: Did you <u>go</u> to Asia last year? B: Yes, I <u>did</u> / No, I <u>didn't</u> | | A: Were the rooms <u>expensive</u> ? B: No, they <u>weren't</u> . |
| Wh- Questions | A: Where <u>did</u> you <u>go</u> for your vacation last year? B: I <u>went</u> to Asia. | | A: How <u>was</u> your weekend? B: It <u>was</u> great. |

D Complete the text using the simple past of the verbs in the box. Then listen and check your answers.

buy fly go rent see spend take visit

Last year, we (1) went to Mexico for our vacation. We (2) _____ to Mexico City from Chicago and stayed at a hotel in the center. One day, we (3) _____ the subway to Chapultepec Park and visited the zoo. In the middle of the week, we flew to Cancun and (4) _____ a lot of time on the beach. We also took a tour to Tlaxcala and (5) _____ the old city. It was beautiful and I (6) _____ a lot of souvenirs! Finally, we (7) _____ a car and (8) _____ Uxmal. The pyramids were amazing!



E In pairs, make sentences about a past vacation. Change the verbs into the simple past.

- Last summer, I / my family / go on / vacation. Last summer, my family went on vacation.
- We / drive / all day. _____
- In the evening, I / we / arrive / at the campsite. _____
- Every day, I / I swim / in a lake / and / I walk / in the forest. _____
- One day, I / we / take / a tour of an old city. _____
- We / be / very happy. _____
- It / be / an amazing trip. _____

GOAL CHECK Describe Past Vacations

- Think about your favorite vacation. Write sentences about what you did. Describe some of the following:
 - the place or country
 - the accommodations (hotel, campsite)
 - tours and sightseeing
 - activities (e.g., relaxing, swimming)
 - transportation
 - the food
 - shopping
- In pairs, describe your favorite vacation using your sentences.

64 Unit 6
Destinations 65

TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

(3) Lesson B - Bài học B: Lesson B chú trọng phát triển kỹ năng nghe (**Listening**), giao tiếp (**Communication**) và phát âm (**Pronunciation**). Các bài tập nghe đa dạng thuộc nhiều dạng thức văn bản khác nhau như độc thoại, hội thoại, buổi nói chuyện trên đài ... Các bài tập giao tiếp (kỹ năng nói) được thiết kế gồm các bài luyện tập có kiểm soát và chuyển dần sang các hình thức luyện tập tự do hơn, giúp học sinh sử dụng ngôn ngữ một cách có ý nghĩa để nói về bản thân và thế giới xung quanh. Các bài tập giao tiếp và bài tập nghe được thiết kế theo cùng một chủ đề và mục tiêu bài học, giúp việc dạy tích hợp các kỹ năng ngôn ngữ tự nhiên và hiệu quả hơn. Phần phát âm, gồm các bài tập nhận diện, phân biệt và các bài luyện tập có ý nghĩa, giúp học sinh sử dụng điểm phát âm vừa học trong câu và ngữ cảnh cuộc sống. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài vào hoạt động nói về bản thân hoặc môi trường xung quanh. Sách giáo viên đưa ra các lời khuyên gợi ý dành cho giáo viên (**Teaching Tip**), hướng dẫn chiến lược nghe hiểu (**Listening Strategy**) và các gợi ý bài tập giao tiếp mở rộng (**Expansion Activity**).

B GOAL Ask about a Trip

Listening

A Look at the different types of vacations. Which can you see in the photo? Which types of vacations do you like? Why?

adventure and safari
beach
camping
cruise

sightseeing and guided tour
skiing
theme park

B Listen to two conversations about two different types of vacations. Write the types of vacations.

Conversation 1: _____ Conversation 2: _____

C Listen again. Circle **T** for true or **F** for false. Correct the false statements in your notebook.

Conversation 1

- Mike had a long vacation. **T F**
- Chen went to Tanzania. **T F**
- He took a boat to an island. **T F**
- Chen climbed up Mount Kilimanjaro. **T F**
- He photographed animals. **T F**

Conversation 2


- Elle took a day trip to Orlando. **T F**
- Elle visited five theme parks. **T F**
- She didn't like Sea World. **T F**
- She went on the Spider-Man ride. **T F**
- Mike wants to go there. **T F**

PRONUNCIATION: Sounds of -ed Endings

Regular simple past verbs have three endings.
 /ɪd/ when the verb ends in /t/ or /d/.
 /ɪ/ when the verb ends in a voiceless sound (p, f, k, tʃ, s, ʃ, ʒ, ʒ/).
 /əd/ when the verb ends in a voiced sound (all other sounds, including vowels).

REAL LANGUAGE
 A **vacation** is more than a few days off from work or school.
 A **break** is time off, usually because of a holiday. A **day trip** is a short, one-day trip.
 A **long weekend** is taking an extra day or two off before or after the weekend.

A herd of elephants in Tanzania



D Listen and check (✓) the correct boxes in the table. Then listen again and repeat the words.

| | /ɪd/ | /t/ | /əd/ |
|----------|------|-----|------|
| packed | | ✓ | |
| traveled | | | |
| wanted | | | |
| arrived | | | |
| liked | | | |
| visited | | | |

E Listen to the sentences and check (✓) the pronunciation of the -ed endings.

| | /ɪd/ | /t/ | /əd/ |
|------------------------------|------|-----|------|
| We stayed in a hotel. | | | |
| I packed my bags. | | | |
| We rented a car. | | | |

F Practice saying the endings of the following simple past verbs correctly.

rented
stayed
packed
visited
climbed

photographed
wanted
shopped
packed
arrived

Communication

G Unscramble the words to make questions.

- go / where / did / you _____
- did you / there / stay / how long _____
- see / did / what / you _____
- did / take / any photos / you _____
- theme parks / visit / how many / did you _____
- you like / which theme park / did / the most _____
- you / go / on / did / the Spider-Man ride _____

H In pairs, ask and answer the questions in **G**. Use the answers from the audio or make new answers.

GOAL CHECK Ask about a Trip

- Work in pairs. Ask your partner to choose one of these types of trips:
 - a vacation
 - a long weekend or short break
 - a day trip
- Write 5 questions for your partner about his / her trip.
- Take turns asking and answering the questions.

Where did you go...?

Did you take...?

How long did...?

Did you like...?



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

(4) **Lesson C - Bài học C:** Lesson C mở rộng kiến thức ngôn ngữ về từ vựng theo chủ đề (**Language Expansion**) và ngữ pháp (**Grammar**). Phần từ vựng nhấn mạnh khả năng sử dụng từ theo chủ đề trong ngữ cảnh; phần ngữ pháp tiếp tục giúp học sinh khám phá và luyện tập các cấu trúc ngữ pháp mới với độ khó tăng dần. Ngoài ra còn có nội dung tùy chọn - hội thoại (**Conversation**) - giúp học sinh luyện tập thêm từ vựng và cấu trúc trong ngữ cảnh theo cặp. Các chiến lược nói (**Speaking Strategy**) được giới thiệu trong cùng trang sách với các cụm từ thường được sử dụng cho các chức năng giao tiếp khác nhau. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài vào hoạt động nói về bản thân hoặc môi trường xung quanh. Sách giáo viên cũng cung cấp thêm các gợi ý luyện tập bổ sung như **Grammar Box**, **Grammar Practice**, **Grammar Activities**, **Word Bank** và **Expansion Activity**.



C GOAL Talk about Your Weekend

| Adjectives | Emphatic Adjectives |
|-------------|---------------------|
| good | excellent |
| nice | outstanding |
| | magnificent |
| | amazing |
| bad | awful |
| | terrible |
| | horrible |
| interesting | fascinating |
| tiring | exhausting |
| dirty | filthy |
| clean | spotless |
| big | enormous |
| | huge |

| Adjectives of Attitude | |
|------------------------|-----------|
| exciting | excited |
| amusing | amused |
| shocking | shocked |
| satisfying | satisfied |
| amazing | amazed |

Language Expansion: Emphatic Adjectives and Adjectives of Attitude

A Write two or three emphatic adjectives below each photo.



B Complete the text with adjectives of attitude.

We were so (1) _____ to spend a weekend in Rome! It's a(n) (2) _____ city. There were so much to see: museums, churches, ruins, etc. We stayed in a(n) (3) _____ hotel. Everything about it was perfect. We all felt (4) _____ after the trip.

Grammar (See Grammar Reference pp. 153–154)

| Passive Voice in the Simple Past | |
|----------------------------------|---|
| Affirmative Statements | This photo was taken on my trip to Japan. |
| Negative Statements | It wasn't printed then. |
| Wh- Questions | Where was this postcard sent from? |
| Yes / No Questions | Were they greeted at the hotel? |
| Short Answers | Yes, they were . No, they weren't . |

C Complete the blanks with the passive form of the verbs in parentheses.

We had an amazing trip to Europe last summer. The dates (1) _____ (choose) two months before we started. Our flight (2) _____ (book) at that time as well, but our hotel (3) _____ (not arrange) until the day before our departure. However, we enjoyed the trip a lot. We took many photos and we (4) _____ (treat) very well by the tour organizers. Our only regret was that we bought some souvenirs, but they (5) _____ (lose) on our way home.

D Make questions about the trip in C. Then match them to the correct answers.


- when / the dates / choose / ?
- the flight / book / the same time / ?
- when / the hotel / arrange / ?
- they / treat / well / ?

- Yes, it was.
- Two months before their departure.
- Yes, they were.
- The last day before they started.

Conversation (Optional)

E Listen to the conversation. What was good about the weekend? What was bad?

Alex: How was your weekend?
Camilo: It was good. I went camping with Minh.
Alex: Really? How was the weather?
Camilo: It was bad on the first day. It snowed non-stop! Everything was covered with lots of snow.
Alex: Oh, no! What did you do?
Camilo: We went to a hotel, but there weren't any rooms. Then we found another hotel. It was more expensive, but the rooms were clean. Actually, they were repainted a few days ago. The food was good, and it was even brought to our rooms!
Alex: So, did you go hiking?
Camilo: No. It was still snowing on the second day, so we decided to go skiing instead. It was tiring, but a lot of fun. Look, this photo was taken right when I had the biggest fall of the whole day! Anyway, how was your weekend?
Alex: It was OK, but it was very boring compared to yours!



A hotel at Lake Hintersee, Bavaria, Germany

F Practice the conversation in pairs. Switch roles and practice again.

G Change the underlined adjectives to emphatic adjectives or adjectives of attitude and practice the conversation again.

GOAL CHECK Talk about Your Weekend

- Think about a recent weekend when you did something special. Make notes about what you did.
- In pairs, ask and answer questions about your weekends.

SPEAKING STRATEGY

Asking about Your Weekend

How was your weekend / the weather / your hotel / the party?
What did you do?
Where was the hotel?
Who was there?
(It was) Great! / OK, / Not bad. / Boring.

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TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

(5) **Lesson D - Bài học D:** Lesson D xoay quanh kỹ năng đọc hiểu, với các hoạt động dẫn nhập, các bài luyện tập kỹ năng đọc hiểu, và các câu hỏi thảo luận về chủ đề giúp phát triển khả năng tự duy phân tích. Các bài đọc thuộc chủ đề và dạng văn bản phong phú, đi kèm một bức ảnh minh họa về người thật, việc thật trong cuộc sống, và các ghi chú giải nghĩa từ vựng khó khi cần thiết. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài vào hoạt động nói về bản thân hoặc môi trường xung quanh.

Sách giáo viên cung cấp lời khuyên gợi ý dành cho giáo viên (**Teaching Tip**), hướng dẫn chiến lược đọc hiểu (**Reading Strategy**) và các gợi ý bài tập giao tiếp mở rộng (**Expansion Activity**).

D GOAL Describe a National Park

Reading *3.15 (Optional)*

A Look at the photo. Where do you think this is? What is special about this place?

B MY WORLD Do you know the names of any other national parks? Which countries are they in?

C Match the words and phrases from the advertisement to the definitions.

1. destination _____
2. habitat _____
3. trek _____
4. to be awed _____
5. nocturnal _____

a. where someone is going
b. to feel amazed by something
c. the natural home of an animal or a plant
d. active at night
e. a journey made on foot, sometimes difficult

D Read the advertisement and answer the questions.

1. Name at least three things you can find in Phong Nha-Kẻ Bàng National Park.
2. Where is the first stop in the one-day tour?
3. What does "that" in paragraph 2 refer to?
4. How many options are there to end the one-day tour?
5. What is special about seeing animals in the two-day tour?
6. Who will tell you stories of the forest?
7. Who should not participate in the night trek?
8. What should you do to get a 10% discount?

E In pairs, think of another national park you know about. Answer as many of the questions as you can.

1. What is the name of the park?
2. Where is it?
3. When was it made a national park?
4. How large is it?
5. What is famous about it?
6. Do you know any other interesting facts about it?

GOAL CHECK
Describe the national park you know to another pair.

70 Unit 6

A Day (or Two) to Remember

Would you like to experience the life of Indiana Jones or Lara Croft? Do you like to explore the rainforest and be awed by the scenes you think only exist in the movie *Avatar*? Phong Nha-Kẻ Bàng National Park is the destination to make all those dreams come true. This park was recognized as a UNESCO World Heritage Site in 2003 for its geological value.

To catch a quick glance
Our one-day tour takes you to the Wildlife Rescue Center for a close-up experience with some unique species. After that, you have a short hike in the national park across a beautiful mountain valley to a large waterfall. The tour concludes with a choice of a boat trip on an underground river or a barbecue-style meal in the Weapon Cave.

For those with more time
Our two-day tour offers a longer hike along one of many amazing trails, a chance to see wildlife in their natural habitats, and a night camping in the Weapon Cave. You will hear our local guides tell the stories of the forest. Exceptionally daring and physically fit guests can also take part in a special night trek in the forest. Imagine looking straight into a nocturnal animal's eyes with your headlamp!

The first five guests to make a booking with us will receive a 10% discount.

geological (adj) relating to the scientific study of the Earth
Lara Croft & Indiana Jones: two fictional characters known for the many adventures in their lives

Sơn Đoòng Cave at Phong Nha-Kẻ Bàng National Park, Quảng Bình Province, Việt Nam

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TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

(6) Lesson E - Bài học E: Lesson E chú trọng phát triển hai kỹ năng sản sinh là nói giao tiếp (**Communication**) và viết (**Writing**). Học sinh sẽ sử dụng vốn từ vựng, ngữ pháp và ý tưởng có được từ các bài học trước để thực hành các hoạt động nói khác nhau. Phần giao tiếp này làm nền tảng để học sinh luyện tập kỹ năng viết ở phần tiếp theo. Phần **Goal Check** cuối bài giúp đánh giá khả năng đáp ứng yêu cầu cần đạt của bài học thông qua việc sử dụng kiến thức, kỹ năng vừa học trong bài để viết một đoạn văn bản ngắn từ 120 đến 150 từ.

Sách giáo viên cung cấp lời khuyên gợi ý dành cho giáo viên (**Teaching Tip**), hướng dẫn chiến lược dành cho kỹ năng viết (**Writing Strategy**) và các gợi ý bài tập giao tiếp mở rộng (**Expansion Activity**). Ngoài ra, cuối Sách giáo viên còn có các phiếu bài tập luyện tập kỹ năng nói (**Communication Activities**) và kỹ năng viết (**Writing Program**) theo từng bài.

E GOAL Find and Share Information Online

Communication

A Before you travel to a new place, where can you find information about it?

B How often do you use the Internet to look for information about these things? Write never, sometimes, or often.

| | |
|-------------------------------------|-----------------------------------|
| • a travel destination _____ | • shopping items _____ |
| • events in your town or city _____ | • your favorite celebrities _____ |
| • the weather _____ | • the English language _____ |
| • your favorite sports team _____ | • your family and friends _____ |

C In pairs, compare your answers in B. Discuss where you usually find the information.

| | | | |
|-----------------|--------------|--------------|--|
| On an app | In a book | On a blog | I often look for information about the weather. I use an app called _____. |
| On social media | On a website | Other: _____ | |

D Read the following extract of three online texts. Where do you think they are from? Why?

1. A travel blog _____
2. A social media bio _____
3. A tourist website _____

A Hi! My name's Lydia Doornie and I was born in 1993. When I was a child, I loved reading books so much, especially those about travel and culture. Between 2011 and 2014, I went to a local university and studied geography there. It was an interesting subject and I learned a lot about different places and cultures in the world. When I finished university, I didn't know what to do next. So, a year later, I made an important decision: I left England and started to travel around the world! I've been to France, Australia, Japan, Korea, and Viet Nam. They are all very beautiful countries. I'm still traveling now and I hope to visit more countries in the future...

B Two days ago, we left Bangkok and traveled north to the province of Chiang Rai. It was nearly 800 kilometers from the capital, so we took a flight. On our arrival, a local tour guide met us and led us to a homestay. Yesterday, we walked 10 kilometers through the countryside and we didn't see any other tourists—it was amazing! The scenes were very calm and peaceful. We visited a village and learned how to catch fish in a nearby river. The villagers were very patient with us, but they surely had much fun when we tripped and fell into the river a lot of times. In the evening, we ate dinner with a local family. They were so friendly, and the local food was so delicious...

C At first, Hoi An was only a fishing village. The fishermen did not have a chance to learn much, but they were brave and smart. They made small but strong fishing boats. With these simple boats, they went far from the shore to catch fish, and even came to nearby islands. During the 17th and 18th centuries, the town became famous as a port, and many people sailed here from other countries. Many of the fishermen turned into merchants. Instead of selling fish, they started to sell silk and spices. The port was famous not only in the area but also all over the world. Last year, it celebrated its 500th birthday and local people had a big party in the streets with music and fireworks. There were also displays along the streets about the town's history in both fishing and business...

Writing

E Read the time references below. Then underline the time references in D.

| WRITING SKILLS: Time References | | |
|---------------------------------|--------------------------------------|----------------------|
| Yesterday, | Between 2015 and 2017, | The day before |
| Last night / month / year, | In 2001, | yesterday, |
| This morning, | On January 1 st , | When I was young / |
| A week / month / year ago, | During the 20 th century, | a child / a student, |

F Complete the sentences with time references. Then compare them in pairs.

