



[1] Haugnes, N. & Maher, B. (2009). *Northstar 2- Reading and Writing: Students' book*. Longman: Pearson.

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Đánh giá kết quả học tập

Final Test

Tự LUẬN (Ngày 11/03)



a. the only one of its kind 9 1. A marathon is _____. b. a piece of cloth supported by poles and 2. A course is rope that is used for sleeping outside 3. The format of something is c. a specific amount of something that you are allowed to have 4. A stage is ____. d. a step in a longer process 5. Terrain is ____. e. a type of land 6. Something that is unique is ____ f. to become interested in 7. A tent is ____. g. a 26-mile race 8. A ration is_ h. something that happens to you that 9. To get into something is affects the way you think or feel 10. An experience is _____. i. the path of a race j. the way its parts are arranged

Complete the definitions. Write the correct letter.



EXTREME RUNNING ULTRAMARATHONS

A marathon is a running race with a 26-mile course. An ultramarathon is a race longer than 26 miles, often 50 to 100 miles. There are two formats for ultramarathons: Some races have several short stages with breaks overnight. Other races go all day and night, with no stops until the runners finish.

The Racecourse

Ultramarathons take place all over the world, through many types of **terrain**. There are races through rainforests, from one city to another, over mountains and rivers, and across dry desert sand. Every ultramarathon is **unique** because each course is different.

Overnight

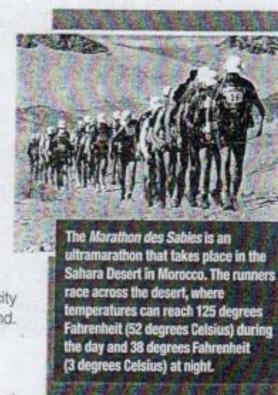
Many ultramarathons take several days to finish. Runners must eat and sleep on the course. In some races, food and supplies are carried in a car and the runners sleep in hotels. In other races, runners carry everything they need in backpacks, and they sleep outside in tents.

Running Safely

To stay healthy during an ultramarathon, runners must follow safety rules. For example, runners must drink their daily **ration** of water, even if they don't feel thirsty.

Crossing the Finish Line

What is in it for the runners? Many runners say they **get into** ultramarathons because they feel that normal marathons are not challenging enough. They enjoy the **experience** of crossing the finish line and completing an extremely difficult event.



MAIN IDEAS

- Listen to the whole interview. Look again at your prediction from the Preview section. How did your prediction help you understand the interview?
- All of the statements contain some FALSE information. Cross out the parts that are untrue and write corrections. Some statements can be corrected in more than one way.

 an endurance runner
 - Jay Batchen is a sports reporter.

or Tim Jay Batchen is a sports reporter.

- 2. Jay Batchen ran in the Marathon des Sables in 1999.
- 3. During the 1999 race, Jay married his wife, Lisa.
- The Marathon des Sables has one stage.
- 5. Runners have to carry water with them.
- 6. Runners sleep outside under the stars.
- Jay feels that the race was a terrible experience.

DETAILS © Listen again. Complete each statement. Circle the correct answer.	The racecourse every year a. changes	r, but it is always about 150 miles long.
In 1999, Jay Batchen was the race for a TV cable channel called the Discovery Channel.	b. gets more difficult c. moves to a different country 4. The first three stages are all about	
a. doing research about b. filming c. reporting on	a. 10 miles long b. 20 miles long c. 26 miles long	6. The fifth stage is a. 20 miles long
2. Jay Batchen's future wife, Lisa, the race in 1999. a. watched b. didn't finish	5. The fourth stage is a. 20 miles b. 50 miles	b. 50 miles long c. a full marathon
c. won 9. Jay Batchen says that he experienced during the race. a. heat, cold, and sandstorms b. hunger and thirst		7. Runners get at checkpoints every few miles. a. a serving of food b. a ration of water c. medical help
c. injuries to his feet 10. Jay Batchen calls the race a " a. almost didn't finish the ra b. shared the experience with c. ran faster than the other r	ce h other runners	8. Runners sleep in tents that are a. small and light b. crowded and uncomfortable c. warm and quiet

LISTENING TWO SPORTS PSYCHOLOGY

VOCABULARY









Read the conversation. Notice the boldfaced words.

