

# **CHUYÊN ĐỀ THÁNG 11**

**Viết lại 01 tiết giáo án Tiếng Anh thuộc chương trình Hệ 10 năm cho phù hợp hơn với yêu cầu của Chương trình GDPT 2018.**

**Sách giáo khoa Tiếng Anh Hệ 10 năm**

**Nhà xuất bản Giáo dục Việt Nam**

**Unit 1 : FAMILY LIFE**

**Period 4 : Reading**

### Pronunciation

**1 Listen and repeat.**

/tr-/	/kr-/	/br-/
trash	create	breadwinner
tree	critical	breakfast
train	cream	brown
treat	crane	brother
true	crack	brush

**2 Listen to the sentences and circle the word you hear.**

- a. trash      b. crash      c. brash
- a. train      b. crane      c. brain
- a. tread      b. create      c. bread
- a. true      b. crew      c. brew

### Grammar

**1 Read the text and choose the correct verb form.**

Mrs Hang is a housewife. Every day, she (1) does/is doing most of the housework. She (2) cooks/is cooking, washes the clothes and (3) cleans/is cleaning the house. But today is Mother's Day and Mrs Hang isn't doing any housework. Her husband and children are doing it all for her. At the moment, she (4) watches/is watching her favourite programme on TV. Her daughter, Lan, (5) does/is doing the cooking; her son, Minh, (6) does/is doing the laundry; and her husband, Mr Long, (7) tidies/is tidying up the house. Everybody in the family (8) tries/is trying hard to make it a special day for Mrs Hang.



**Do you know ...?**

- The present simple is used to talk about daily habits and routines.
- The present progressive is used to talk about something that is happening or not happening now, at the moment of speaking.

**2 Use the verbs in brackets in their correct form to complete the sentences.**

- Mrs Lan usually (do) the cooking for the family, but she (not cook) now. She (work) on an urgent report at the moment.
- I'm afraid you can't talk to him now. He (take out) the rubbish.
- He (clean) the house every day. He (clean) it now.
- My sister can't do any housework today. She (prepare) for her exams.
- They divide the duties in the family. She (look after) the children, and her husband (work) to earn money.
- It's 7.30 now and my father (watch) the *Evening News* on TV. He (watch) it every evening.



**Watch out!**  
What are some words that can give you clues about which tense to use?

*now ... , at the moment ... ,  
presently ...  
usually, always, every day, ...*

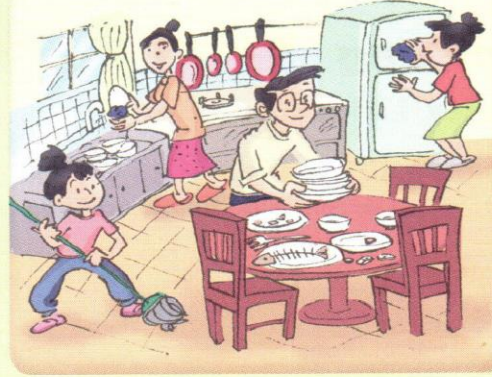


**SKILLS****Reading****Sharing Housework****1 Look at the pictures and answer the questions.**

1. What are the people in the picture doing?
2. Do you think they are happy? Why/Why not?

**2 Read the text below and decide which of the following is the best title for it?**

- a. Doing Housework is Good for Children
- b. Husbands Who Share Housework Make Their Wives Happy
- c. Sharing Housework Makes the Family Happier



In many cultures, doing housework is considered a woman's duty. The mother is usually the homemaker who has to do most of the household chores, while the father is the breadwinner who is responsible for the family finances. However, it's not good for the mother when the rest of the family does not help out. When families share household chores, it's good for them as individuals and good for all the relationships within the family.

According to psychologists, most people don't realise the enormous benefits that come to a family when husbands and children share the housework. Children who share the housework with their mums and dads do better at school, become more sociable, and have better relationships with their teachers and friends. They learn good skills, are more responsible, and tend to be overall good people. When men share the housework, they tend to have better relationships with their wives. Women often feel happy when they see their husbands doing housework because **it** says, 'He cares about me and he doesn't want to put all of the housework on me.' Women whose husbands do not contribute to the household chores are more vulnerable to illness and tend to think more about divorce.

When everyone works together on household chores, **it** creates a positive atmosphere for the family and sets a good example for children. This is especially true if mum and dad can find a way to work well together and not be critical of each other.