1. I learned to ride a bicycle _____.
2. _____ I went to the movies.
3. I took my first vacation _____.
4. My town (or city) was built _____.

GOAL CHECK Find and Share Information Online

1. Choose one of the following and write a post (120–150 words) about:
 - a vacation or trip you took. (for a travel blog)
 - you and your life. (for a social media bio)
 - the history of your town or city. (for a tourist website)Remember to use time references and the simple past.
2. Share your posts in pairs. Did your partner use time references and the simple past?

Wat Huay Pla Kung, Chiang Rai, Thailand

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TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

2. Nội dung

Bộ sách giúp các em học sinh cấp trung học phổ thông có một công cụ giao tiếp mới, hình thành và phát triển cho học sinh năng lực giao tiếp bằng tiếng Anh thông qua các kĩ năng nghe, nói, đọc, viết. Kết thúc chương trình (lớp 10 - lớp 12), học sinh có khả năng giao tiếp đạt trình độ bậc 3 theo Khung năng lực ngoại ngữ 6 bậc dành cho Việt Nam. Bộ sách cũng được biên soạn với mục tiêu góp phần hình thành, phát triển các phẩm chất chủ yếu, các năng lực chung theo quy định của Chương trình Giáo dục phổ thông năm 2018.

| Unit | Unit Goals | Grammar | Vocabulary | Listening | Speaking | Pronunciation | Reading | Writing |
|------------------------------------|---|--|--|--|---|--|---|--|
| 1 People Page 2 | <ul style="list-style-type: none">Meet PeopleAsk for Personal InformationDescribe People and OccupationsCompare People's JobsWrite a Personal Description | Review of Simple Present Be With Questions with Be Be + Adjective (+ Noun) | Occupations Countries Nationalities Descriptive Adjectives | Focused Listening: An Interview, Personal Introductions | Asking for and Giving Personal Information Starting a Conversation | Contractions of Be Word Stress | The Best Job in the World: An Article about Three People with Different Occupations in Different Countries (Predicting, Reading for Details) | Writing a Personal Description Compound Sentences |
| 2 A Day in the Life Page 14 | <ul style="list-style-type: none">Talk about a Typical DayTalk about Free TimeDescribe a Special DayTalk about Hobbies and InterestsPlan a Party | Review of Simple Present Adverbs of Frequency | Daily Activities Party Words Celebrations and Festivals | Focused Listening: A Radio Show about an Astronaut's Daily Life | Talking about Daily Routine and Free Time Showing Interest | Verbs that End in -s | When Your Hobby Is Also Your Job: An Article about Two People Who Have Turned Their Hobbies into Their Careers (Reading for Gist, Reading for Details, Recognizing Inference) | Writing an Email to Make Plans Parts of an Email |
| 3 Going Places Page 26 | <ul style="list-style-type: none">Talk about Your PossessionsAsk for and Give Travel InformationAsk for and Give AdvicePlan a VacationDescribe a Place | Possession Possessive Adjectives and Pronouns Belong to Should/for Advice | Travel Preparation and Stages Travel Documents Describing Places | General Listening: Conversations During Stages of Travel | Identifying Possession of Items Giving Personal Information for Travel Forms Asking for and Giving Advice | Rising and Falling Intonation | Make Your Vacation More Interesting: An Article about Planning Vacations (Identifying the Author's Opinions; Reading for Gist—Using Headings as Aides) | Writing a Description of a Place Conjunctions: because and so |
| 4 Food Page 38 | <ul style="list-style-type: none">Describe a RecipeOrder a MealTalk about DietsPlan a Farm or GardenFollow and Give Instructions | Count and Non-count Nouns: a/ an, the, some, and any How much and How many with Quantifiers: lots of, a lot of, a few, a little, not many, not much | Food Food Groups Diets | General and Focused Listening: Ordering a Meal in a Restaurant | Role-play: Ordering a Meal Talking about Quantities | Weak Forms of Do/you have, and Would/you like... | Urban Farming: An Article about Urban Farming (Identifying the Meanings of Words from Context) | Giving Instructions Sequencing Information |
| 5 Sports Page 50 | <ul style="list-style-type: none">Describe Activities Happening NowCompare Everyday and Present-Time ActivitiesTalk about Your Favorite SportsCompare Sports and ActivitiesWrite and Complete a Questionnaire | Present Continuous Simple Present and Present Continuous Base Verbs with to and without to Verbs Followed by Gerunds | Doing Sports Present-Time Activities Team and Individual Sports | General and Focused Listening: Phone Calls about Everyday Activities and Today's Activities | Talking about What People are Doing Now Discussing Favorite Sports | Weak Form of What are you... | eSports Go Global: An Article about the Global Phenomenon of eSports (Making Inferences) | Writing and Completing a Questionnaire Types of Questions |
| 6 Destinations Page 62 | <ul style="list-style-type: none">Describe Past VacationsAsk about a TripTalk about Your WeekendDescribe a National ParkFind and Share Information Online | Simple Past of Regular and Irregular Verbs Simple Past of Be Emphatic Adjectives and Adjectives of Attitude Passive Voice in the Simple Past | Travel Activities Emphatic Adjectives and Adjectives of Attitude | General Listening: An Advertisement about Two Vacations and Weekend Trips | Describing Vacations Asking about Your Weekend Discussing Where You Find Information | Sounds of -ed Endings | A Day (or Two) to Remember: An Article about Two Travelers' Tours to Phong Nha-Kẻ Bàng, Việt Nam (Identifying the Meanings of Words from Context, Reading for Details) | Writing an Online Post Time References |

| Unit | Unit Goals | Grammar | Vocabulary | Listening | Speaking | Pronunciation | Reading | Writing |
|------------------------------------|--|--|---|---|---|-----------------------------------|--|---|
| 7 Communication Page 74 | <ul style="list-style-type: none">Talk about Personal CommunicationExchange Contact InformationDescribe Characteristics and QualitiesCompare Types of CommunicationCompare Formal and Informal Communication | Defining and Non-defining Relative Clauses Sensory Verbs | Personal Communication and Trends Electronics The Series | Focused Listening: Exchanging Contact Information via a Vodcast, a Radio Call-in Show, and a Conversation | Asking for Contact Information Describing Sights, Sounds, and Other Sensations Giving Your Opinion | Sentence Stress for Clarification | Do You Speak "Elephant"? An Article about How Elephants Communicate (Reading for Details; Identifying the Meanings of Words from Context) | Writing Emails Formal and Informal Writing |
| 8 Making Plans Page 86 | <ul style="list-style-type: none">Talk about PlansPlan a ProjectMake PredictionsSolve a ProblemDescribe Future Trends | Future: Be going to Future: Will | Short- and Long-Term Life Plans Types of Energy | General and Focused Listening: An Interview with National Geographic Explorer Minky Terrill about Her Latest Project | Talking about Short- and Long-Term Plans Making Predictions and Giving Opinions about the Future Discussing a Project | Weak Form of going to | Electricity from the Sun: An Article about Solar Panels, Particularly as an Energy Solution in Poorer Parts of the World (Reading for Details; Reading for Gist) | Analyzing Graphs to Describe Future Trends Describing Trends |
| 9 Types of Clothing Page 98 | <ul style="list-style-type: none">Compare ClothesBuy ClothesDecide What to WearDiscuss FashionDescribe Clothes | Comparatives Superlatives | Articles of Clothing Clothing Shopping Descriptive Adjectives Clothing Materials | Focused Listening: A Conversation between a Shopper and an Assistant in a Shoe Store | Talking about Clothes Role-Play Different Shopping Experiences | Stressed and Unstressed Syllables | Pride through Fashion: An Article about an Armenian Female Fashion Designer (Reading for Details; Reading for Gist; Identifying the Meanings of Words from Context) | Writing Ads that Describe Clothes Describing Objects Adjective Order Punctuation |
| 10 Lifestyles Page 110 | <ul style="list-style-type: none">Discuss Healthy and Unhealthy HabitsGive Advice on Healthy HabitsTalk about LifestylesDiscuss the Importance of SleepExplain Healthy Activities | Reported Speech – Statements Reported Speech – Questions Have to/for Very Strong Advice | Healthy and Unhealthy Habits and Lifestyles Compound Adjectives | General Listening: A Conversation about Lifestyles and Habits | Discussing Healthy and Unhealthy Habits Asking and Answering about Lifestyles Approximation | Weak Form of have to | The Need for Sleep: An Article about Our Need for Sleep (Identifying the Author's Opinion; Reading for Gist) | Writing a Paragraph about a Healthy Hobby or Activity Paragraph Structure |
| 11 Achievements Page 122 | <ul style="list-style-type: none">Talk about ResponsibilitiesSimple Past and Past Continuous with when and whileDescribe Past ActionsWomen's AchievementsWrite a Resume | Present Perfect Simple Past and Past Continuous with when and while | Chores and Responsibilities Personal Achievements | Listening for General Understanding and Specific Details: Job Interviews for a Tour Guide Position | Interviewing for a Job Money Past Continuous to Describe Past Actions | Weak Forms of have | Vietnamese Women's Achievements: A Newsletter about Vietnamese Women with Great Achievements in the Past (Reading for Details; Reading for Inferences; Understanding References) | Writing a Resume Checking for Mistakes in Writing |
| 12 Decisions Page 134 | <ul style="list-style-type: none">Give Advice about MoneyChoose What to UseMake Decisions about MoneyPlan How to Raise MoneyCompare and Contrast Options | Real Conditionals: The Zero Conditional Real Conditionals: The First Conditional Unreal Conditionals: The Second Conditional | Personal Finance Money Verbs | Listening for Specific Information: A Podcast about a Trip that Didn't Waste Plastic | Discuss How to Save Money Talking about Probable Results of Imagined Situations | Conditional Intonation | Crowdfunding for a Better World: An Article about Crowdfunding Projects to Help People and Save the Environment (Reading for Gist; Reading for Details) | Writing an Email about a Major Decision Compare and Contrast |

GRAMMAR REFERENCE Page 146
GLOSSARY Page 163



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

2.1. Kiến thức ngôn ngữ

a) Ngữ âm:

| Ngữ âm | Unit |
|---|---------|
| Cách đọc rút gọn của động từ <i>Be</i> Trọng âm từ | Unit 1 |
| Âm cuối của động từ tận cùng bằng -s | Unit 2 |
| Ngữ điệu của câu | Unit 3 |
| Phát âm giản lược <i>Do you have...?</i> và <i>Would you like...?</i> | Unit 4 |
| Phát âm giản lược <i>What are you...?</i> | Unit 5 |
| Âm cuối của động từ tận cùng bằng -ed | Unit 6 |
| Sử dụng trọng âm câu để làm rõ thông tin | Unit 7 |
| Phát âm giản lược <i>going to</i> | Unit 8 |
| Trọng âm và âm không mang dấu nhấn | Unit 9 |
| Phát âm giản lược của <i>Have to</i> | Unit 10 |
| Phát âm giản lược của <i>have</i> | Unit 11 |
| Ngữ điệu của câu điều kiện | Unit 12 |

b) Từ vựng: Từ mới học theo cách chủ động bao gồm danh từ, động từ, tính từ... được giới thiệu theo chủ đề của mỗi đơn vị bài học. Đó là các từ và cụm từ về các chủ đề như nghề nghiệp, quốc gia, các hoạt động hàng ngày, tiệc tùng, lễ hội, du lịch, thức ăn, thể thao, giao tiếp cá nhân, điện tử, năng lượng, kế hoạch dài và ngắn hạn, tài chính cá nhân, mua sắm... Số lượng tổng cộng là 596 từ dành riêng cho sách *Tiếng Anh 10 - Explore New Worlds*. (Số lượng từ vựng được quy định ở cấp trung học phổ thông là khoảng 600 đến 800 từ ở Bậc 3 không bao gồm các từ đã học ở các cấp tiểu học và trung học cơ sở).

Ngoài ra, còn một số từ vựng thụ động (passive vocabulary) được dạy thông qua các bài học trong sách và các từ vựng mở rộng.

c) Ngữ pháp:

| Ngữ pháp | Unit |
|--|--------|
| Thì hiện tại đơn với động từ <i>Be</i> (ôn tập) Câu hỏi <i>Wh-</i> với <i>Be</i> <i>Be</i> + tính từ (+ Danh từ) | Unit 1 |
| Thì hiện tại đơn (ôn tập) Trạng từ chỉ tần suất | Unit 2 |
| Sở hữu cách, tính từ sở hữu, đại từ sở hữu, <i>Belong to</i> Câu mệnh lệnh và <i>Should</i> dùng để đưa lời khuyên | Unit 3 |
| Danh từ đếm được và danh từ không đếm được: <i>a / an / the, some, any</i> <i>How much</i> và <i>How many</i> với các từ định lượng: <i>lots of / a lot of, a few, a little, not many, not much</i> | Unit 4 |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

| | |
|--|---------|
| Thì hiện tại tiếp diễn Thì hiện tại đơn và thì hiện tại tiếp diễn Động từ nguyên thể có <i>to</i> và không có <i>to</i> Danh động từ | Unit 5 |
| Thì quá khứ đơn (động từ <i>Be</i> , động từ có quy tắc, động từ bất quy tắc) Tính từ nhấn mạnh và tính từ chỉ thái độ Câu bị động ở thì quá khứ đơn | Unit 6 |
| Mệnh đề quan hệ xác định và mệnh đề quan hệ không xác định Động từ chỉ giác quan | Unit 7 |
| Thì tương lai: <i>Be going to</i> Thì tương lai: <i>Will</i> | Unit 8 |
| So sánh hơn So sánh nhất | Unit 9 |
| Câu tường thuật - câu khẳng định Câu tường thuật - câu hỏi <i>Have to</i> để đưa lời khuyên | Unit 10 |
| Thì hiện tại hoàn thành Thì quá khứ đơn và thì quá khứ tiếp diễn với <i>when</i> và <i>while</i> | Unit 11 |
| Câu điều kiện loại 0 Câu điều kiện loại 1 Câu điều kiện loại 2 | Unit 12 |

2.2. Kỹ năng ngôn ngữ

Tiếng Anh 10 - Explore New Worlds cung cấp nhiều cơ hội cho học sinh phát triển cả bốn kỹ năng nghe, nói, đọc, viết một cách cân bằng và phù hợp với lứa tuổi, theo đúng yêu cầu của chương trình môn học dành cho học sinh trung học cơ sở. Các năng lực giao tiếp được lựa chọn theo hướng mở, có liên hệ chặt chẽ với các chủ điểm, chủ đề trong bài học.

a) Nghe:

- Nghe hiểu nội dung các cuộc hội thoại hàng ngày được nói rõ ràng.
- Nghe hiểu ý chính các đoạn hội thoại, đọc thoại khoảng 180 đến 200 từ về các chủ đề quen thuộc.
- Nghe hiểu những thông tin, chỉ dẫn thông thường, các hướng dẫn sử dụng trong các hoạt động học tập trong lớp học.
- Nghe và nhận biết âm, trọng âm, ngữ điệu và nhịp điệu trong các câu ngắn và đơn giản khác nhau.

b) Nói:

- Phát âm các âm, trọng âm, ngữ điệu và nhịp điệu trong câu.
- Bắt đầu, duy trì, và kết thúc các cuộc hội thoại trực tiếp, đơn giản về các chủ đề gần gũi trong cuộc sống.
- Chào hỏi, thảo luận, đồng ý, phản đối một cách lịch sự, bày tỏ quan điểm và thái độ, xin lời khuyên và đưa lời khuyên.
- Hỏi và trả lời ngắn gọn về các chủ đề trong Chương trình như con người, cuộc sống hàng ngày, du lịch, kế hoạch cá nhân, lối sống, giao tiếp...
- Trình bày có chuẩn bị trước và có gợi ý các dự án về các chủ đề trong Chương trình như dự án về các vấn đề môi trường, kế hoạch cá nhân, sự cần thiết của giấc ngủ...



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c) Đọc:

- Đọc hiểu nội dung chính, nội dung tương đối chi tiết của văn bản khoảng 220 đến 250 từ về các chủ đề mang tính thời sự quen thuộc trong Chương trình như nghề nghiệp, thể thao điện tử, thời trang, nhu cầu giấc ngủ, gọi vốn cộng đồng, nguồn năng lượng từ mặt trời...
- Đọc hiểu thông tin quan trọng trong các biểu đồ, tờ thông tin, quảng cáo thường nhật.
- Đọc hiểu những thông điệp đơn giản và các thông tin truyền thông về các chủ đề phổ biến như năng lượng, môi trường, lối sống lành mạnh, địa điểm du lịch...

d) Viết:

- Viết đoạn văn liền mạch, đơn giản khoảng 120 đến 150 từ về các chủ đề mà cá nhân quan tâm và bày tỏ quan điểm, ý kiến cá nhân.
- Viết các thông điệp cá nhân cho bạn bè, người thân để đề nghị cung cấp thông tin, miêu tả, tường thuật các sự kiện xung quanh...