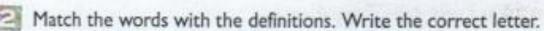
REPORTER: What goal do you hope to achieve in an ultramarathon?

RUNNER: I just do my best. It's hard to have the motivation to keep going. I know

my opponents feel the same way, but we like the challenge of trying to do

something really difficult.





_____ 1. goal a. something that tests your skill or ability

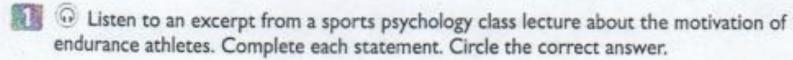
achieve
 to succeed in getting a good result

____ 3. motivation c. someone who tries to defeat you in a competition

4. opponent d. something you plan to do in the future

____ 5. challenge e. the desire to do something

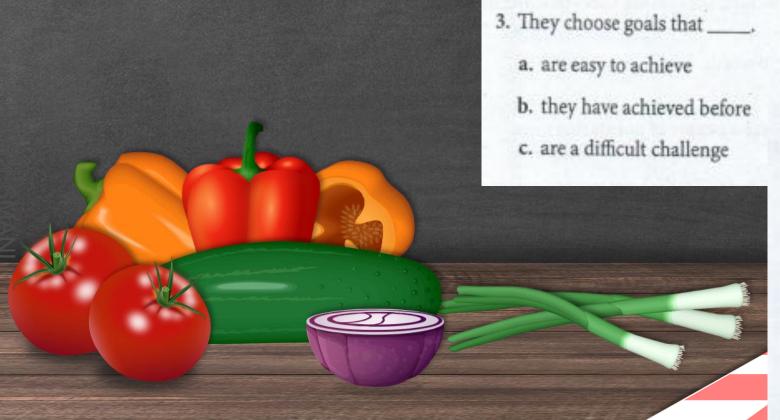
COMPREHENSION

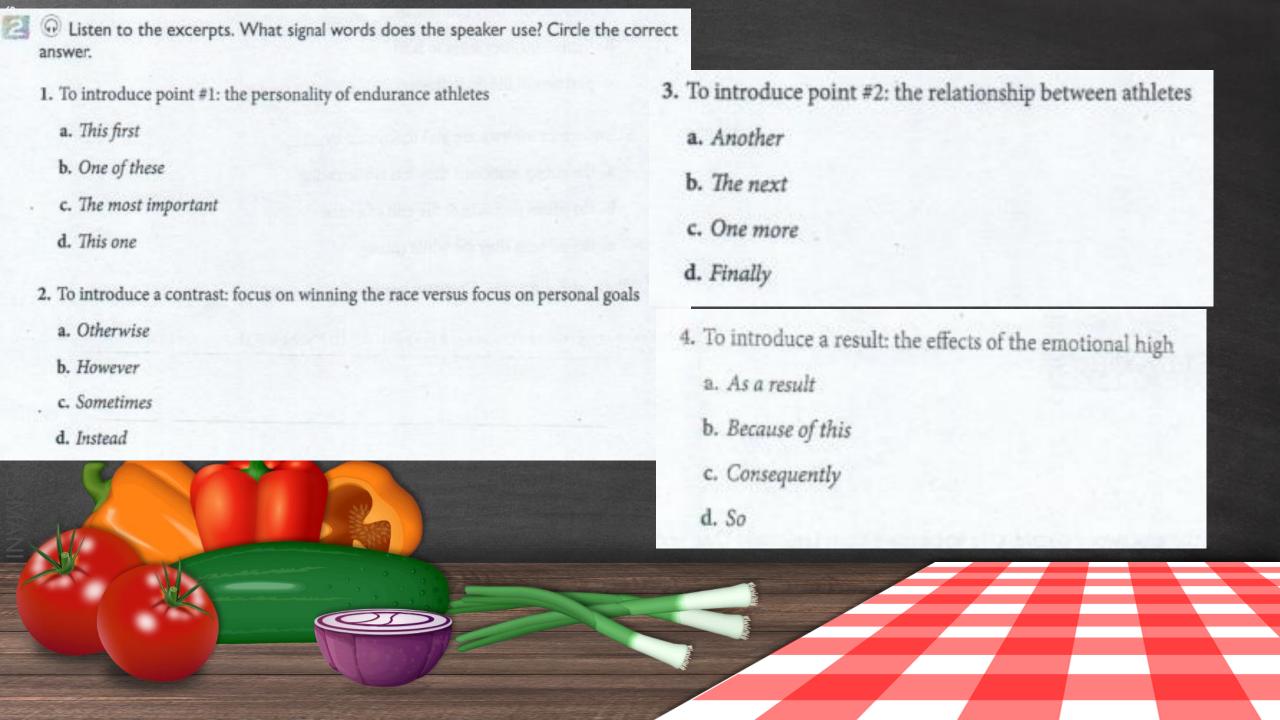


- 1. Endurance athletes are often _____.
 - a. very healthy
 - b. high achievers
 - c. professional athletes

- 2. They focus on achieving personal goals, not ____
 - a. finishing the event
 - b. supporting other athletes
 - c. winning the race

- They usually feel the other athletes are _____.
 - a. friends who they can talk to
 - b. opponents they want to beat
 - c. partners in the experience
- Endurance athletes are also motivated by _____.
 - a. the strong emotions they feel while racing
 - b. the prizes they win at the end of a race
 - c. the exercise they get while racing









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SCHEDULE .com DAY 1 DAY 5 DAY 7



Match the words with the definitions.	Write the correct letter.
1. confirm	a. believing that you cann
2. charge	b. the amount on a bill the something
3. purchase	•
	c. in danger of being harr
4. authorize	
5. file a complaint	d. to say or prove that sor
27 Hillion Committee in the Committee in	e. something that has bee
6. victim	
7. exposed	f. documents, or papers,
	g. to do what is necessary
8. paranoid	
9. proof of identification	h. to give permission for
7. proof of identification	i. someone who has been
10. deal with	something
	i, to send a letter saving t

- a. believing that you cannot trust other people
- b. the amount on a bill that you have to pay for something
- c. in danger of being harmed
- d. to say or prove that something is true
- e. something that has been bought
- f. documents, or papers, that show who you are
- g. to do what is necessary to solve a problem
- h. to give permission for something
- i. someone who has been hurt by someone or something
- j. to send a letter saying that something bad or illegal happened