**3 Look again at the text. Can you understand the words from the context? Tick the appropriate meaning for each word from the text.**

1. sociable
  - a. friendly
  - b. unfriendly
2. vulnerable
  - a. able to be well protected
  - b. able to be easily physically, emotionally, or mentally hurt.
3. critical
  - a. saying that something is good
  - b. saying that something is bad
4. enormous
  - a. not very large
  - b. very very large
5. tend
  - a. likely to behave in a particular way
  - b. unlikely to behave in a particular way

**4 a What does 'it' in line 11 mean...?**

- a. women feeling happy
- b. women seeing their husband doing housework
- c. the husbands doing housework

**b What does 'it' in line 14 mean...?**

- a. a good example for children
- b. the time when everyone works together in the house
- c. a positive family atmosphere

**5 Answer the questions.**

1. How do children benefit from sharing housework?
2. Why do men tend to have better relationships with their wives when they share housework?
3. What may happen to women whose husbands do not contribute to the household chores?
4. How does the family benefit when everyone works together on household chores?

**6 Discuss with a partner.**

1. Do you have any problem sharing housework?
2. What benefits do you get when sharing housework?

**Unit 1: FAMILY LIFE****Period 4:****Lesson 3: READING****A. Objectives:**

- To teach Ss to read for general ideas and for specific information about *Family life* and answer the questions.
- By the end of the lesson, students will be able to:
  - + Read for general ideas and for specific information about *Family life* and answer the questions.
  - + Understand more about home life and express their own ideas about home life.
  - + Read for specific information about the benefits of sharing housework.

**B. Preparations**

**1 Teacher :** Handouts, textbook, pieces of paper, cassette

**2. Students:** Textbook

**C. Methods**

- The whole lesson: Integrated, mainly communicative

\* **Skills:** Skimming and scanning reading skills

**D. Procedures:**

Stage /Time	Teacher's activities	Students' activities
<b>I/ Warm up 6 minutes</b>	<p>* <b>Checking</b></p> <ul style="list-style-type: none"> <li>- T asks Ss to do exercise 2 page 8, <b>English Textbook 10</b></li> <li>1. does, is not cooking, is working</li> <li>2. is taking out</li> <li>3. cleans, is cleaning</li> <li>4. is preparing</li> <li>5. looks after, works</li> <li>6. is watching, watches</li> </ul> <ul style="list-style-type: none"> <li>- T corrects Ss' answers and gives mark.</li> </ul>	<ul style="list-style-type: none"> <li>- Do as requested</li> <li>- Listen and write down</li> </ul>
<b>II. New lesson 1. Activity 1 8 minutes</b>	<p><b>Sharing housework</b></p> <p><b>Task 1:</b></p> <ul style="list-style-type: none"> <li>- T asks Ss work in groups, look at the picture and answer the questions.</li> <li>- T asks Ss to call out the answers to question 1 freely. For question 2, ask a representative of each group to give the opinion of the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and work in group</li> <li>* <u>Expected answers</u>            "Yes, they are. Because they do the housework together/ Because all members of the family share the housework."</li> </ul>
<b>2. Activity 2</b>	<p><b>Task 2:</b></p> <ul style="list-style-type: none"> <li>- T asks Ss to read the three heading (a-</li> </ul>	<ul style="list-style-type: none"> <li>- Give answer</li> </ul>

<p><b>7 minutes</b></p>	<p>c) first and asks them if they understand the meaning.          - Ask Ss to read through the text once without stopping at words that they don't know the meaning of, and then ask them to work in pairs to decide on the best title for the text.          - Remind Ss that the title for the text is the one that gives the general idea of the whole text.          - Ask students to compare the answers with a partner.          - Check Ss' answers and guide Ss to the correct choice if necessary by helping them eliminate the sentences that only about one aspect of the text.          - T corrects and gives marks</p>	<p>Key: c</p> <p>-Read the text carefully</p> <p>-Work in pairs</p>
<p><b>3. Activity 3</b></p> <p><b>7 minutes</b></p>	<p><b>Task 3:</b>          - Have Ss read the text again and underline the words <i>sociable</i>, <i>vulnerable</i>, <i>critical</i>, <i>enormous</i> and <i>tent</i> when they see them in the text. Then, ask Ss to work in pairs to choose the appropriate meaning for each word from the text.          - Explain to Ss how to use context to guess the meaning of the unknown words if necessary.          - T gives feedback and marks</p>	<p><u><b>*Expected answers</b></u></p> <p><b>Key: 1.a 2. b 3. b 4. b 5. a</b></p> <p>-Work in pairs</p>
<p><b>4. Activity 4</b></p> <p><b>7 minutes</b></p>	<p><b>Task 4:</b>          - T asks Ss to continue to work in pairs, and find out what <i>it</i> refers to in each of the sentences. Let Ss read and understand the sentences before and after the one has the word in it to decide what it means. Ss can use the elimination technique to get the right answer.          - T Asks them to give answers</p>	<p>- Give answers</p> <p><b>Key: a. c      b. b</b></p> <p>-Work in groups</p>
<p><b>5. Activity 5</b></p> <p><b>7 minutes</b></p>	<p><b>Task 5:</b>          - Put Ss in groups of three; ask them to read the questions first to make sure</p>	<p>-Read the text again</p> <p><u><b>*Expected answers</b></u></p>