2.3. Chủ đề, chủ điểm

Các chủ điểm và chủ đề được lựa chọn rất gần gũi, phù hợp với tâm sinh lý của học sinh, đáp ứng được các yêu cầu của Chương trình Giáo dục phổ thông 2018. Các hoạt động trong mỗi chủ đề đều rất đa dạng, tạo sự hứng thú cho giáo viên và học sinh, giúp cho học sinh phát triển toàn diện.

| Unit | Chủ điểm | Chủ đề |
|------|---|---|
| 1 | Cuộc sống của chúng ta | Cuộc sống quanh ta; Lựa chọn nghề nghiệp |
| 2 | Cuộc sống của chúng ta Xã hội của chúng ta | Câu chuyện cuộc sống, chọn nghề, sở thích cá nhân Bản sắc văn hóa, lễ hội và lễ kỉ niệm |
| 3 | Cuộc sống của chúng ta Môi trường của chúng ta | Kì nghỉ Du lịch, di sản văn hóa |
| 4 | Cuộc sống của chúng ta Môi trường của chúng ta | Thức ăn, công thức nấu ăn Nông nghiệp đô thị |
| 5 | Cuộc sống của chúng ta | Thể thao, giải trí |
| 6 | Cuộc sống của chúng ta Môi trường của chúng ta | Kì nghỉ Du lịch sinh thái, di sản văn hóa |
| 7 | Xã hội của chúng ta Môi trường của chúng ta | Giao tiếp, phương tiện truyền thông đại chúng Động vật hoang dã |
| 8 | Tương lai của chúng ta Môi trường của chúng ta | Kế hoạch cá nhân, các dự án tương lai, nguồn năng lượng trong tương lai, các xu hướng trong tương lai Các nguồn năng lượng, năng lượng mặt trời |
| 9 | Xã hội của chúng ta | Thời trang, hoạt động mua sắm, bản sắc văn hóa |
| 10 | Cuộc sống của chúng ta Xã hội của chúng ta Tương lai của chúng ta | Lối sống lành mạnh Vấn đề xã hội Sức khỏe và tuổi thọ |
| 11 | Cuộc sống của chúng ta Tương lai của chúng ta | Hoạt động hàng ngày Thành tựu cá nhân, bình đẳng giới, thế giới công việc |
| 12 | Xã hội của chúng ta Tương lai của chúng ta | Phục vụ cộng đồng, bảo vệ môi trường Các quyết định cá nhân |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

3. Kiểm tra đánh giá

Sách *Tiếng Anh 10 - Explore New Worlds* bao gồm hệ thống các hoạt động/ bài kiểm tra đánh giá thường xuyên và định kì. Mỗi bài học kết thúc bằng một hoạt động đánh giá thường xuyên, qua đó, giáo viên đặt các câu hỏi đơn giản và cụ thể để xác định xem học sinh có nắm được mục tiêu bài học hay không. Những câu hỏi này nằm trong hệ thống giáo án mà Nhà xuất bản biên soạn dành riêng cho Việt Nam.

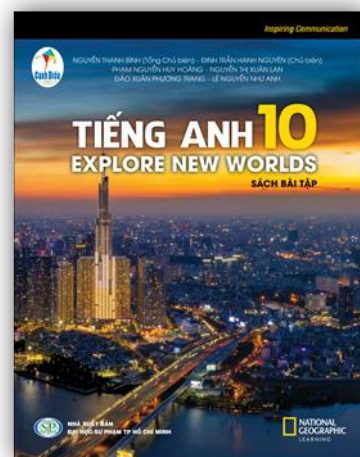
Ngoài ra hệ thống các bài kiểm tra sau mỗi đơn vị bài học cũng được cung cấp để giáo viên sử dụng. Các bài kiểm tra này giúp đánh giá từ vựng, ngữ pháp, và các kĩ năng nghe, đọc, viết.

Bài kiểm tra giữa kì (tiết 51 - 52) và cuối kì (tiết 103 - 104) cũng được thiết kế và đưa vào chương trình để sử dụng. Các bài kiểm tra này nhằm đánh giá đủ 4 kĩ năng nghe, nói, đọc, và viết.

4. Sách Bài tập

Sách bài tập là một phương thức hiệu quả giúp học sinh củng cố và ôn tập kiến thức đã học trong Sách học sinh. Các dạng bài tập giúp ôn luyện từ vựng, ngữ pháp, ngữ âm, với đầy đủ 4 kĩ năng nghe, nói, đọc, và viết. Các hoạt động trong Sách bài tập *Tiếng Anh 10 - Explore New Worlds* được thiết kế đa dạng, phong phú, giúp học sinh vừa tự luyện tập vừa nâng cao được kiến thức.

Ngoài ra, cuối sách bài tập có mã code để học sinh truy cập sách bài tập số hoá và làm các bài tập tương tác, thực hành các câu hỏi ôn luyện và đánh giá, các bài tập game hoá hấp dẫn.



5. Sách Giáo viên

Sách giáo viên cung cấp tất cả các tài liệu cần thiết hỗ trợ quý thầy cô lập kế hoạch, giảng dạy và bổ sung các bài học một cách hiệu quả, bao gồm:

- Hướng tiếp cận và nguyên tắc biên soạn bộ sách
- Mô tả cấu trúc một đơn vị bài học
- Hướng dẫn chung về cách sử dụng hiệu quả sách giáo viên *Tiếng Anh 10 - Explore New Worlds*
 - Đáp án và lời thoại cho các bài nghe trong sách giáo khoa
 - Đáp án cho sách bài tập
 - Các hướng dẫn chi tiết về cách triển khai các hoạt động học tập trong một tiến trình bài dạy như: giới thiệu chủ đề của bài, thông tin nền về bức ảnh trong Bài mở đầu, các bước tổ chức hoạt động học tập trong bài, các câu hỏi gợi mở và ví dụ bổ sung...
 - Các gợi ý về kiến thức ngôn ngữ và hoạt động luyện tập bổ trợ ngữ pháp (**Grammar Box**, **Grammar Practice**), từ vựng (**Word Bank**), bài tập giao tiếp mở rộng (**Expansion Activity**)
 - Hướng dẫn chiến lược đọc hiểu (**Reading Strategy**), hướng dẫn chiến lược nghe hiểu (**Listening Strategy**) và các gợi ý khác dành cho giáo viên (**Teaching Tip**)
 - Các trang luyện tập thêm ở cuối sách như **Grammar Activities** dành cho ngữ pháp, **Communication Activities** dành cho hoạt động giao tiếp, và **Writing Program** dành cho hoạt động viết.

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6. Các nguồn tài liệu hỗ trợ giảng dạy

SGK Tiếng Anh 10 - Explore New Worlds gồm một hệ thống các tài nguyên và tài liệu bổ trợ, giúp giáo viên và học sinh giảng dạy và học tập sáng tạo, linh hoạt, và hiệu quả, tùy theo điều kiện và bối cảnh giảng dạy khác nhau. Các nguồn tài liệu này có thể được tải về tại website: <https://hoc10.vn>

Website được bảo vệ bằng mật khẩu. Để tiếp cận với các tài nguyên trực tuyến, học sinh có thể xem hướng dẫn trong sách để truy cập vào website.

Để truy cập các tài nguyên trực tuyến dành cho giáo viên, xin vui lòng liên hệ tại địa chỉ được ghi ở trang cuối của tài liệu hướng dẫn này.

The screenshot shows the Hoc10 website interface. At the top, there is a navigation bar with links: Giới thiệu, Tủ sách, Bài giảng, Luyện thi, Kích hoạt sách, Hỗ trợ, Đăng ký, and Đăng nhập. The main content area is titled "TIẾNG ANH LỚP 10". On the left, there is a sidebar with filters for "Cấp học" (Trung học phổ thông), "Lớp học" (Lớp 10, 11, 12), and "Môn học" (Giới thiệu chung, Ngữ văn, Toán, Tiếng Anh, Giáo dục thể chất, Giáo dục quốc phòng và an ninh, Lịch sử, Địa lý, Giáo dục kinh tế và pháp luật, Vật lý, Hoá học, Sinh học, Công nghệ, Tin học, Âm nhạc, Hoạt động trải nghiệm, hướng nghiệp). The main content area is divided into three sections: "Giới thiệu sách" (Introduction to books), "Sách giáo khoa" (Textbooks), and "Tài liệu bổ trợ" (Supplementary materials). The "Giới thiệu sách" section includes a video introduction and two PDF documents. The "Sách giáo khoa" section includes a textbook cover and a list of authors. The "Tài liệu bổ trợ" section includes four icons representing different types of supplementary materials: music, email, a checklist, and a clapperboard.



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Các nguồn tài liệu hỗ trợ giảng dạy bao gồm:

6.1. Giáo án dành riêng cho Việt Nam

Nhằm hỗ trợ tốt hơn cho các giáo viên trong việc áp dụng bộ sách giáo khoa *Tiếng Anh 10 - Explore New Worlds*, bộ sách đã hỗ trợ cung cấp giáo án chi tiết hoàn chỉnh cho từng bài học phù hợp tiến độ dạy học cũng như đáp ứng mục tiêu giảng dạy của tất cả các trường học tại Việt Nam theo quy định trong công văn **5512/BGDĐT-GDTrH** của Bộ Giáo dục và Đào tạo Việt Nam.

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| | | |
|--------------------------------------|---------------------------------------|--------------------------------------|
| Week 15 Period 43 / Pages 62 - 64 | Date of preparing: ... / ... / 202... | Date of teaching: ... / ... / 202... |
|--------------------------------------|---------------------------------------|--------------------------------------|

Unit 6: DESTINATIONS Unit Opener and Vocabulary

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge:

- name some tourist destinations.
- understand some vocabulary related to traveling.

| | |
|---|--|
| - Vocabulary: <ul style="list-style-type: none">• destination• take a photo• pack a suitcase• go on a tour• rent a car• buy souvenirs• eat local food• see a famous place• stay at a hotel• change money• rent a car - Other useful vocabulary: <ul style="list-style-type: none">• ancient | - Structure: <ul style="list-style-type: none">• verb + noun collocations |
|---|--|

2. Skills/Competences:

- use verb + noun collocations to talk about the activities before and after a vacation.

3. Values/Attitudes:

- appreciate tourist destinations, especially those of Việt Nam.

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6.2. Phân phối chương trình

Nhằm hỗ trợ các giáo viên giảng dạy bộ sách giáo khoa *Tiếng Anh 10 - Explore New Worlds*, bộ sách có cung cấp bản phân phối chương trình gợi ý phù hợp khung chương trình 3 tiết/tuần theo thời lượng 45 phút mỗi tiết học. Bảng phân phối chương trình đưa ra các hướng dẫn theo từng đơn vị tuần học tương ứng nội dung giảng dạy phù hợp để giúp giáo viên đảm bảo hoàn thành toàn bộ nội dung chương trình học trong năm học.

ĐỀ XUẤT PHÂN PHỐI CHƯƠNG TRÌNH 3 TIẾT / TUẦN


| Week | Class Period | Duration | Unit | Section |
|---------|-----------------|----------|--------------|-------------------------------|
| Week 1 | Class period 1 | 45 min | 1 | Unit Opener + Vocabulary |
| Week 1 | Class period 2 | 45 min | 1 | Grammar + Pronunciation |
| Week 1 | Class period 3 | 45 min | 1 | Listening + Vocabulary |
| Week 2 | Class period 4 | 45 min | 1 | Pronunciation + Grammar |
| Week 2 | Class period 5 | 45 min | 1 | Language Expansion + Grammar |
| Week 2 | Class period 6 | 45 min | 1 | Reading |
| Week 3 | Class period 7 | 45 min | 1 | Communication |
| Week 3 | Class period 8 | 45 min | 1 | Writing |
| Week 3 | Class period 9 | 45 min | 2 | Unit opener + Vocabulary |
| Week 4 | Class period 10 | 45 min | 2 | Grammar |
| Week 4 | Class period 11 | 45 min | 2 | Listening |
| Week 4 | Class period 12 | 45 min | 2 | Pronunciation + Communication |
| Week 5 | Class period 13 | 45 min | 2 | Language Expansion + Grammar |
| Week 5 | Class period 14 | 45 min | 2 | Reading |
| Week 5 | Class period 15 | 45 min | 2 | Communication |
| Week 6 | Class period 16 | 45 min | 2 | Writing |
| Week 6 | Class period 17 | 45 min | 3 | Unit Opener + Vocabulary |
| Week 6 | Class period 18 | 45 min | 3 | Grammar + Conversation |
| Week 7 | Class period 19 | 45 min | 3 | Listening |
| Week 7 | Class period 20 | 45 min | 3 | Pronunciation + Communication |
| Week 7 | Class period 21 | 45 min | 3 | Language Expansion + Grammar |
| Week 8 | Class period 22 | 45 min | 3 | Reading |
| Week 8 | Class period 23 | 45 min | 3 | Communication |
| Week 8 | Class period 24 | 45 min | 3 | Writing |
| Week 9 | Class period 25 | 45 min | 1st Review | Review on Units 1–3 |
| Week 9 | Class period 26 | 45 min | Midterm test | Midterm test on Units 1–3 |
| Week 9 | Class period 27 | 45 min | 4 | Unit Opener + Vocabulary |
| Week 10 | Class period 28 | 45 min | 4 | Grammar |
| Week 10 | Class period 29 | 45 min | 4 | Listening |
| Week 10 | Class period 30 | 45 min | 4 | Pronunciation + Communication |
| Week 11 | Class period 31 | 45 min | 4 | Language Expansion + Grammar |
| Week 11 | Class period 32 | 45 min | 4 | Reading |
| Week 11 | Class period 33 | 45 min | 4 | Communication |
| Week 12 | Class period 34 | 45 min | 4 | Writing |
| Week 12 | Class period 35 | 45 min | 5 | Unit Opener + Vocabulary |
| Week 12 | Class period 36 | 45 min | 5 | Grammar |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

6.3. Bài giảng trình chiếu gợi ý

Từng đơn vị bài học đã được đưa thành bài giảng điện tử sử dụng các tranh ảnh, audio từ bài học. Giáo viên có thể tải về các bài giảng trình chiếu và tùy chỉnh cho phù hợp với đối tượng học sinh của mình.

| UNIT 6 | DESTINATIONS | GRAMMAR |
|---|--------------|---------|
| <p>D 30 Complete the text using the simple past of the verbs in the box. </p> <p>Then listen and check your answers.</p> <p>buy fly go rent see spend take visit</p> <p>Last year, we (1) <u>went</u> to Mexico for our vacation. We (2) <u>flew</u> to Mexico City from Chicago and stayed at a hotel in the center. One day, we (3) <u>took</u> the subway to Chapultepec Park and visited the zoo. In the middle of the week, we flew to Cancun and (4) <u>spent</u> a lot of time on the beach. We also took a tour to Merida and (5) <u>saw</u> the old city. It was beautiful and I (6) <u>bought</u> a lot of souvenirs! Finally, we (7) <u>rented</u> a car and (8) <u>visited</u> Uxmal.</p> <p>The pyramids were amazing!</p> | | |
| <div><p>The Pyramid of the Magician in Uxmal, Yucatán, Mexico</p></div> <div><p>Mang cuộc sống vào bài học</p><p>Đưa bài học vào cuộc sống</p></div> | | |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

6.4. Kiểm tra đánh giá

Sau mỗi đơn vị bài học đều có các phiếu kiểm tra đánh giá (**Unit Assessment**). Giáo viên có thể tham khảo và sử dụng các phiếu này trong quá trình triển khai bộ sách. Ngoài ra cũng có bài kiểm tra kết thúc mỗi học kỳ (sau unit 6 và sau unit 12) và kiểm tra cuối năm học.

Midterm Test

Instructions: Read. Then complete each description with the name of a fruit from the text.

Hybrid Fruits

Almost everyone knows about apples and oranges. But how about limequats? Or plumcots? If you don't know these fruits, you are not alone. They are both hybrids. A hybrid is a mix of two different kinds. In this case, two different kinds of fruits.

The pluot is a good example of a hybrid fruit. It was created about twenty years ago. A pluot is a mix between a plum and an apricot. These two fruits are very similar, so it is easy to mix them together. Some years before the pluot, an American named Luther Burbank tried the same thing. He created the plumcot, a similar fruit. However, plumcots can be difficult to grow, so they did not become popular.

Citrus fruits like oranges and limes are a part of many hybrid fruits. Tangelos—a tangerine and grapefruit mix—are common in supermarkets. Another popular citrus hybrid—the ugly fruit—adds an orange to the mix found in tangelos.

Less well-known citrus hybrids are limequats and blood limes. The limequat is not as sour as a lime, but some people think it is still too sour. They prefer blood limes—which are a mix of limes and mandarins—because they are sweeter.

1. The writer says _____ taste sweeter than a similar fruit.
2. The writer does not explain which fruits make _____.
3. The writer suggests that farmers found it hard to produce _____.
4. The writer explains how and when _____ were created.
5. The writer says it is easy to find _____ in grocery stores.
6. The writer explains that three fruits are mixed to form the _____.

Instructions: Track 26 | Listen. Then complete each statement with one word from the talk.

7. According to the talk, it is not _____ to walk in many cities because of traffic.
8. Some towns have decided to take down traffic _____ and signs.
9. Some people think this idea is _____, but according to the speaker, it is not.
10. According to the talk, when drivers see a _____ light, they often drive faster.

TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

6.5. Phiếu bài tập

Trong trường hợp cần bổ sung thêm bài tập để học sinh ôn tập hoặc mở rộng và nâng cao kiến thức, giáo viên có thể sử dụng phiếu bài tập đã được soạn sẵn cho mỗi đơn vị bài học (Unit). Phiếu bài tập được thiết kế với nhiều dạng bài đa dạng khác nhau. Phiếu bài tập dành cho phần Video (tự chọn) cũng được thiết kế để hỗ trợ giáo viên giảng dạy.

WRITING PROGRAM WORKSHEET

UNIT 6 Destinations

Describe a Place

A How was your life when you were a child?

When I was a child...

1. I wanted _____
2. I didn't want _____
3. I went _____
4. I didn't go _____
5. I learned _____
6. I didn't learn _____

B Write three sentences to describe some interesting or strange events when you were a child. Use passive voice in the simple past.

I was bitten by a dog when I was a child.

C Answer the questions about your favorite place to be when you were a child.

1. What was your favorite place? _____
2. Why did you like that place? _____
3. How did you get there? _____
4. What did you do there? _____
5. What did you see, hear, and feel in your favorite place? _____

D Complete the paragraph about your favorite place. Use some of the information above.

My Favorite Childhood Place

When I was a child, my favorite place was _____. I liked it because
_____ I usually went there _____

While I was there, I usually _____

I could (see / hear / feel) _____

and _____. It was wonderful to be there!



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

COMMUNICATION ACTIVITIES WORKSHEET

UNIT 6 Destinations

A In pairs, read this TV commercial for a travel destination.

Actor #1: Wow, you look so relaxed! How was your vacation at White Beach?

Actor #2: Oh, it was very good.

Actor #1: Tell me about your hotel!

Actor #2: It was nice. Our bags were taken to our room by the bellhop, and we were given coupons for free breakfast. Our room was big, and the view from the window was good.

Actor #1: Did you like the beach?

Actor #2: It was big and clean. We went swimming every day, and we took an interesting boat tour.

Actor #1: Were you happy with your trip?

Actor #2: Yes! I'm glad White Beach was recommended to us in the first place. It's a good place for a vacation, and the weather there is nice.

Actor #1: I should make a reservation today—and take my next vacation at White Beach!

| | | | |
|-----------|-------------|-------------|-------------|
| amazing | enormous | excellent | fascinating |
| huge | magnificent | outstanding | spotless |
| satisfied | exciting | excited | amused |

B In pairs, make the commercial in exercise **A** more interesting. Cross out some of the adjectives and use emphatic adjectives and adjectives of attitude from the box. Rewrite and practice the conversation.

C Write your own TV commercial for a place in your country. Use emphatic adjectives and adjectives of attitude. Then practice your commercial with a partner.

D Present your commercial to the class.



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

GRAMMAR ACTIVITIES WORKSHEET

Unit 6 Destinations

Lesson A: Simple Past

A Complete the sentences with the simple past of the verb in parentheses.

1. They went (go) to Mexico last year.
2. Vin _____ (take) his phone to class.
3. We _____ (eat) in a new Chinese restaurant.
4. You _____ (need) to make a reservation.
5. I _____ (buy) gifts for my family on vacation.

B Write the sentences again in the simple past.

1. He rents a car when he travels. He rented a car when he traveled.
2. We eat pizza for lunch. _____
3. We want to go to Italy for our vacation. _____
4. The flight leaves at six o'clock in the evening. _____
5. The assignment is due on Friday. _____

C Write the sentences again in the negative.

1. We left class at one thirty. We didn't leave class at one thirty.
2. He studied for the test. _____
3. Carmen read two books during her vacation. _____
4. My classmate helped me with the assignment. _____
5. Sarah traveled to Japan last year. _____

D Match the questions and answers.

- | | |
|--|------------------------------|
| 1. Did you eat traditional foods? <u>d</u> | a. Yes, she did. |
| 2. Did Martine visit her family last year? _____ | b. I went to Spain. |
| 3. Did you see the Eiffel Tower? _____ | c. No, he didn't. |
| 4. Did Zach ask for directions? _____ | d. Yes, they were delicious. |
| 5. Where did you go for vacation last month? _____ | e. Yes, I did! |

E Unscramble the words to make questions.

1. did / What / you / your / leave / house / time What time did you leave your house?
2. a / make / Did / reservation / you _____
3. you / did / Where / live _____
4. did / What / buy / you _____
5. flight / arrive / on time / the / Did _____

TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

6.6. Học liệu điện tử

Bao gồm sách phiên bản điện tử, các bài tập tương tác, các video minh họa, các câu hỏi ôn luyện và đánh giá, các bài tập game hoá hấp dẫn sẽ triển khai trong năm học 2022-2023.

← Kho sách của tôi

TIẾNG ANH 10

?

A

GOAL Describe Past Vacations

Vocabulary

Match each verb to a noun. Then match each verb + noun to a photo.

buy

change

eat

a car

a famous place

a hotel

go on

pack

rent

local food

money

a photo

see

stay at

take

souvenirs

a suitcase

a tour

1.  Take a photo

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

Write the activities you do before and during your vacation in A in the correct column.

| Before | During |
|--------|--------|
| | |

In groups, write other things you do before and during a vacation. Then share your ideas with the class.

Grammar (See Grammar Reference pp. 152–153)

Simple Past

| | Regular Verbs | Irregular Verbs | Be |
|------------------------|---|---|--|
| Affirmative Statements | I stayed at a hotel. We rented a car. | I went on a tour (go). We bought souvenirs. (buy) | I was exhausted. We were excited to visit Paris. |
| Negative Statements | I didn't stay at a hotel. | I didn't go on a tour. | The food wasn't good. The local people here weren't friendly. |
| Yes / No Questions | A: Did you go to Asia last year? B: Yes, I did / No, I didn't | A: Were the rooms expensive? B: No, they weren't . | |
| Wh- Questions | A: Where did you go for your vacation last year? B: I went to Asia. | A: How was your weekend? B: It was great. | |

Complete the text using the simple past of the verbs in the box. Then listen and check your answers.

buy fly go rent see spend take visit

Last year, we (1) went to Mexico for our vacation. We (2) rented a car to Mexico City from Chicago and stayed at a hotel in the center. One day, we (3) visited the subway to Chapultepec Park and visited the zoo. In the middle of the week, we flew to Cancun and (4) spent a lot of time on the beach. We also took a tour to Merida and (5) saw the old city. It was beautiful and I (6) bought a lot of souvenirs! Finally, we (7) took a car and (8) drove to Uxmal.

The pyramids were amazing!

In pairs, make sentences about a past vacation. Change the verbs into the simple past.

- Last summer, / my family / go on / vacation. Last summer, my family went on vacation.
- We / drive / all day. _____
- In the evening, / we / arrive / at the campsite. _____
- Every day, / I / swim / in a lake / and / walk / in the forest. _____
- One day, / we / take / a tour of an old city. _____
- We / be / very happy. _____
- It / be / an amazing trip. _____

GOAL CHECK Describe Past Vacations

- Think about your favorite vacation. Write sentences about what you did. Describe some of the following:
 - the place or country
 - the accommodations (hotel, campsite)
 - the food
 - the transportation
 - the local people
 - the activities (e.g., relaxing, swimming)
 - shopping
- In pairs, describe your favorite vacation using your sentences.

64 Unit 6

72 - 73 / 181

107%

Destinations 65



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

PHẦN III: PHÁT TRIỂN CHUYÊN MÔN

Để giúp giáo viên tiếp tục phát triển nghiệp vụ chuyên môn và áp dụng sách vào giảng dạy, National Geographic Learning cung cấp một số hình thức đào tạo trực tiếp và trực tuyến như sau:

Các buổi hội thảo tập huấn trực tiếp

Buổi tập huấn cơ bản giới thiệu về bộ sách giáo khoa, tổng quan về các phần trong chương trình và minh họa các bước của một bài học.

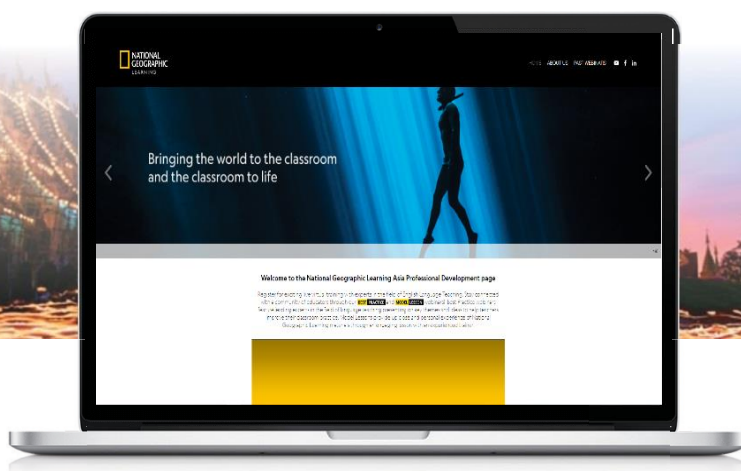
Các buổi hội thảo chuyên sâu bao gồm:

- Sử dụng tranh ảnh trong giảng dạy tiếng Anh
- Giảng dạy tiếng Anh trực tuyến
- Rèn luyện các kỹ năng của thế kỷ 21 cho học sinh qua các bài học tiếng Anh
- Đảm bảo và nâng cao hiệu quả học tập thông qua việc kiểm tra đánh giá quá trình
- Và nhiều chuyên đề khác

Các buổi hội thảo trực tuyến của National Geographic Learning

Trong suốt năm học, National Geographic Learning chia sẻ các hội thảo trực tuyến về phát triển nghiệp vụ chuyên môn cho giáo viên trên toàn thế giới theo hình thức trực tuyến. Người thuyết trình bao gồm các tác giả, giảng viên, các chuyên gia về giảng dạy tiếng Anh, các diễn giả trong diễn đàn TEDTalks cùng các nhiếp ảnh gia và các nhà thám hiểm của National Geographic. Người tham dự các buổi hội thảo có thể trao đổi trực tiếp với diễn giả và giáo viên trên toàn thế giới và sẽ nhận được giấy chứng nhận đã tham gia chương trình. Trang web hội thảo là:

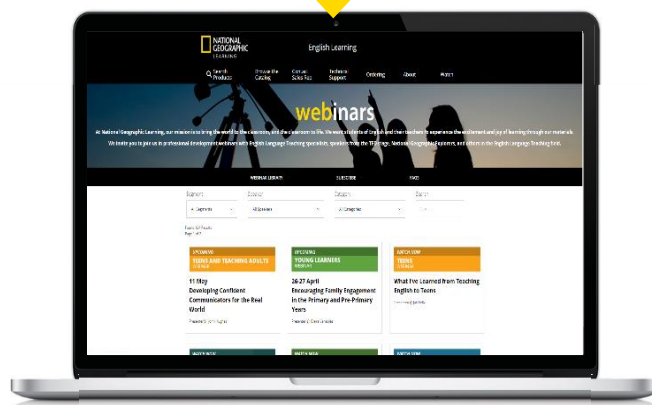
<https://www.ngl-asia.com/> và <https://webinars.eltngl.com/>



Nếu không thể tham gia các hội thảo trực tuyến theo thời gian thực, giáo viên có thể xem lại video được ghi hình và cập nhật thường xuyên trên trang web, với các chủ đề như:

- How to Engage Teenager Learners with Projects?
- Exploring Global Topics from Multiple Perspectives in Teenagers' Classes
- Motivating Teenage Learners in the Classroom.
- The Creative Classroom
- Empowering Teenagers to be the Change the World Needs
- Engaging Students in Meaningful Learning Activities
- Developing Reading Skills in an Online Environment
- Exploring, Exploiting and Expanding on Online Lessons
- Và nhiều chủ đề khác

<https://webinars.eltngl.com/>





PHẦN IV: GỢI Ý TỔ CHỨC DẠY HỌC MỘT SỐ DẠNG BÀI

| | | |
|--------------------------------------|--------------------------------------|--------------------------------------|
| Week 15 Period 43 / Pages 62 - 64 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
|--------------------------------------|--------------------------------------|--------------------------------------|

Unit 6: DESTINATIONS Unit Opener and Vocabulary

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge:

- name some tourist destinations.
- understand some vocabulary related to traveling.

| | |
|---|--|
| - Vocabulary: <ul style="list-style-type: none">• destination• take a photo• pack a suitcase• go on a tour• rent a car• buy souvenirs• eat local food• see a famous place• stay at a hotel• change money• rent a car - Other useful vocabulary: <ul style="list-style-type: none">• ancient | - Structure: <ul style="list-style-type: none">• verb + noun collocations |
|---|--|

2. Skills/Competences:

- use verb + noun collocations to talk about the activities before and after a vacation.



3. Values/Attitudes:

- appreciate tourist destinations, especially those of Việt Nam.
- have a positive attitude towards English language learning so that they actively participate in all classroom activities.

II. Resources and materials:

| | |
|--|---|
| ENW10 resources: Student's book, workbook. | Other materials and equipment: PPT slides, PC/Laptop, projector/TV, speakers, mini-boards |
|--|---|

III. Lesson steps:

1. Warm up:

a. Goal:

- Students are introduced to the topic of this unit which is about Destinations.
- Students feel interested in the topic of the unit.

b. Content:

- Students brainstorm and name some destinations in the world.
- Students discuss several questions related to the Unit Opener.

c. Outcome:

- Students recognize that the topic of the unit is about Destinations.
- Students feel interested in the topic of the unit.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|------------------|--|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> <i>(Now sit down, class.)</i> | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| | | | |
|---------|-------------------------|---|--|
| 3 mins | Warm-up activity | <ul style="list-style-type: none"> - Write <i>Destinations</i> in the middle of the board. - Have students shout out different names of tourist destinations. Write them around the word <i>Destinations</i> as they are given. | <ul style="list-style-type: none"> - Brainstorm the names of different tourist destinations and say them aloud. |
| 2 mins | Lead-in | <ul style="list-style-type: none"> - Introduce the theme of the unit. Ask, <i>Do you enjoy traveling?</i> Encourage students to give reasons for their answers. For example, <i>Yes, because I want to learn about other places. / No, because I'm scared to fly.</i> - Call on volunteers to name any places they have visited as a tourist. List them on the board and see if any of the same places have been visited, or whether there is a great deal of variety. Share some destinations you have visited yourself. | <ul style="list-style-type: none"> - Answer. - Answer. |
| 4 mins. | Unit Opener | <ul style="list-style-type: none"> - Draw students' attention to the photo. Read the caption aloud. Ask, <i>What do you think of this photo?</i> Elicit answers such as, <i>It's beautiful. / It's strange.</i> - Ask the first two questions. Take a class poll to find out how many students would be interested in visiting Bagan, or somewhere like it. | <ul style="list-style-type: none"> - Answer. - Take the poll. |

| | | | |
|--|--|--|---|
| | | <ul style="list-style-type: none"> - Ask students about popular tourist destinations in Việt Nam. Make a list on the board and ask the class to rank the destinations in order of popularity. - Go over the unit goals with the class. | <ul style="list-style-type: none"> - Answer. - Read the unit goals. |
|--|--|--|---|

2. Presentation:

a. Goal:

- Students review the form of verb + noun collocations.
- Students get to know some common verb + noun collocations related to vacations.

b. *Content*: Students use the words in the box to make collocations about the activities before and during a vacation.

c. *Outcome*: Students can understand the meanings and use of some common collocations related to vacations.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|-------------------|---|---|
| 4 mins | Word Focus | <ul style="list-style-type: none"> - Ask, <i>Who remembers what collocations are?</i> - Go over the Word Focus and elicit some examples of verb + noun collocations, such as <i>drink coffee, brush your teeth, take a shower, and have lunch.</i> - Have students brainstorm some other collocations that they know. Write the collocations on the board. | <ul style="list-style-type: none"> - Answer. - Listen. - Brainstorm the collocations and say them aloud. |

| | | | |
|--------|--|---|--|
| 4 mins | Activity A Match each verb to a noun. | <ul style="list-style-type: none"> - Have students work individually to match each verb to a noun and make a collocation. - Have students compare answers with a partner. - Check answers as a class. <p>Answers: <i>pack a suitcase</i> <i>buy souvenirs</i> <i>go on a tour</i> <i>see a famous place</i> <i>change money</i> <i>stay at a hotel</i> <i>eat local food</i> <i>rent a car</i> <i>take a photo</i></p> | <ul style="list-style-type: none"> - Work individually. - Work in pairs. - Check answers and take note. |
|--------|--|---|--|

3. Practice:

a. Goal:

- Students use collocations related to vacation to describe people's activities.
- Students recognize the activities to do before and during a vacation.

b. Contents:

- Students match collocations with photos.
- Students categorize vacation activities.

c. Outcome:

- Students can use collocations related to vacation to describe people's activities.
- Students can distinguish between the activities to do before and during a vacation.

d. Procedure:



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|---|---|
| 4 mins. | Activity A (cont.) Match each verb + noun to a photo. | <ul style="list-style-type: none"> - Tell students to look at the nine photos and decide what the people are doing. - Have them label each picture individually using the collocations they have formed in the previous activity. - Check answers as a class. <p>Answers:</p> <ol style="list-style-type: none"> 2. <i>pack a suitcase</i> 3. <i>go on a tour</i> 4. <i>buy souvenirs</i> 5. <i>eat local food</i> 6. <i>see a famous place</i> 7. <i>stay at a hotel</i> 8. <i>change money</i> 9. <i>rent a car</i> <ul style="list-style-type: none"> - Say each item aloud and have students repeat after you. | <ul style="list-style-type: none"> - Work individually. - Give answers and take note. - Listen and repeat. |
| 4 mins | Activity B Write the activities you do before and during your vacation in A in the correct column. | <ul style="list-style-type: none"> - Go over the definition of <i>during</i> to ensure that students understand the meaning of the word. - Have them sort the items into the correct categories. - Check answers by category or, for variety, say each item from A and have students call out <i>before</i> or <i>during</i>. | <ul style="list-style-type: none"> - Listen. - Work individually. - Give answers and take note. |

| | | | | |
|--|--|---|--|--|
| | | Answers: | | |
| | | Before | During | |
| | | pack a suitcase rent a car change money | buy souvenirs eat local food stay at a hotel see a famous place take a photo go on a tour | |

4. Production:

- a. *Goal:* Students use collocations to talk about their activities before and during a vacation.
- b. *Content:* Students write more things they do before and during a vacation. Then, they share their ideas in front of the class.
- c. *Outcome:*
- Students can use verb + nouns collocations to talk about their activities before and during a vacation.
 - Students improve their speaking skills (accuracy with words & pronunciation).
- d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|---|---|
| 4 mins | Activity C In groups, write other things you do before and during a vacation. Then share your ideas with the | - Tell students to name other things they do before and during a vacation in groups in 2 minutes. - Then, have the groups say their answers aloud. Write all their answers on the board. | - Work in groups. - Say the answers. |

| | class. | | |
|--------|--------------------------------------|--|---|
| 2 mins | | <ul style="list-style-type: none"> - Provide students with more words related to vacation activities. <p>Word Bank: Vacation Activities</p> <p>Before</p> <p><i>book flights</i></p> <p><i>buy a phrasebook</i></p> <p><i>get vaccinations</i></p> <p><i>make hotel reservations</i></p> <p>During</p> <p><i>go for a boat ride</i></p> <p><i>go to the tourist information office</i></p> <p><i>take a walking tour</i></p> <p><i>try local foods</i></p> | <ul style="list-style-type: none"> - Listen and take note. |
| 8 mins | Game: What is that? | <ul style="list-style-type: none"> - Have students work in groups of four to make a list of vacation activities (5 items). - Have students go around the class to collect those lists by making Yes/No questions. For example: <i>Do you do that before or during the trip? Do you need any device to do that? Do you need to spend money?</i> - The fastest to collect all the lists will be the winner of the game. | <ul style="list-style-type: none"> - Work in groups. - Work individually. |

5. Expansion activities (Optional):

- Goal:* Students use the collocations to talk about their personal preferences.
- Content:* Students discuss how they feel about items from Activity A.
- Outcome:*



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

- Students effectively use collocations related to vacation activities to talk about their preferences.
- Students improve their speaking skills (accuracy with words & pronunciation).