<p><b>III. Consolidation</b> <b>4 minutes</b></p> <p><b>IV. Homework</b> <b>1 minute</b></p>	<p>they understand what information they need in order to answer the questions. It may help if Ss can understand the key words in the questions.</p> <ul style="list-style-type: none"> <li>- Ask Ss to read the text again, and locate the part of the text where they can get the answer to each of the questions before they discuss the answers.</li> <li>- Check Ss' answer by inviting a representative from each group to give the answer to one of the questions. If the Ss' answer is incorrect, don't give the right one at once, but try to elicit it from other Ss.</li> </ul> <p>- T corrects and gives marks</p> <ul style="list-style-type: none"> <li>- Ask Ss to consolidate the main contents.</li> <li>- Give feedback.</li> </ul> <p>- T asks Ss to do task 6 page 9 at home.</p> <ul style="list-style-type: none"> <li>- Prepare for the next lesson.</li> </ul>	<p><i>1. They do better at school, become more sociable, and have better relationships with their teachers and friends.</i></p> <p><i>2. Because it shows that they care about their wives and this makes their wives happy.</i></p> <p><i>3. They may fall ill easily or may think about divorce.</i></p> <p><i>4. There is a positive atmosphere for the family.</i></p> <p>Do as request</p>
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**E. Experiences** (Teaching note) remind students of vocabulary related to sharing the household chores reading skills: skimming, scanning, guessing the meaning (words/phrases) through context.

## **Bài nhận xét về giáo án trên.**

Giáo án thực hiện tiết dạy Reading trong sách giáo khoa Tiếng anh lớp 10 theo chương trình Tiếng Anh hệ 10 năm có những điểm phù hợp cũng như những điểm cần khắc phục so với những gì mà giáo viên đã được tập huấn về Chương trình giáo dục Phổ thông môn Ngoại ngữ năm 2018 của Bộ Giáo Dục và Đào tạo.

Để có thêm những nhận xét chính xác và lời góp ý chân thành, tôi điềm qua lại một số nét chính của Chương trình giáo dục phổ thông năm 2018 môn Tiếng Anh. Mục tiêu cơ bản của Chương trình này là giúp học sinh hình thành và phát triển năng lực giao tiếp thông qua rèn luyện các kỹ năng nghe, nói, đọc, viết và các kiến thức ngôn ngữ (ngữ âm, từ vựng, ngữ pháp). Các kỹ năng giao tiếp và kiến thức ngôn ngữ được xây dựng trên cơ sở các đơn vị năng lực giao tiếp cụ thể, trong các chủ điểm và chủ đề phù hợp với nhu cầu và khả năng của học sinh phổ thông nhằm giúp các em đạt được các yêu cầu quy định trong Khung năng lực ngoại ngữ 6 bậc dùng cho Việt Nam. Các em học sinh sau khi hoàn thành trung học phổ thông thì trình độ Tiếng Anh của các em đạt được là Bậc 3. Chương trình Tiếng Anh mới đảm bảo lấy hoạt động học của học sinh làm trung tâm trong quá trình dạy học, đẩy mạnh hình thành mục tiêu năng lực giao tiếp và đạt được những phẩm chất cốt lõi và phẩm chất chung.

Giáo án trên có những điểm phù hợp cần phát huy. Giáo án đã làm nổi bật dạy kỹ năng đọc hiểu về chủ đề “Chia sẻ công việc nhà”, giúp học sinh nắm được những nội dung chính và các dạng bài tập xoay quanh chủ đề bài đọc với nhiều hoạt động, đảm bảo truyền tải đầy đủ những nội dung sách giáo khoa đã soạn. Tiến trình bài dạy diễn ra đúng quy định về thời gian cho một tiết học 45 phút.