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|-------------------------------------|---|---|
| 5 mins | Discuss vacation activities. | <ul style="list-style-type: none">- Have students work in pairs to discuss each item from Activity A and say how they feel about it. For example, <i>I love taking photos! / I hate packing my suitcase. / I never buy souvenirs because they're too expensive.</i>- Have students join other pairs to see what comments they had in common. | <ul style="list-style-type: none">- Work in pairs.- Work in pairs. |

6. Wrap up:

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer the teacher's review questions.
- c. *Outcomes:* Students can answer the teacher's review questions.
- d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|---|---|
| 2 mins. | Wrap-up | <ul style="list-style-type: none">- Say <i>Good job today, class.</i>- Address any questions students may have. Review the key points from the lesson. | <ul style="list-style-type: none">- Ask questions if necessary. |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| | | | |
|--|--|---|-----------------------------|
| | | - Remind students to do homework in their workbook (Unit 6, Lesson A, Exercise A, page 36). | - Note down their homework. |
|--|--|---|-----------------------------|

Formative Assessment (3 mins.)

Can students talk about vacation activities?

Ask them to talk about what they usually do before and during a vacation.



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|--|---|---|
| Week 15 Period 44 / Page 65 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
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Unit 6: DESTINATIONS

Grammar

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- review and extend the use of the simple past.

| | |
|--|---|
| - Vocabulary: <ul style="list-style-type: none">• campsite• middle• accommodation• pyramid | - Structure: <ul style="list-style-type: none">• the simple past (review and extend) |
|--|---|

2. Skills/Competences:

- use the simple past to talk about past experiences.

3. Values/Attitudes:

- develop interests in tourism and cherish past experiences.
- have a positive attitude in English language learning so that they actively participate in all classroom activities.

II. Resources and materials:

| | |
|---|--|
| ENW10 resources: Student's book, workbook. Audio: Track 30 | Other materials and equipment: PPT slides, PC/Laptop, projector/TV, speakers |
|---|--|



III. Lesson steps:

1. Warm up:

- a. Goal:* Students are introduced to the topic of this lesson which is about the simple past.
- b. Content:* Students answer a question.
- c. Outcome:* Students recognize that the topic of the lesson is about the simple past.
- d. Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|--|---|---|
| 1 min | Greetings | <ul style="list-style-type: none">- Say <i>Good morning/afternoon, class.</i> (<i>Now sit down, class.</i>) | <ul style="list-style-type: none">- Say <i>Good morning/afternoon, teacher.</i>- Sit down. |
| 3 min | Warm-up game: Vocabulary charades | <ul style="list-style-type: none">- Divide the class into two teams. Tell one team to send a member to the front of the class. Have the student face towards the end of the classroom.- In the first round, show some vacation activity photos on the projector/TV. Have that team describe that activity to their representative using gestures. If the representative member guesses correctly in 30 seconds, the team wins a point. Do the same with the other team.- Continue for another two rounds. The team that gets the most points in the end wins. | <ul style="list-style-type: none">- Take part in the game. |

| | | | |
|-------|----------------|--|--|
| 1 min | Lead-in | <ul style="list-style-type: none"> - Say, <i>What did we do in class yesterday? We practiced... / We learned...</i> Elicit more examples from the class with regular verbs like <i>talked</i> or <i>listened</i>. - Introduce the topic of the lesson. | <ul style="list-style-type: none"> - Answer the questions. - Listen. |
|-------|----------------|--|--|

2. Presentation:

- Goal:* Students review and extend their knowledge of the forms and uses of the simple past.
- Content:* Students are re-introduced to the simple past.
- Outcome:* Students review and extend their knowledge of the simple past.
- Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|------------------------|---|---|
| 9 mins. | The Simple Past | <ul style="list-style-type: none"> - Introduce the simple past tense. Say, <i>The simple past tense is used to talk about actions that were completed in the past.</i> - Point out the two kinds of verbs in the chart. - Tell students that most verbs are regular, but some are irregular, which means they do not follow the general rules of grammar. Irregular verbs do not end with <i>-ed</i> in the simple past; they all have different endings and students have to learn them by heart. | <ul style="list-style-type: none"> - Listen. - Listen and take notes. - Listen and take notes. |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> - Tell students that if they are unsure about a verb, dictionaries usually have a list of irregular verbs in the back. - Go over the information in the chart about the simple past of <i>Be</i> (<i>was</i> and <i>were</i>). Elicit more examples from the class. Ask, <i>How was your day yesterday?</i> (e.g., <i>It was good.</i> / <i>It wasn't bad.</i>) <i>How were your English classes last year?</i> (e.g., <i>They were hard.</i> / <i>They weren't easy.</i>) | <ul style="list-style-type: none"> - Listen. Then answer the questions. |
|--|--|---|--|

3. Practice:

a. Goal:

- Students use the verbs in the simple past correctly.
- Students construct sentences in the simple past correctly.

b. Contents:

- Students complete a text on a past vacation using the simple past of the verbs in the box.
- Students make sentences about a past vacation.

c. Outcome:

- Students use the verbs in the simple past correctly.
- Students are able to construct sentences in the simple past correctly.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|---|--|
| 6 mins. | Activity D Complete the text using the | <ul style="list-style-type: none"> - Have students work individually to complete the paragraph. - Play the audio so that students can | <ul style="list-style-type: none"> - Complete the task individually. - Listen and check. |

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| | <p>simple past of the verbs in the box.</p> | <p>check their answers.</p> <p>Answers:</p> <p>2. <i>flew</i> 6. <i>bought</i></p> <p>3. <i>took</i> 7. <i>rented</i></p> <p>4. <i>spent</i> 8. <i>visited</i></p> <p>5. <i>saw</i></p> <ul style="list-style-type: none"> - Replay the audio and ask students to listen to the pronunciation of the simple past verbs. - Write the eight simple past verbs on the board. Point to each in turn and ask students, <i>Is this verb regular or irregular?</i> - Read each verb aloud and have students repeat once or twice. | <ul style="list-style-type: none"> - Listen. - Answer. - Listen and repeat. |
| 10 mins | <p>Activity E</p> <p>In pairs.</p> <p>make sentences about a past vacation.</p> | <ul style="list-style-type: none"> - Tell students to look for the verb, or verbs, in each slashed sentence, and think about the simple past forms. Have students write complete sentences. - Have students compare their answers with a partner. - Check answers as a class. <p>Answers:</p> <p>2. <i>We drove all day.</i></p> <p>3. <i>In the evening, we arrived at the campsite.</i></p> <p>4. <i>Every day, I swam in a lake and</i></p> | <ul style="list-style-type: none"> - Complete the task individually. - Work in pairs. - Take note. |

| | | | |
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| | | <p><i>walked in the forest.</i></p> <p>5. <i>One day, we took a tour of an old city.</i></p> <p>6. <i>We were very happy.</i></p> <p>7. <i>It was an amazing trip.</i></p> <ul style="list-style-type: none"> - Have volunteers read their completed sentences and call out the spelling of the simple past verb. Write each one on the board so that students can confirm the correct spellings. - Point to each verb in turn and ask students, <i>Is this verb regular or irregular?</i> - Read each verb aloud and have students repeat it after you once or twice. | <ul style="list-style-type: none"> - Volunteer to read and call out. - Answer. - Listen and repeat. |
|--|--|---|--|

4. Production:

a. Goals:

- Students use the simple past in conversation correctly.
- Students improve their speaking skills (range of grammar).

b. Content: Students describe their favorite vacation.

c. Outcome:

- Students use the simple past correctly.
- Students improve their speaking skills (range of grammar).

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|---|---|--|
| 12 mins | GOAL CHECK Describe Past Vacations | <ul style="list-style-type: none"> - Read the instructions and the bullet points aloud. Tell students it doesn't have to be a vacation overseas. - If any students say they have never taken a vacation, tell them to imagine their dream vacation and to write about it as if it has already happened. - Have students write their sentences. Walk around, monitoring and providing support where required. - Have pairs tell each other about their vacations. Invite some students to share their work with the class. | <ul style="list-style-type: none"> - Listen. - Listen. - Work individually. - Work in pairs. |

5. Expansion activities (Optional):

- a. *Goal:* Students effectively use the simple past to talk about past experiences.
- b. *Contents:*
 - Students take part in a game.
 - Students do more exercises related to the simple past.
- c. *Outcome:* Students effectively use the simple past to talk about past experiences.
 - Students use the simple past correctly.
 - Students improve their speaking skills (range of grammar).
- d. *Procedure:*



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|--|---|
| 10 mins | Memory game | <ul style="list-style-type: none"> - Prepare a list, in random order, of students' names. Tell students to write three sentences in the simple past about things they did yesterday. Then, play a memory game. Call on the first student on your list to say a sentence. For example, <i>Yesterday, I bought a new coat.</i> The second student repeats that sentence and then adds their own sentence. For example, <i>Yesterday, Lee bought a new coat, and I read the newspaper.</i> Each student continues in turn until one makes a mistake. Then, that student starts over with a new sentence. | <ul style="list-style-type: none"> - Take part in the game. |
| 6 mins | Exercise C Complete the travel diary. Write the simple past of the words in parentheses. | <ul style="list-style-type: none"> - Ask students to go to page 167. - Have students work individually to do Exercise A on this page. - Have students work in pairs to compare answers. - Call on some students to share their answers. - Correct the answers. <p>Answers:</p> <p>1. <i>Checked – Unpacked</i>; 2. <i>Took</i> 3-5. <i>Sunbathed – Went</i>; 6. <i>Flew</i> 7. <i>Returned – Bought</i></p> | <ul style="list-style-type: none"> - Go to page 167. - Work individually. - Work in pairs. - Share answers. - Take note. |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

6. Wrap up:

- a. *Goal:* Students can remember key points from the lesson.
- b. *Content:* Students answer the teacher's review questions.
- c. *Outcomes:* Students review questions from the teacher.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|--|---|
| 2 mins. | Wrap-up | <ul style="list-style-type: none">- Say <i>Good job today, class.</i>- Address any questions students may have. Review the key points from the lesson.- Remind students to do homework in their workbook (Unit 6, Lesson A, Exercises A-C, page 36). | <ul style="list-style-type: none">- Ask questions if necessary.- Note down homework. |

Formative Assessment (5 mins.)

Can students use the simple past?

Ask them to talk about their most recent vacations.



| | | |
|--|---|---|
| Week 15 Period 45 / Pages 54 - 55 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
|--|---|---|

Unit 6: DESTINATIONS

Listening

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- get to know more vocabulary related to vacation trips.

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|--|--|
| - Vocabulary: <ul style="list-style-type: none">• adventure• safari• cruise• guided tour• theme park - Other useful vocabulary: <ul style="list-style-type: none">• vacation• break• day trip• long weekend | - Structure: <ul style="list-style-type: none">• take a day trip• take a boat• go on a ride |
|--|--|

2. Skills/Competences:

- listen to conversations about vacations and weekend trips.

3. Values/Attitudes:

- be interested in vacations.
- have a positive attitude in English language learning so that they actively participate in all classroom activities.



II. Resources and materials:

| | |
|---|---|
| ENW10 resources: Student's book, workbook. Audio: Track 31 | Other materials and equipment: PPT slides, PC/Laptop, projector/TV, speakers |
|---|---|

II. Lesson steps:

1. Warm up:

- Goal:* Students realize that the topic of the lesson is about vacations.
- Content:* Students answer a question.
- Outcome:* Students recognize that the topic of the lesson is about vacations.
- Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|-------------------------|---|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> (Now sit down, class.) | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |
| 1 min | Warm-up activity | - Ask, <i>Where did you go on your previous vacation?</i> Elicit answers such as <i>I went to the beach</i> or <i>I went to a campsite.</i> - Introduce the topic. | - Answer. - Listen and take note. |

2. Pre-Listening:

- Goal:* Students get to know different types of vacation.
- Content:* Students are introduced to seven types of vacation.
- Outcome:* Students get to know different types of vacation.
- Procedure:*



| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|--|---|
| 8 mins | Vocabulary: Types of vacation. | <ul style="list-style-type: none">- Write the seven types of vacation in the box in A on the board.- Read them aloud and have students repeat.- Ask, <i>What do you know about this type of vacation?</i> Be prepared to provide explanations yourself, but most students should be able to express an idea about each one. For example, <i>On a beach vacation, you relax and sunbathe or swim. / On a cruise, you travel somewhere nice on a huge ship.</i> If your students hesitate over any of the terms, prompt them with more questions. For <i>adventure and safari</i>, for example, <i>Where can you take this type of vacation? What can you see there?</i> | <ul style="list-style-type: none">- Look at the board and take note.- Listen and repeat.- Answer. |
| 2 mins | Real Language | <ul style="list-style-type: none">- Go over the Real Language items with students. Say each type of vacation trip aloud and have students repeat. <p>Real language:</p> <ul style="list-style-type: none">- A <i>vacation</i> is more than a few days off from work or school.- A <i>break</i> is a time off, usually because of a holiday. | <ul style="list-style-type: none">- Listen and repeat. |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| | | | |
|---------|--|--|--|
| | | <ul style="list-style-type: none">- A <i>day trip</i> is a short, one-day trip.- A <i>long weekend</i> is taking an extra day or two off before or after the weekend. | |
| 5 mins. | Activity A Look at different types of vacations and answer the questions. | <ul style="list-style-type: none">- Do this as a class-wide exercise. Ask about the photo and confirm the answer. <i>Answer:</i> <i>The photo shows an adventure and safari vacation.</i>- Call on as many students as possible to say which type(s) of vacation they prefer, and why. For example, <i>I enjoy camping vacations because I love nature</i>. Note whether one type of vacation is more popular with your students than others. | <ul style="list-style-type: none">- Work as a class.- Give answers. |

3. While-Listening:

a. Goal: Students improve their listening skills (listening for gist, listening for details).

b. Contents:

- Students listen and write the types of vacations.
- Students listen and decide whether the statements are true or false.

c. Outcome: Students improve their listening skills (listening for gist, listening for details).

d. Procedure:

**TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA
TIẾNG ANH 10 - EXPLORE NEW WORLDS**

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|---|--|
| 8 mins. | Activity B Listen to two conversations about two different types of vacations. Write the types of vacations. | <ul style="list-style-type: none"> - Tell students they are going to hear two conversations, and they need to identify the type of vacation in each one. - Play the audio. - Check answers as a class. <p>Answers: <i>1. adventure and safari</i> <i>2. theme park</i></p> | <ul style="list-style-type: none"> - Listen. - Listen. - Check answers and take note. |
| 2 mins | Activity C Listen again. Circle T for true or F for false. Correct the false statements in your notebook. | <ul style="list-style-type: none"> - Tell students to read through the statements first. - Introduce a new listening strategy. <p>Reading Strategy: Filtering Information</p> <p>Say, <i>You should not choose their answer the moment you hear any words from the question. In exams, part of what the speakers say is often also stated in the questions (emphasize part of what the speakers say) and can trick you into choosing the wrong answers. Point out the first item in C: Mike had a long vacation. Say, We know that a long vacation is mentioned, so students who are rushing might quickly choose True. However, the correct answer is False; it was Chen who had a long vacation.</i></p> | <ul style="list-style-type: none"> - Read the sentences. - Listen. |

| | | | |
|--------|--|---|--|
| 8 mins | | <ul style="list-style-type: none"> - Play the audio. - Have students compare their answers with a partner. - Check answers as a class. <p>Answers:</p> <p>1. <i>F</i> 6. <i>F</i> 2. <i>T</i> 7. <i>F</i> 3. <i>T</i> 8. <i>T</i> 4. <i>F</i> 9. <i>F</i> 5. <i>T</i> 10. <i>T</i></p> <ul style="list-style-type: none"> - Replay the audio for clarification. | <ul style="list-style-type: none"> - Listen and complete the task individually. - Work in pairs. - Listen and take note. - Listen again. |
|--------|--|---|--|

4. Post-Listening:

a. Goal:

- Students can talk about their favorite types of vacations.
- Students improve their speaking skills (fluency, accuracy with words & pronunciation).

b. Content: Students talk about their favorite types of vacations.

c. Outcome:

- Students can talk about their favorite types of vacations.
- Students improve their speaking skills (fluency, accuracy with words & pronunciation).

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|--|--|--|
| 8 mins. | Talk about your favorite types of vacation. | <ul style="list-style-type: none"> - Have students work in pairs to talk about their favorite types of vacation. <p><i>Suggested ideas:</i></p> <ul style="list-style-type: none"> - <i>What is it?</i> - <i>Why do you like it?</i> - <i>Have you tried it or not?</i> - <i>Where you can experience that type of vacation?</i> - <i>Is it expensive to try this type of vacation?</i> - Walk around and assist if needed. | <ul style="list-style-type: none"> - Work in pairs. |

5. Expansion activities (Optional):

- Goal:* Students apply the vocabulary related to vacations.
- Content:* Students play a game to make sentences with the correct types of vacations.
- Outcome:* Students can use the vocabulary related to vacations to make sentences.
- Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------------|--|--|
| 5 mins | What is this? | <ul style="list-style-type: none"> - Divide the class into two groups. - Mime different actions and members of the two groups have to make sentences with the types of vacations that are being demonstrated. - The team with more correct answers wins the game. | <ul style="list-style-type: none"> - Work in groups. - Work in groups. |



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

6. Wrap up:

- a. *Goal:* Students can remember key points from the lesson.
- b. *Content:* Students answer the teacher's review questions.
- c. *Outcomes:* Students review questions from the teacher.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|--|---|
| 2 mins. | Wrap-up | <ul style="list-style-type: none">- Say <i>Good job today, class.</i>- Address any questions students may have. Review the key points from the lesson.- Remind students to do homework in their workbook (Unit 6, Lesson B, Exercises A-C, page 37). | <ul style="list-style-type: none">- Ask questions if necessary.- Note down their homework. |

Formative Assessment (5 mins.)

Can students tell about different types of vacations?

Ask them to differentiate between two types of vacations.



| | | |
|--|---|---|
| Week 16 Period 46 / Pages 66 - 67 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
|--|---|---|

Unit 6: DESTINATIONS

Pronunciation and Communication

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- get to know the sounds of -ed endings.
- ask and answer about a trip in the past.

2. Skills/Competences:

- understand the sounds of -ed endings.
- pronounce the past form of regular verbs with accuracy to talk about a trip in the past.
- improve their listening skills (responding and initiating, fluency).

3. Values/Attitudes:

- gain interest in traveling and be able to cherish past experiences.
- have a positive attitude in English language learning so that they actively participate in all classroom activities.

II. Resources and materials:

| | |
|---|---|
| ENW10 resources: Student's book, workbook. Audio: Tracks 32 & 33 | Other materials and equipment: PPT slides, PC/Laptop, projector/TV, speakers |
|---|---|



III. Lesson steps:

1. Warm up:

- a. *Goal:* Students are introduced to the lesson's topic, which is the sounds of *-ed* endings, and feel interested in it.
- b. *Content:* Students listen to the teacher and answer a question about the sounds of different *-ed* endings.
- c. *Outcome:* Students are introduced to the lesson's topic, which is the sounds of *-ed* endings, and feel interested in it.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Actions | Students' Actions |
|----------------|-------------------------|---|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> (<i>Now sit down, class.</i>) | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |
| 2 mins | Warm-up activity | - Read aloud three words <i>climbed, wanted, missed.</i> - Ask students to tell the differences between the sounds of <i>-ed</i> endings in those words. - Explain that there are different pronunciations for the <i>-ed</i> endings. - Model another example for students. | - Listen. - Answer. - Listen and take note. - Listen. |

2. Presentation:

- a. *Goal:* Students get to know the sounds of *-ed* endings and their differences.
- b. *Content:* Students are introduced to the form.



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - EXPLORE NEW WORLDS

c. *Outcome:* Students recognize the difference among the sounds of *-ed* endings and pronounce them correctly.

d. *Procedure:*

| Suggested time | Contents | Teacher's Actions | Students' Actions |
|----------------|-------------------------------------|--|--|
| 3 mins. | Sounds of <i>-ed</i> endings | <ul style="list-style-type: none">- Explain to students that the <i>-ed</i> ending of regular simple past verbs has different pronunciations in different words. <p><i>Sounds of -ed endings:</i></p> <p><i>Regular simple past verbs have three endings.</i></p> <ul style="list-style-type: none">- /ɪd/ when the verb ends in /t/ or /d/.- /t/ when the verb ends in a voiceless sound (/p/, /f/, /k/, /s/, /ʃ/, /tʃ/).- /d/ when the verb ends in a voiced sound (all other sounds, including vowels). <ul style="list-style-type: none">- Elicit examples of each situation from students. | <ul style="list-style-type: none">- Listen.- Listen and take note.- Give examples. |

3. Practice:

a. *Goal:* Students distinguish the use of the sounds of *-ed* endings.

b. *Contents:*

- Students listen and check the correct sounds of the words.
- Students listen and check the correct sounds of the words in sentences.
- Students practice saying the endings of simple past verbs.

c. *Outcome:* Students can distinguish the use of the sounds of *-ed* endings.

d. *Procedure:*



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| Suggested time | Contents | Teacher's Actions | Students' Actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|--|--|--|-----|-----|------|---------------|--|---|--|-----------------|---|--|--|---------------|--|--|---|----------------|---|--|--|--------------|--|---|--|----------------|--|--|---|---|
| 8 mins. | Activity D Listen and check (✓) the correct boxes in the table. Then listen again and repeat the words. | <ul style="list-style-type: none"> - Read the three versions from the box. - Tell students to listen and choose the sound they hear. Play the audio. - Replay the audio and have students repeat the words. - Check answers as a class. <p>Answers:</p> <table border="1"> <thead> <tr> <th></th><th>/d/</th><th>/t/</th><th>/ɪd/</th></tr> </thead> <tbody> <tr> <td><i>packed</i></td><td></td><td>✓</td><td></td></tr> <tr> <td><i>traveled</i></td><td>✓</td><td></td><td></td></tr> <tr> <td><i>wanted</i></td><td></td><td></td><td>✓</td></tr> <tr> <td><i>arrived</i></td><td>✓</td><td></td><td></td></tr> <tr> <td><i>liked</i></td><td></td><td>✓</td><td></td></tr> <tr> <td><i>visited</i></td><td></td><td></td><td>✓</td></tr> </tbody> </table> | | /d/ | /t/ | /ɪd/ | <i>packed</i> | | ✓ | | <i>traveled</i> | ✓ | | | <i>wanted</i> | | | ✓ | <i>arrived</i> | ✓ | | | <i>liked</i> | | ✓ | | <i>visited</i> | | | ✓ | <ul style="list-style-type: none"> - Listen. - Work individually. - Listen and repeat. - Listen and take notes. |
| | /d/ | /t/ | /ɪd/ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>packed</i> | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>traveled</i> | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>wanted</i> | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>arrived</i> | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>liked</i> | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>visited</i> | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 mins | Activity E Listen to the sentences and check (✓) the pronunciation of the -ed endings. | <ul style="list-style-type: none"> - Have students quietly read the statements to themselves and decide which pronunciation each <i>-ed</i> ending has. - Play the audio and ask students whether their initial guesses were correct. - Replay the audio and check answers as a class. <p>Answers:</p> | <ul style="list-style-type: none"> - Read the statements to themselves and complete the task individually. - Listen. - Listen again and give answers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|--------|---|---|-----|-----|------|--|
| | | | /d/ | /t/ | /ɪd/ | |
| | | <i>We stayed in a hotel.</i> | ✓ | | | |
| | | <i>I packed my bags.</i> | | ✓ | | |
| | | <i>We rented a car.</i> | | | ✓ | |
| 3 mins | Activity F Practice saying the endings of the following simple past verbs correctly. | <ul style="list-style-type: none"> - Direct students to the word box in F. - Have them practice pronouncing the words with <i>-ed</i> endings. - Call on some students and have them say the words aloud in front of the class. | | | | <ul style="list-style-type: none"> - Look at the word box. - Practice. - Say the words aloud. |

4. Apply:

a. *Goal:* Students make questions and answer questions about their past trips.

b. *Contents:*

- Students unscramble the words to make questions about a past trip.
- Students ask and answer the questions.
- Students make new questions and give answers.

c. *Outcome:*

- Students make questions and answer questions about their past trips.
- Students improve their speaking skills (initiating and responding, fluency).

d. *Procedure:*

| Suggested time | Contents | Teacher's Actions | Students' Actions |
|----------------|--|--|--|
| 10 mins. | Activity G Unscramble the words to make | <ul style="list-style-type: none"> - Demonstrate item 1 with the class. Say the first word (<i>Where</i>) and prompt students to call out the next words to complete the question. | <ul style="list-style-type: none"> - Work individually. |



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| | | | |
|--------|---|---|--|
| | <p>questions.</p> | <ul style="list-style-type: none">- Remind students about the work they did in Unit 5 on <i>Wh-</i> and <i>Yes / No</i> questions; review it if necessary. Encourage students to keep this in mind when they think about the structure of the questions. Suggest that they identify the first word first.- Have students complete the exercise, then check answers as a class. <p>Answers:</p> <ol style="list-style-type: none">1. <i>Where did you go?</i>2. <i>How long did you stay there?</i>3. <i>What did you see?</i>4. <i>Did you take any photos?</i>5. <i>How many theme parks did you visit?</i>6. <i>Which theme park did you like the most?</i>7. <i>Did you go on the Spider-Man ride?</i> | <ul style="list-style-type: none">- Work in pairs.- |
| 8 mins | <p>Activity H</p> <p>In pairs, ask and answer the questions in G. Use the answers from the audio or make new answers.</p> | <ul style="list-style-type: none">- Put students into pairs. Have them take turns asking and answering the questions in G. If they don't remember the information from C, they can make up their own answers.- Have some pairs role-play various questions and answers for the class. | <ul style="list-style-type: none">- Complete the task in pairs.- Role-play for the class. |
| 5 mins | <p>GOAL CHECK:</p> <p>Ask about a trip</p> | <ul style="list-style-type: none">- Model the task with a strong student. Ask him or her to choose from the types of trips. Then, use the speech bubbles to ask questions. For | <ul style="list-style-type: none">- Listen. |

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| | | <p>example, <i>Where did you go on your short break? / Did you take photos? / How long did you stay there? / Did you like the local food?</i></p> <ul style="list-style-type: none"> - Remind students to use the simple past when they ask and answer their questions. - As pairs do the exercise, walk around monitoring and facilitating. | <ul style="list-style-type: none"> - Work in pairs. - Work in pairs. |
|--|--|--|--|

5. Wrap up:

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer the teacher's review questions.
- c. *Outcomes:* Students can answer the teacher's review questions.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Actions | Students' Actions |
|----------------|----------------|---|---|
| 2 mins. | Wrap up | <ul style="list-style-type: none"> - Say <i>Good job today, class.</i> - Address any questions students may have. Review the key points from the lesson. - Remind students to do homework in their workbook (Unit 6, Review, Exercise A, page 42). | <ul style="list-style-type: none"> - Ask questions if necessary. |

Formative Assessment (5 mins.)

Can students pronounce the forms of *-ed* endings correctly?

Ask them to talk about their last weekend.



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| Week 16 Period 47 / Pages 68 - 69 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
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Unit 6: DESTINATIONS

Language Expansion and Grammar

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- get to know emphatic adjectives.
- get to know adjectives of attitude.
- get to know passive voice in the simple past.

| | |
|--|--|
| - Vocabulary: <ul style="list-style-type: none">• excellent• outstanding• magnificent• exhausting• spotless• filthy• enormous• amused• satisfied• excited• shocked• amazed | - Structure: <ul style="list-style-type: none">• Passive voice in the simple past |
|--|--|

2. Skills/Competences:

- use emphatic adjectives and adjectives of attitude to show attitudes.
- use passive voice in the simple past to emphasize the actions.

3. *Values/Attitudes:*

- gain interest in traveling and be able to cherish past experiences.
- have a positive attitude in English language learning so that they actively participate in all classroom activities.

II. Resources and materials:

| | |
|---|---|
| ENW10 resources: Student's book, workbook. Audio: Track 34 | Other materials and equipment: PPT slides, PC/Laptop, projector/TV, speakers. |
|---|---|

III. Lesson steps:

1. Warm up:

- a. Goal:* Students are introduced to the lesson and feel interested in the topic.
- b. Content:* Students answer several questions.
- c. Outcome:* Students are introduced to the lesson and feel interested in the topic.
- d. Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|-------------------------|---|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> (Now sit down, class.) | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |
| 2 mins | Warm-up activity | - Ask the class, <i>Is it a nice day today?</i> When they answer, follow up with, <i>Is it a magnificent day?</i> Stress <i>magnificent</i> . - Ask one student, <i>Is this an interesting class?</i> When he or she answers, say, <i>Is it a fascinating class?</i> Stress <i>fascinating</i> . | - Answer. - Answer. |



2. Presentation: Emphatic Adjectives and Adjectives of Attitude

a. *Goal:* Students get to know emphatic adjectives and adjectives of attitude.

b. *Contents:*

- Students are introduced to emphatic adjectives and adjectives of attitude.
- Students describe photos using emphatic adjectives and adjectives of attitude.
- Students complete the text with adjectives of attitudes.

c. *Outcome:* Students understand emphatic adjectives and adjectives of attitude.

d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|--|---|--|
| 4 mins | Activity A Write two or three emphatic adjectives below each photo. | <ul style="list-style-type: none">- Introduce the idea of emphatic adjectives. Tell students these are “strong” adjectives. Explain, for example, that <i>excellent</i> means <i>very, very good</i>. Go over the adjectives in the table.- Introduce the idea of adjectives of attitudes. Tell students these are used to show someone's attitudes. Go over the adjectives in the table.- Have students work individually to describe each picture with adjectives.- Check answers as a class. <p><i>Suggested answers:</i></p> <p>1. <i>filthy, awful, terrible</i></p> <p>2. <i>magnificent, huge, amazing</i></p> | <ul style="list-style-type: none">- Listen and take note.- Listen and take note.- Work individually.- Give answers. |

| | | | |
|---------|---|--|---|
| 3 mins. | Activity B Write the following sports in the correct box, according to the categories. | <ul style="list-style-type: none"> - Have students work individually to complete the text. - Have students compare answers with a partner. - Check answers as a class. <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>excited</i> 2. <i>exciting</i> 3. <i>amazing</i> 4. <i>satisfied</i> | <ul style="list-style-type: none"> - Work individually. - Work in pairs. - Give answers. |
| 5 mins | Word Bank: Emphatic Adjectives and Adjectives of Attitude. | <ul style="list-style-type: none"> - Provide students with more emphatic adjectives and adjectives of attitude. <p>Word Bank: Emphatic Adjectives</p> <ul style="list-style-type: none"> • <i>afraid – terrified</i> • <i>cold – freezing</i> • <i>happy – delighted</i> • <i>hot – boiling</i> • <i>hungry – starving</i> • <i>sad – miserable</i> • <i>surprised – astonished</i> <p>Word Bank: Adjectives of Attitude</p> <ul style="list-style-type: none"> • <i>disappointing – disappointed</i> • <i>boring – bored</i> • <i>annoying – annoyed</i> • <i>surprising – surprised</i> • <i>interesting – interested</i> • <i>tiring – tired</i> • <i>annoying – annoyed</i> | <ul style="list-style-type: none"> - Take notes. |

3. Presentation: Grammar – Passive Voice in the Simple Past

a. *Goal:* Students get to know passive voice in the simple past.

b. *Content:* Students are introduced to passive voice in the simple past.



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c. *Outcome*: Students recognize passive voice in the simple past.

d. *Procedure*:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|---|--|
| 6 mins | Grammar – <i>Passive Voice in the Simple Past</i> | <ul style="list-style-type: none">- Go over the information in the chart about passive voice in the simple past. Draw students' attention to the use of passive voice: to focus on the action, not on the doer of the action. For example, <i>We were given some information about the tourist destination.</i>- Passive voice is used when we want to emphasize an action rather than the doer of that action, or when the doer is unknown or unimportant. We can still use <i>by + agent</i> to mention the doer of the action if the person is a noun or noun phrase. For example, <i>We were taken to a small hotel by a local tour guide.</i> However, we generally leave out the doer if it is a pronoun. For example, <i>We were taken to a small hotel by them.</i>- Direct students to the Grammar Reference in the back of the student's book for additional review and practice. | <ul style="list-style-type: none">- Listen.- Read the chart and take notes.- Take notes.- Go to the Grammar Reference and review. |

4. Practice: Grammar – *Passive Voice in the Simple Past*

a. *Goal*: Students practice using passive voice in the simple past accurately.



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b. Contents:

- Students complete the blanks.
- Students make questions and match them to the correct answers.

c. Outcome: Students use passive voice in the simple past with accuracy.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|--|--|
| 3 mins. | Activity C Complete the blanks with the passive form of the verbs in parentheses. | <ul style="list-style-type: none">- Have students complete the text with passive voice of the verbs in parentheses.- Have students compare answers with a partner.- Check as a class. <p>Answers</p> <ol style="list-style-type: none">1. <i>were chosen</i>2. <i>was booked</i>3. <i>wasn't arranged</i>4. <i>were treated</i>5. <i>were lost</i> | <ul style="list-style-type: none">- Work individually.- Work in pairs.- Give answer and take note. |
| 5 mins | Activity D Make questions about the trip in C. Then match them to the correct answers. | <ul style="list-style-type: none">- Have students work individually to make questions about the trip in C. Then, ask them to match the questions with the answers.- Check answers as a class. <p>Answers:</p> <ol style="list-style-type: none">1. <i>When were the dates chosen? – b</i>2. <i>Was the flight booked at the same time? – a</i>3. <i>When was the hotel arranged? – d</i> | <ul style="list-style-type: none">- Work individually.- Give answers and take notes. |

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| | | <p>4. <i>Were they treated well?</i> – c</p> <p>- Have pairs practice reading the questions and answers.</p> | - Work in pairs. |
|--|--|--|------------------|

5. Practice (Optional):

- a. *Goal:* Students practice using the emphatic adjectives and adjectives of attitude as well as passive voice in the simple past in context.
- b. *Contents:*
 - Students listen to a conversation and discuss it.
 - Students practice the conversation.
 - Students make a new conversation and practice.
- c. *Outcome:* Students practice using the emphatic adjectives and adjectives of attitude as well as passive voice in the simple past in context.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|--|---|
| 3 mins | <p>Activity E</p> <p>Listen to the conversation.</p> <p>What was good about the weekend?</p> <p>What was bad?</p> | <p>- Ask students to close their books.</p> <p>Write the questions on the board:</p> <p><i>What was good about the weekend?</i></p> <p><i>What was bad?</i></p> <p>- Play the audio and have students answer the questions.</p> <p>- Check answers as a class.</p> <p><i>Answers: Good: the second hotel, food, skiing; Bad: the weather on the first day, no rooms at the first hotel</i></p> | <p>- Close the books.</p> <p>- Work individually.</p> <p>- Give answers and take notes.</p> |

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| 3 mins | Activity F Practice the conversation in pairs. Switch roles and practice again. | <ul style="list-style-type: none"> - Play or read the conversation again for the class to repeat. Then practice it with the class in chorus. - Have students practice the conversation with a partner twice. Have them switch roles. | <ul style="list-style-type: none"> - Listen and repeat. - Work in pairs. |
| 3 mins | Activity G Change the underlined adjectives to emphatic adjectives or adjectives of attitude and practice. | <ul style="list-style-type: none"> - Have students complete the exercise in pairs. - Invite some pairs to perform their new conversation for the class. Encourage them to stress the emphatic adjectives and the adjectives of attitude. | <ul style="list-style-type: none"> - Work in pairs. - Perform. |

6. Production:

a. Goal: Students use the emphatic adjectives, adjectives of attitude, and the simple past to talk about their past experiences.

b. Contents:

- Students listen to a conversation and discuss it.
- Students practice the conversation.
- Students make a new conversation and practice.

c. Outcome:

- Students use the emphatic adjectives, adjectives of attitude, and the simple past to talk about their past experiences.
- Students improve their speaking skills (range of words and grammar)

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---|---|--|
| 9 mins | GOAL CHECK Talk about your weekend | <ul style="list-style-type: none"> - Model each item in the Speaking Strategy and have students repeat after you. - Explain the task and give students time to make notes. Tell them the event can be real or made up. - Put students into pairs. Have them ask and answer questions using the phrases from the Speaking Strategy as well as ideas of their own. Remind them to use passive voice in the simple past and to include some emphatic adjectives and adjectives of attitude. - Walk around, monitoring and assisting. | <ul style="list-style-type: none"> - Listen and repeat. - Work individually. - Work in pairs. |

7. Expansion activities (Optional):

a. Goal: Students use passive voice in the simple past to learn information about past vacations.

b. Content: Students complete sentences by asking their peers.

c. Outcome: Students use passive voice in the simple past to learn information about past vacations.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|---------------------------|--|--|
| 5 mins | Ask and take note. | <ul style="list-style-type: none"> - Write these sentence stems on the board and have students copy them: 1. ___ was born in another city. 2. ___ was invited to a birthday party. 3. ___ was given an expensive gift once. 4. ___ was visited by a foreign friend. 5. ___ was given a souvenir from a trip. - Add other sentence stems that are relevant to your class. - Have students walk around the room with their notebooks, ask questions with <i>Were you...?</i>, and fill in classmates' names. | <ul style="list-style-type: none"> - Copy the sentence stems to their notebooks. - Add sentence stems. - Ask and take note. |

8. Wrap up:

- e. *Goal:* Students can remember the key points from the lesson.
- f. *Content:* Students answer the teacher's review questions.
- g. *Outcomes:* Students can answer the teacher's review questions.
- h. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|--|---|
| 2 mins. | Wrap up | <ul style="list-style-type: none"> - Say <i>Good job today, class.</i> - Address any questions students may have. Review the key points from the lesson. | <ul style="list-style-type: none"> - Ask questions if necessary. |



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| | | - Remind students to do homework in their workbook (Unit 6, Lesson C, Exercises A-D, page 38). | - Note down their homework. |
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Formative Assessment (5 mins.)