Bên cạnh những mặt tích cực, giáo án trên vẫn còn nhiều khuyết điểm cần chỉnh sửa cho phù hợp với tinh thần cải cách, đổi mới phương pháp dạy học Tiếng Anh lấy năng lực giao tiếp của học sinh là đích đến. Trước tiên, giáo án dạy đọc hiểu này nằm trong vùng “an toàn”, chưa có sự bút phá, sáng tạo trong cách vận dụng. Sách giáo khoa có bao nhiêu thì giáo viên cứ dạy bấy nhiêu, không điều chỉnh và thiết kế lại một số hoạt động cho phù hợp với phương pháp chú trọng năng lực giao tiếp. Tôi cảm giác là giáo viên dạy giáo án trên đang biểu diễn chứ không phải là dạy vì quá nhiều hoạt động trong thời gian một tiết dạy, học sinh dường như không có cơ hội để tăng thời gian nói, giao tiếp, thảo luận và trình bày bằng Tiếng Anh. Nhược điểm thứ

hai của giáo án này là thiếu phần dạy từ vựng. Giáo viên có thể dạy vài từ chính (key words) được lọc ra trong bài khóa nhằm giúp học sinh hiểu thêm thông tin và ý chính trong quá trình đọc hiểu. Thêm vào đó, giáo án đưa ra hoạt động Warm-up chưa thật sự kích thích suy nghĩ của học sinh về nội dung của bài đọc hiểu, chỉ kiểm tra kiến thức ngữ pháp của bài học cũ. Tôi thấy đây là yếu điểm quan trọng cần khắc phục của giáo án này. Phần hạn chế cuối cùng của bài giảng trên mà giáo viên cần rút kinh nghiệm là người dạy cần lồng ghép, tích hợp, đa dạng các hình thức hoạt động của học, chẳng hạn như individual work, pair-work, group-work, discussion, presentation, role-play, đưa thêm phần kiến thức văn hóa gia đình, liên hệ thực tiễn và rút ra bài học về hạnh phúc gia đình khi mọi thành viên đều biết chia sẻ công việc nhà. Chương trình Tiếng Anh mới đòi hỏi kết hợp vừa dạy học sinh đạt được năng lực giao tiếp, vừa nâng cao phẩm chất và kiến thức văn hóa.

Những mặt mạnh và yếu của giáo án dạy đọc hiểu trên đây đã được nhận dạng và cần thiết kế lại cho phù hợp với Khung kế hoạch bài dạy theo tinh thần đổi mới của Chương trình Tiếng Anh năm 2018.



**KHUNG KẾ HOẠCH BÀI DẠY***(Kèm theo Công văn số 5512/BGDĐT-GDTrH ngày 18 tháng 12 năm 2020 của Bộ GDĐT)*

**Trường:** THPT Chuyên Lê Quý Đôn  
**Tổ:** Tiếng Anh

Họ và tên giáo viên:  
**NGUYỄN NGỌC AN**

**Period 4: UNIT 1 : READING**

Class : 10 A1

Class size : 35 students

Level : A2

Period : 45 minutes

**I. Objectives:**

After having finished the lesson, Ss can get some main goals about knowledge, competency and quality as follows:

**1. Knowledge :**

- + Read for general ideas and for specific information about *Sharing housework* and answer the questions.
- + Understand more about home life and express their own ideas about home life.
- + Read for specific information about the benefits of sharing housework.

**2. Competency:**

Students can master general and detailed reading skills, and apply what they have learned to read articles, paragraphs, journals, and texts in daily life.

**3. Quality:**

- + Students combine skills of teamwork, presentation, role play, presentation, public speaking to solve academic tasks.
- + Students know how to share housework while living in a family, know how to love and care for each other, learn more about the tradition of mutual affection in Vietnamese families.

**II. Teaching aids and learning materials**

- 1. Teaching aids :** Laptop, 66 - inch Smart TV, Internet, pieces of paper, handouts
- 2. Learning materials :** English textbook 10.