Can students make sentences using emphatic adjectives, adjectives of attitude, and passive voice in the simple past?

Ask them to describe their last vacation, using emphatic adjectives, adjectives of attitude, and passive voice.



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| Week 16 Period 48 / Pages 70 - 71 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
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Unit 6: DESTINATIONS

Reading

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- get to know vocabulary related to vacations.
- read an advertisement about two traveling tours to Phong Nha–Kẻ Bàng, Việt Nam

| | |
|--|--|
| Vocabulary: <ul style="list-style-type: none">• explore• awed• exist• geological• species Other useful vocabulary: <ul style="list-style-type: none">• waterfall• valley• trail• discount | Structure: <ul style="list-style-type: none">• catch a quick glance• make dreams come true |
|--|--|

2. Skills/Competences:

- understand an advertisement for a national park.
- improve their reading skills (identify the meanings of words from context, read for details).

3. Values/Attitudes:

- become interested in national beauty landscapes.



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- have a positive attitude in English language learning so that they actively participate in all classroom activities.

II. Resources and materials:

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|---|---|
| ENW10 resources: Student's book, workbook. Audio: Track 35 | Other materials and equipment: Lesson plan, PPT slides, notebook, personal computer (if any), projector/ TV, speakers |
|---|---|

III. Lesson steps:

1. Warm up:

- Goal:* Students get to know the topic of the lesson which is describing national parks and feel interested in the topic.
- Content:* Students answer some questions.
- Outcome:* Students get to know the topic of the lesson which is describing national parks and feel interested in the topic.
- Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|-------------------------|---|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> (Now sit down, class.) | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |
| 2 mins | Warm-up activity | - Write: <i>Yellowstone / the US; Serengeti / Tanzania; Fiordland / New Zealand; Nikko / Japan; Tràm Chim / Việt Nam.</i> Ask the class what these places have in common. If no one is sure, answer the question yourself: <i>They all are famous national parks.</i> | Answer. |

2. Pre-Reading:

- Goals:*



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- Students get to know the reading text's topic which is about Phong Nha– Kẻ Bàng national park and feel interested in the topic of the reading.

b. Contents:

- Students look at the background photo of the reading and discuss some questions.
- Students answer some questions.

c. Outcome:

- Students feel interested in the topic.
- Students have an overview of the article.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|--|---|--|
| 3 mins | Activity A Look at the photo. Where do you think this is? What is special about this place? | <ul style="list-style-type: none">- Read the questions aloud. Have students look at the photo.- Elicit their answers, writing them on the board as they are given. <p>Answers:</p> <ol style="list-style-type: none">1. Phong Nha – Kẻ Bàng National park.2. Students' answers. | <ul style="list-style-type: none">- Look at the photo.- Give answers. |
| 3 mins | Activity B Do you know the names of any other national parks? Which countries are they in? | <ul style="list-style-type: none">- Do this as a whole-class exercise.- Write students' answers on the board. <p>Suggested national parks:</p> <ul style="list-style-type: none">• Yellowstone.• Yosemite.• Glacier National Park.• Grand Canyon.• Serengeti National Park.• Jasper National Park. | <ul style="list-style-type: none">- Work as a class.- Give answers. |

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| | | <ul style="list-style-type: none"> • <i>Zion National Park.</i> • <i>Torres del Paine National Park.</i> | |
|--|--|--|--|

3. While-Reading:

a. Goal:

- Students improve their reading skills (identify the meanings of words from context, read for details).

b. Contents:

- Students match the words and phrases from the advertisement to the definitions.
- Students read the advertisement and answer the questions.

c. Outcome: Students improve their reading skills.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|--|--|--------------------------------------|
| 10 mins. | Activity C Match the words and phrases from the advertisement to the definitions. | <p>- Explain the task.</p> <p>- Go over the Reading Strategy with the class.</p> <p>Reading strategy: Matching definitions <i>Matching definitions is a common task in the reading portion of most exams.</i> <i>Look at the words in the exercise, then find and underline them in the article.</i> <i>Usually, the words are listed in the exercise in the order that they appear in the text. From reading the text, do you have a rough idea of what the words mean? (Don't worry if you don't.)</i> <i>What part of speech is each word? Go back and read each definition carefully.</i></p> | <p>- Listen.</p> <p>- Take note.</p> |



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| | | <p><i>Match the ones that you can. If you get stuck, take your best guess!</i></p> <p>Provide students with tips to do the exercise.</p> <p>Teaching tip: Parts of Speech</p> <ul style="list-style-type: none">• <i>Is there an article before the word? Is the word a person or a thing? It's probably a noun.</i>• <i>Does this word involve an action or activity? Does it end in -ing? Does the word to appear before it? It's probably a verb.</i>• <i>Does this word seem to be describing something? Does it come right before a noun? It's probably an adjective.</i> <p>- Have students complete the exercise individually.</p> <p>- Have students compare answers with a partner and discuss any differences.</p> <p>- Check answers as a class.</p> <p>Answers:</p> <p>2. <i>c</i> 3. <i>e</i> 4. <i>b</i> 5. <i>d</i></p> | <p>- Work individually.</p> <p>- Work in pairs.</p> <p>- Give answers and take notes.</p> |
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|---------|---|---|---|
| 10 mins | <p>Activity D</p> <p>Read the advertisement and answer the questions.</p> | <ul style="list-style-type: none"> - Have students read through all the questions first. Remind them to identify <i>Yes / No</i> questions and <i>Wh-</i> questions and to think about the type of information they are being asked for. - Have students read the article and answer the questions. Don't provide explanations of any unknown words yet. - Check answers as a class. <p>Answers:</p> <ol style="list-style-type: none"> <i>1. Unique species, valley, waterfall, underground river, cave, nocturnal animals, trails, forest.</i> <i>2. The Wildlife Rescue Center.</i> <i>3. A stop at the Wildlife Rescue Center. / A close-up experience with some endemic species.</i> <i>4. Two.</i> <i>5. You will see them in their natural habitats. / Animals are nocturnal.</i> <i>6. Local guides.</i> <i>7. Guests who are physically unfit or not daring.</i> <i>8. You should be among the first five guests.</i> <ul style="list-style-type: none"> - Have volunteers call out the places in the text where the answers are found. | <ul style="list-style-type: none"> - Listen. - Work individually. - Give answers and take notes. - Volunteer to call out. |
|---------|---|---|---|



4. Post-Reading:

a. Goal:

- Students can describe national parks that they know.
- Students improve their speaking skills (fluency).

b. Contents:

- Students discuss several questions.
- Students describe national parks.

c. Outcome:

- Students can describe national parks that they know.
- Students improve their speaking skills (fluency).

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|--|--|---|
| 10 mins | Activity E In pairs, think of another national park you know about. Answer as many of the questions as you can. | <ul style="list-style-type: none">- Put students into pairs. Have students agree on a national park. Tell them to use the questions to write as much information as possible about it. Ideally, don't allow Internet research at this stage. Encourage students to use their knowledge, or to make guesses.- Walk around, monitoring and assisting. | <ul style="list-style-type: none">- Work in pairs.- Work in pairs. |
| 4 mins | GOAL CHECK | <ul style="list-style-type: none">- Have students work in pairs. As pairs tell each other about their ancient places, remind them to use the simple past, emphatic adjectives, adjectives of attitudes, and passive voice where possible.- Invite some pairs to share their | <ul style="list-style-type: none">- Work in pairs.- Share answers. |

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| | | <p>ancient places with the class.</p> <p>- Optional: Have students check their information online to see how accurate they were.</p> | - Check information. |
|--|--|---|----------------------|

5. Expansion activities (Optional):

a. Goal:

- Students write a commercial for a traveling destination.
- Students improve their writing skills (sentence structure vocabulary, appropriacy).

b. *Content:* Students write a TV commercial for a traveling destination.

c. *Outcome:* Students improve their writing skills (sentence structure vocabulary, appropriacy).

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|--|---|--|
| 5 mins | Write your TV commercial for a place in your country. | <p>- Present a TV commercial for a travel destination.</p> <p>Actor #1: Wow, you look so relaxed! How was your vacation at White Beach? Actor #2: Oh, it was very good. Actor #1: Tell me about your hotel! Actor #2: It was nice. Our bags were taken to our room by the bellhop, and we were given coupons for free breakfast. Our room was big, and the view from the window was good. Actor #1: Did you like the beach? Actor #2: It was big and clean. We went swimming every day, and we took an interesting boat tour. Actor #1: Were you happy with your trip? Actor #2: Yes! I'm glad White Beach was recommended to us in the first place. It's a good place for a vacation, and the weather there is nice. Actor #1: I should make a reservation today—and take my next vacation at White Beach!</p> <p>- Have students work in groups to write a TV commercial for a place in Việt Nam.</p> <p>- Have students work in pairs to practice the conversation.</p> | <p>- Read the commercial.</p> <p>- Work in groups.</p> <p>- Work in pairs.</p> |

6. Wrap up:

a. *Goal:* Students can remember the key points from the lesson.

b. *Content:* Students answer the teacher's review questions.



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c. *Outcomes:* Students can answer the teacher's review questions.

d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|--|---|
| 2 mins. | Wrap-up | <ul style="list-style-type: none">- Say <i>Good job today, class.</i>- Address any questions students may have. Review the key points from the lesson.- Remind students to do homework in their workbook (Unit 6, Lesson D, Exercises A-D, page 40). | <ul style="list-style-type: none">- Ask questions if necessary.- Note down their homework. |

Formative Assessment (5 mins.)

Can students read for gist?

Ask students to practice reading more articles and summarize the main ideas.



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| Week 17 Period 49 / Page 72 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
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Unit 6: DESTINATIONS

Communication

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- get to know more words related to vacations.
- know how to find and share information online.

| | |
|--|---|
| Vocabulary: <ul style="list-style-type: none">• culture• province• peaceful• fishermen• brave• display | Structure: <ul style="list-style-type: none">• make a decision• have fun• be patient with sb• have a chance to do sth |
|--|---|

2. Skills/Competences:

- use time references to share information on past vacations.
- improve their speaking skills (fluency, appropriacy).
- improve their writing skills (coherence and cohesion).

3. Values/Attitudes:

- become interested in traveling and national beauty landscapes.
- have a positive attitude in English language learning so that they actively participate in all classroom activities.



II. Resources and materials:

| | |
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| ENW10 resources: Student's book, workbook. | Other materials and equipment: Lesson plan, PPT slides, notebook, personal computer (if any), projector/ TV, speakers |
|--|---|

III. Lesson steps:

1. Warm up:

- Goal:* Students get to know that they are going to learn how to find and share information and feel interested in the topic.
- Content:* Students answer a question and take a poll.
- Outcome:* Students get to know that they are going to learn how to find and share information and feel interested in the topic.
- Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|-------------------------|---|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> (Now sit down, class.) | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |
| 2 mins | Warm-up activity | - Write, <i>book / website / both</i> on the board. Ask, <i>Before you go on a trip, where do you look for information?</i> - Take a class poll. - Introduce the topic of the lesson <i>Find and Share Information Online.</i> | - Take the poll. - Take note. |



2. Presentation:

a. Goal: Students know where and how often they find information online.

b. Contents:

- Students answer a question.
- Students decide the frequency they use the Internet to look for information.

c. Outcome: Students know where and how often they find information online.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|---|--|---|
| 3 mins | Activity A Before you travel to a new place, where can you find information about it? | <ul style="list-style-type: none">- Do this as a whole-class exercise. Don't accept very general answers like <i>books</i> or <i>online</i>; encourage students to be as specific as possible.- Elicit ideas such as tourist information websites, travel books, people who know the place, and travel blogs. | <ul style="list-style-type: none">- Work as a class.- Share answers. |
| 5 mins | Activity B How often do you use the Internet to look for information about these things? | <ul style="list-style-type: none">- Read the eight items aloud. If necessary, review adverbs of frequency in Unit 2.- Have students complete the exercise; there's no need to check answers yet. | <ul style="list-style-type: none">- Listen.- Work individually. |

3. Practice:

a. Goal: Students improve their Listening and Speaking skills.

b. Contents:

- Students compare answers in Activity B.



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- Students read texts and answer several questions.

c. *Outcome:* Students improve their Listening and Speaking skills.

d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|--|--|---|
| 10 mins. | Activity C In pairs, compare your answers in B. Discuss where you usually find the information. | <ul style="list-style-type: none"> - Explain that the task is an extension of Activity B. Model the speech bubble with one student. Make sure it's clear that students should give their answer from Activity B and follow up by saying where they look for this information. - Model an additional sentence using a different adverb of frequency. For example, <i>I sometimes use the Internet to get information about events in my city. / I check events on social media.</i> - Have students work in pairs to discuss. - As students discuss their answers, walk around the room, joining in some conversations. | <ul style="list-style-type: none"> - Listen - Listen. - Work in pairs. - Work in pairs. |
| 8 mins | Activity D Read the following extract of three online texts. Where do you think | <ul style="list-style-type: none"> - Make sure students understand the three terms. Explain that <i>bio</i> is short for <i>biography</i> (the story of a person's life). - Have students read the texts themselves and choose their answers. | <ul style="list-style-type: none"> - Listen. - Work individually. |

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| | <p>they are from? Why?</p> | <p>- Have pairs compare answers.</p> <p>- Check answers as a class. Elicit students' reasons for choosing each type of text.</p> <p><i>Answers: 1. B 2. A 3. C</i></p> | <p>- Work in pairs.</p> <p>- Give answers and explanations.</p> |
|--|-----------------------------------|--|---|

4. Production:

a. Goal: Students are able to create a website and share information online.

b. Content: Students create a tourist website.

c. Outcome:

- Students are able to create a website and share information online.
- Students improve their speaking skills (short presentation, fluency).

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|-----------------------|-------------------------|---|---|
| 14 mins | Create a Website | <p>- Divide students into groups. Have them choose and create a tourist website for a town, a city, or a country. Tell them to include some historical facts as well as places of interest of which. If necessary, allow students to do research on the Internet during the task.</p> <p>- Tell them to display their work on the wall and present to the other groups.</p> | <p>- Work in groups.</p> <p>- Display the work.</p> |

5. Wrap up:

a. Goal: Students can remember the key points from the lesson.

b. Content: Students answer the teacher's review questions.



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

c. *Outcomes:* Students can answer the teacher's review questions.

d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|--|---|
| 2 mins. | Wrap up | <ul style="list-style-type: none">- Say <i>Good job today, class.</i>- Address any questions students may have. Review the key points from the lesson.- Remind students to get ready for the upcoming lesson (Unit 6, Lesson E, Writing, page 73). | <ul style="list-style-type: none">- Ask questions if necessary.- Note down their homework. |

Formative Assessment (5 mins.)

Can students talk about ways of getting information before travelling?

Ask students to talk about their favorite way of getting information before travelling.



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| Week 17 Period 50 / Page 73 | Date of preparing: ... / ... /202... | Date of teaching: ... / ... / 202... |
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Unit 6: DESTINATIONS

Writing

I. Lesson objectives:

By the end of this lesson, students will be able to:

1. Knowledge

- get to know the time references.
- learn to plan before writing.

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|--|--|
| Vocabulary: <ul style="list-style-type: none">• the movies• the day before yesterday Other useful vocabulary: <ul style="list-style-type: none">• century | Structure: <ul style="list-style-type: none">• during the 20th century• last month/year/etc.• a week ago |
|--|--|

2. Skills/Competences:

- use time references to write an online post about traveling.
- improve their writing skills (using time references, coherence, and cohesion).