**III. Methods**

- The whole lesson: Integrated, mainly communicative
- \* **Skills:** Skimming and scanning reading skills

**IV. Procedures:****1. Activity 1: Warm-up (6 minutes)**

Objectives	Content	Product	Implementation
- create the excitement of students - lead to the main point	<b>Q1.</b> What are the people in the picture doing?	* <b>Expected answers</b> <b>1.</b> They are doing housework.	Individual work

of the new lesson	<b>Q2.</b> Do you think they are happy? Why / Why not?	<b>2.</b> “Yes, they are. Because they do the housework together/ Because all members of the family share the housework.”	T asks Ss to look at the picture in the textbook and answer the questions.
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**2. Activity 2: Teaching vocabulary** (6 minutes)

Objectives	Content	Product	Implementation
<ul style="list-style-type: none"> <li>- Help students master some key words in the text</li> <li>- Stimulate Ss' active participation and thought</li> <li>-</li> </ul>	<ol style="list-style-type: none"> <li>1. psychologist (n)</li> <li>2. sociable (a)</li> <li>3. vulnerable (a)</li> <li>4. positive atmosphere (n)&gt;&lt; negative</li> <li>5. set a good example for sb (v)</li> <li>6. critical (a)</li> </ol>	Ss look at the pictures and answer the meaning of some key words.	T has Ss look at some pictures in which some vocabulary is guessed

**3. Activity 3: Practice** (24 minutes)

Objectives	Content	Product	Implementation
<ul style="list-style-type: none"> <li>- Help Ss understand the main idea of the reading text.</li> <li>- Increase Ss' talk time</li> <li>- Encourage Ss' cooperation to solve problems</li> </ul>	<p><b>Task 1: Choose the best title</b></p> <p>A. Doing Housework is Good for Children</p> <p>B. Husbands Who Share Housework Make Their Wives Happy</p> <p>C. Sharing Housework Makes the Family Happier</p>	-Give answer Key: c	<ul style="list-style-type: none"> <li>- T asks Ss to read the three heading (a-c) first and asks them if they understand the meaning.</li> <li>- Ask Ss to read through the text once without stopping at words that they don't know the meaning of, and then ask them to work in pairs to decide on the best title for the text. (<b>pair-work</b>)</li> <li>- Remind Ss that the title for the text is the one that gives the general idea of the whole text.</li> <li>- Ask students to compare the answers with a partner.</li> <li>- Check Ss' answers and guide Ss to the correct choice if necessary by helping them eliminate the sentences that only about one aspect of the text.</li> <li>- T corrects and gives marks</li> </ul>

	<p><b>Task 2: Answer the questions</b></p> <ol style="list-style-type: none"> <li>1. How do children benefit from sharing housework?</li> <li>2. Why do men tend to have better relationships with their wives when they share housework?</li> <li>3. What may happen to women whose husbands do not contribute to the household chores?</li> <li>4. How does the family benefit when everyone works together on household chores?</li> </ol>	<p><b>*Expected answers</b></p> <ol style="list-style-type: none"> <li>1. <i>They do better at school, become more sociable, and have better relationships with their teachers and friends.</i></li> <li>2. <i>Because it shows that they care about their wives and this makes their wives happy.</i></li> <li>3. <i>They may fall ill easily or may think about divorce.</i></li> <li>4. <i>There is a positive atmosphere for the family.</i></li> </ol>	<ul style="list-style-type: none"> <li>- Put Ss in groups of three; ask them to read the questions first to make sure they understand what information they need in order to answer the questions. It may help if Ss can understand the key words in the questions.</li> <li>- Ask Ss to read the text again, and locate the part of the text where they can get the answer to each of the questions before they discuss the answers.</li> <li>- Check Ss' answer by inviting a representative from each group to give the answer to one of the questions. If the Ss' answer is incorrect, don't give the right one at once, but try to elicit it from other Ss.</li> </ul>
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#### 4. Activity 4: Consolidation (8 minutes)

Objectives	Content	Product	Implementation
<ul style="list-style-type: none"> <li>- to review and consolidate the main features of the text.</li> <li>- Encourage Ss to express their thought of the division of household chores in their family</li> <li>- Give Ss a moral lesson from the cooperation of dealing with housework equally, which leads to the true happiness of every family in modern society.</li> </ul>	<ol style="list-style-type: none"> <li>1. Give a summary about the content of the reading passage in the textbook.</li> <li>2. What moral lesson do you draw after you have learned the lesson today?</li> </ol>	<p>Ss' presentation</p> <ul style="list-style-type: none"> <li>- Happiness of a family by equally sharing household chores</li> <li>- Splitting housework willingly results in the stability and strength of a family nowadays</li> </ul>	<ul style="list-style-type: none"> <li>- T asks Ss to summarize the content of the reading text.</li> <li>- T corrects and gives marks</li> <li>- Give feedback.</li> </ul>

#### 5. Homework (1 minute)

- Prepare for the next lesson.
- T asks Ss to do task 6 page 9 at home.
- Practice telling the story of dividing housework equally in Ss' family