3. Values/Attitudes:

- become interested in traveling and national beauty landscapes.
- have a positive attitude in English language learning so that they actively participate in all classroom activities.

II. Resources and materials:

| | |
|--|--|
| ENW10 resources: Student's book, workbook. | Other materials and equipment: Lesson plan, PPT slides, notebook, personal computer (if any), projector/ TV, speakers. |
|--|--|



III. Lesson steps:

1. Warm up:

- a. *Goal:* Students get to know the topic of the lesson which is about time references and feel interested in the topic.
- b. *Content:* Students answer a question.
- c. *Outcome:* Students get to know the topic of the lesson which is about time references and feel interested in the topic.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|-------------------------|---|--|
| 1 min | Greetings | - Say <i>Good morning/afternoon, class.</i> (<i>Now sit down, class.</i>) | - Say <i>Good morning/afternoon, teacher.</i> - Sit down. |
| 1 min | Warm-up activity | - Ask, <i>Which words or phrases can we use to talk about the past?</i> Elicit answers such as <i>Yesterday, Last week, A month ago, etc.</i> - Introduce the topic of the lesson. | - Answer. - Take note. |

2. Pre-Writing:

a. *Goals:*

- Students get to know more time references and use them.
- Students remember to plan before writing.

b. *Contents:*

- Students are introduced to more time references.
- Students complete sentences with time references.
- Students are reminded to plan before writing.

c. *Outcomes:*

- Students get to know more time references and use them.



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

- Students remember to plan before writing.

d. Procedure:

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|--|--|---|
| 6 mins | Activity E Read the time references below. Then underline the time references in D. | <ul style="list-style-type: none">- Read aloud all the time references in the box and have students repeat after you.- Have students underline all the time references in Activity D.- Check answers by having different students read each time expression in the texts. <p>Answers:</p> <p>Text A: <i>in 1993, When I was a child, Between 2011 and 2014, When I finished university</i></p> <p>Text B: <i>Two days ago, Yesterday, In the evening</i></p> <p>Text C: <i>During the 17th and 18th century, Last year</i></p> | <ul style="list-style-type: none">- Listen and repeat.- Take note.- Give answers. |
| 6 mins | Activity F Complete the sentences with time references. Then compare them in | <ul style="list-style-type: none">- Have students complete the sentences with time references that are true for them.- Be flexible with this exercise. For example, if anyone doesn't know the answer to #4, have them guess or write a different sentence as long as it includes a time reference. | <ul style="list-style-type: none">- Work individually.- Work individually. |

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| | pairs. | <ul style="list-style-type: none"> - Invite volunteers to share their answers with the class. It might be fun to compare answers. For example, the students who haven't been to the movies in a very long time and those who went very recently. | <ul style="list-style-type: none"> - Share answers and compare. |
| 6 mins | Reading Strategy: Planning before Writing | <ul style="list-style-type: none"> - Tell students that without planning, texts can become difficult to read. - Teach your students the importance of planning before writing. Explain that taking the opportunity to think about what we want to say leads to better, clearer writing. Tell your students to put their points in order when they plan. Add that planning will help them avoid repeating or forgetting any important points. - Suggest this planning strategy for the Goal Check. Encourage students to ask themselves <i>Wh-</i> questions like these before they write and to make short notes. <ul style="list-style-type: none"> • When [did this happen]? • Where [does the story take place]? • What [is this about]? • Who [is involved]? | <ul style="list-style-type: none"> - Listen. |

3. While-Writing:

a. *Goal:*



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- Students get to write an online post about their past traveling experiences.
 - Students improve their writing skills (using time references, coherence, and cohesion).
- b. Content:* Students write a 120–150 words post about one of their past traveling experience using time references.
- c. Outcome:*
- Students get to write an online post about their past traveling experiences.
 - Students improve their writing skills (using time references, coherence, and cohesion).
- d. Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|--|--|---|
| 15 mins | GOAL CHECK Find and Share information | <ul style="list-style-type: none">- Go over the three types of texts. Refer back to Activity D to remind students, if necessary.- Have students choose what they want to write. Tell them to make a plan first.- Remind them to use the simple past and to include time references. | <ul style="list-style-type: none">- Listen.- Work individually.- Work individually. |

4. Post-Writing:

- a. Goal:* Students give and receive feedback on their writing.
- b. Content:* Students exchange their text and give feedback.
- c. Outcome:* Students give and receive feedback on their writing.
- d. Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------|----------------------|----------------------|
|----------------|----------|----------------------|----------------------|



TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

| | | | |
|--------|----------------------------------|---|---|
| 8 mins | Share your post in pairs. | <ul style="list-style-type: none"> - Have them read a partner's text and give feedback. For example, <i>That was fascinating!</i> / <i>Your vacation sounds amazing.</i> - Invite some volunteers to read their work for the class, ideally one for each text type. | <ul style="list-style-type: none"> - Work individually. - Volunteer to read aloud the text. |
|--------|----------------------------------|---|---|

5. Wrap up:

- a. *Goal:* Students can remember the key points from the lesson.
- b. *Content:* Students answer the teacher's review questions.
- c. *Outcomes:* Students can answer the teacher's review questions.
- d. *Procedure:*

| Suggested time | Contents | Teacher's Activities | Students' Activities |
|----------------|----------------|---|--|
| 2 mins. | Wrap up | <ul style="list-style-type: none"> - Say <i>Good job today, class.</i> - Address any questions students may have. Review the key points from the lesson. - Remind students to do homework in their workbook (Unit 6, Lesson E, Exercises A-D, page 41 and Review, Exercises A-C, page 41). | <ul style="list-style-type: none"> - Ask questions if necessary. - Note down their homework. |

Formative Assessment (5 mins.)

Can students write a post?

Ask students to share their post with their classmates by reading them aloud.



**TÀI LIỆU HƯỚNG DẪN VỀ BỘ SÁCH GIÁO KHOA
TIẾNG ANH 10 - *EXPLORE NEW WORLDS***

PHẦN V: CỘNG ĐỒNG GIÁO VIÊN

Các giáo viên sử dụng bộ sách giáo khoa *Tiếng Anh 10 - Explore New Worlds* có thể tham gia vào các cộng đồng trực tuyến để tiếp cận các nguồn tài liệu, trao đổi, chia sẻ kinh nghiệm và cập nhật những thông tin mới nhất:

Nhóm Facebook National Geographic Learning Việt Nam

Tham gia cùng các giáo viên, giảng viên, các nhà giáo dục ở Việt Nam trong National Geographic Learning Việt Nam.

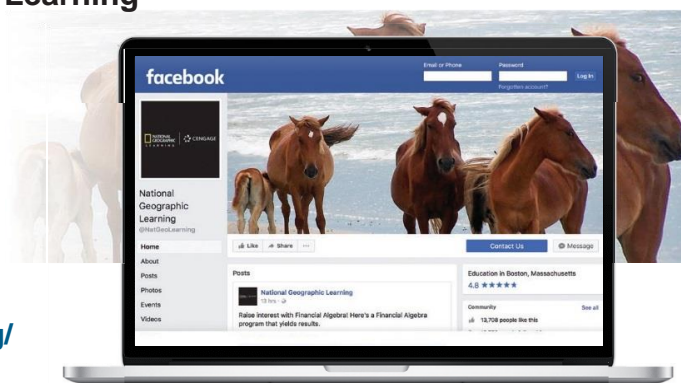
<https://www.facebook.com/NGLearningVN/>



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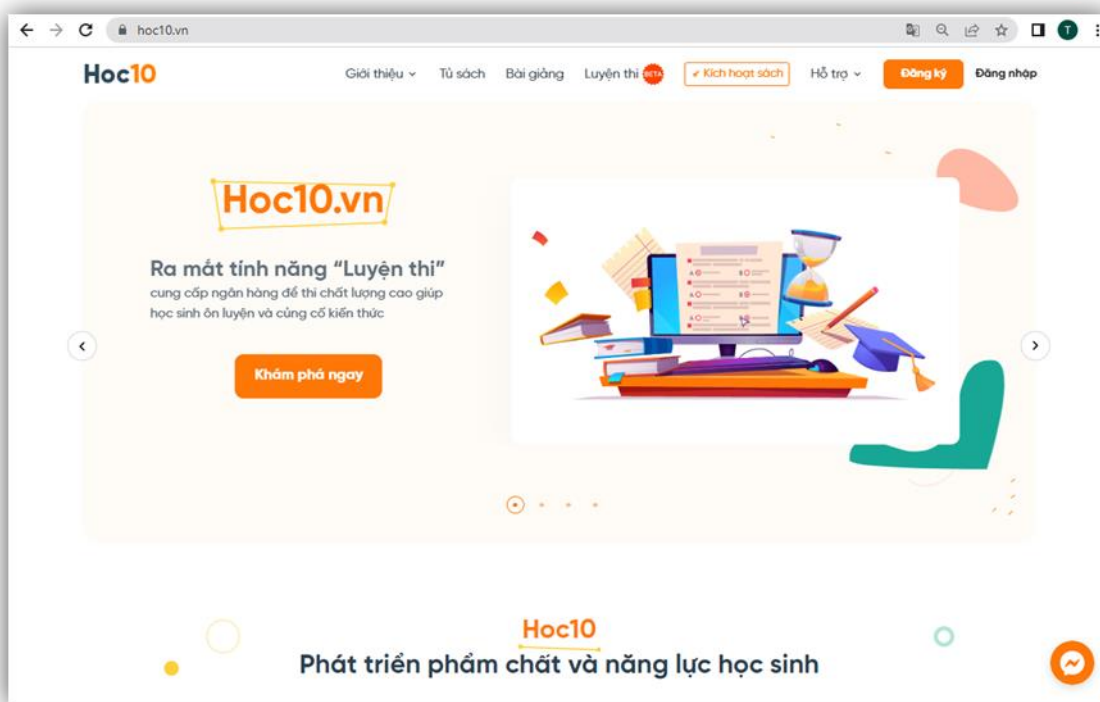
Dành cho các giảng viên, giáo viên, các nhà giáo dục muốn giữ liên lạc với toàn bộ văn phòng đại diện National Geographic Learning trên toàn cầu, họ có thể tham gia vào nhóm Facebook National Geographic Learning.

<https://www.facebook.com/NatGeoLearning/>



PHẦN VI: HƯỚNG DẪN SỬ DỤNG TÀI LIỆU ĐIỆN TỬ CHO SÁCH TIẾNG ANH 10 - *EXPLORE NEW WORLDS*

Bước 1: Dùng trình duyệt web truy cập vào website <https://hoc10.vn>



Bước 2: Trên bìa 4 của sách Cánh Diều, lấy mã seri phía dưới lớp phủ bạc để kiểm tra.



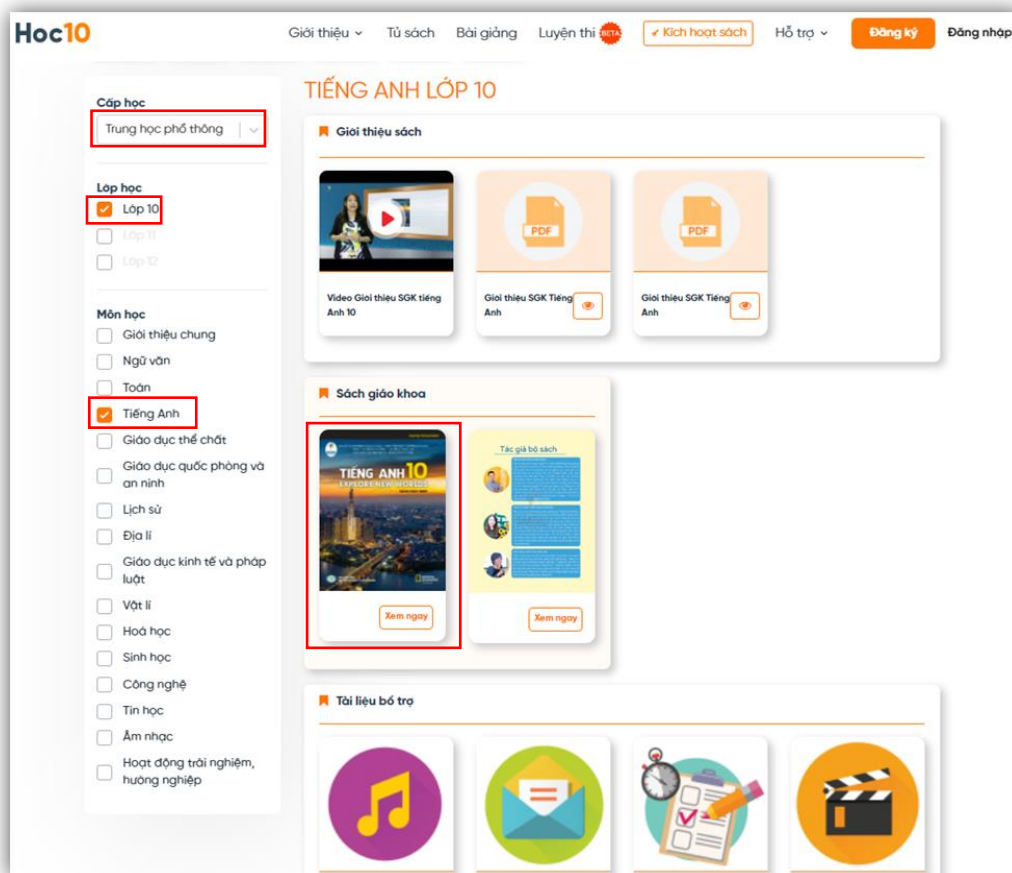
Bước 3: Click vào mục "**Đăng nhập**" và chọn đăng nhập qua Facebook/Gmail hoặc "**Đăng ký**" để tạo tài khoản, chọn tài khoản "Giáo viên/Phụ huynh/Học sinh" và điền các thông tin theo yêu cầu.

Bước 4: Click vào mục **Kích hoạt sách**, cào tem bạc lấy mã kích hoạt để điền và xác nhận.

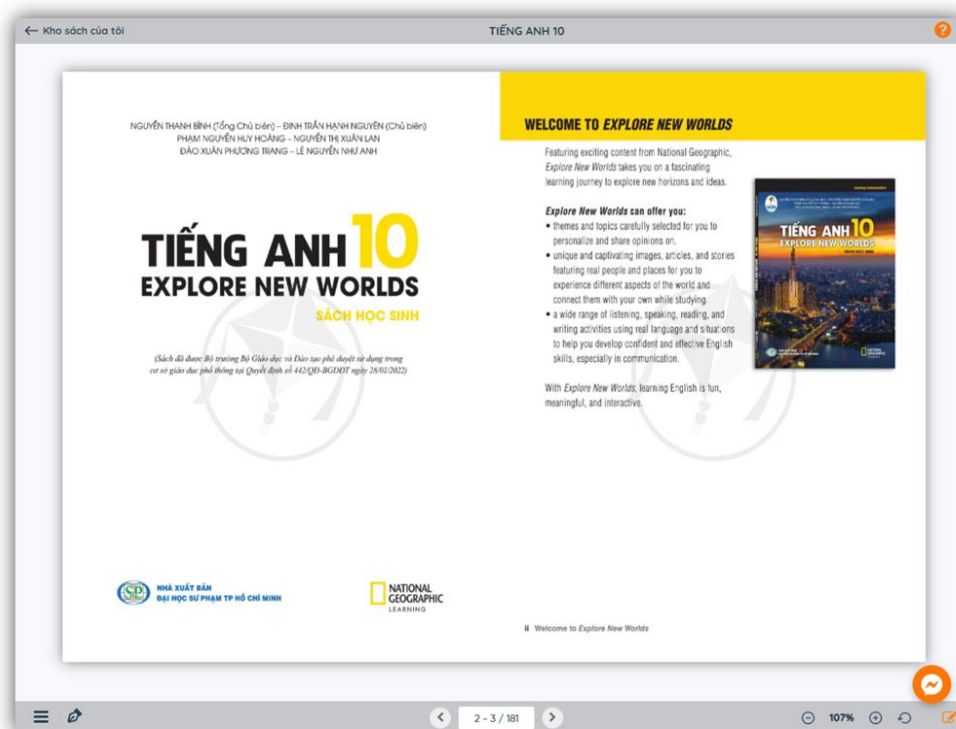


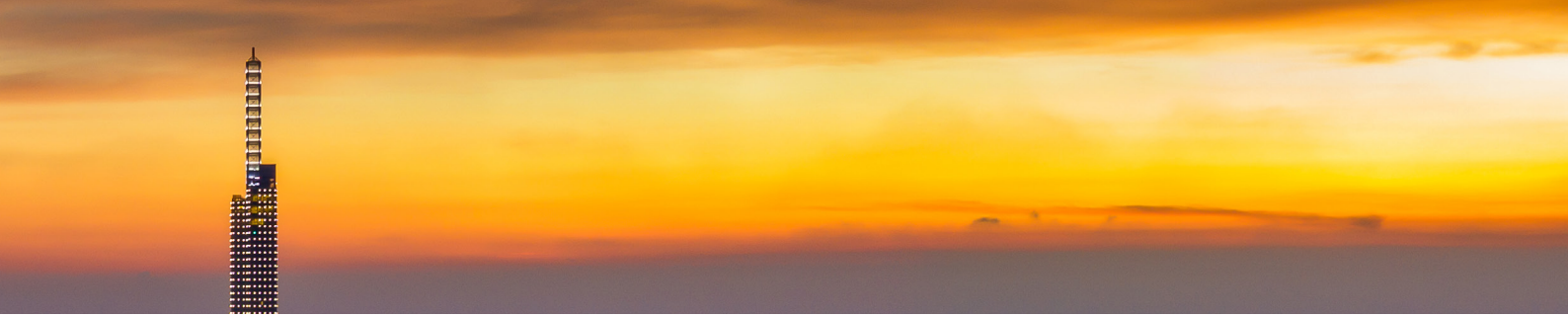
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Bước 5: Click chọn vào môn Tiếng Anh và ấn vào sách để đọc.



Bước 6: Làm theo hướng dẫn sử dụng các công cụ đọc sách







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