Listen to the whole story. Look again at your prediction from the Preview section. How did your prediction help you understand the story?

- 2
 - Circle the correct answer. Compare answers with a classmate.
 - 1. How did Lily find out that her identity had been stolen?
 - a. A store called her.
 - b. She got a bill in the mail.
 - c. The police came to her house.
 - 2. What happened after Lily found out about the identity theft?
 - a. She got bills for purchases that she didn't make.
 - b. She got phone calls from a lot of different stores.
 - c. She got a letter from the police.

- 3. How did Lily deal with the bills she received?
 - a. She went to the stores and complained to the manager.
 - b. She wrote letters to the stores and explained what happened.
 - c. She sent the bills back to the stores without paying them.
- 4. How did being a victim of identity theft affect Lily?
 - a. She had to borrow money to pay the bills.
 - b. She doesn't use credit cards anymore.
 - c. She worries that it will happen again.



DETAILS

Listen again. Complete the summary of Lily's story. Circle the correct words,

Lily got a phone call from a (1) jewelry / department store saying that someone with her name had purchased a (2) computer / diamond ring. They wanted her to authorize the purchase. Lily knew there was something wrong because she was at (3) home / work all day. The woman on the phone said that Lily was probably a victim of identity theft. She told Lily to (4) file a complaint / go to the police station.

In the next week, Lily received almost (5) four / forty bills from different stores, totaling about (6) \$13,000 / \$30,000 in charges. She felt exposed because the thief knew her (7) name and address / bank account number. She didn't know what to do.

To deal with the problem, she sent (8) the police report / her proof of identification to all the stores and confirmed that she had not made the purchases. She stopped getting new bills after about (9) four / eight months.

Lily worries about becoming a victim again. She thinks that (10) getting a credit card is too easy / paying off a credit card bill is difficult at most department stores. She thinks everyone should be worried about identity theft.

COMPREHENSION

- Listen to two PSAs about how to protect yourself from identity theft. Check () the tips that you hear.
 - □ 1. Get a locked mailbox.
 - 2. Be careful about giving out personal information.
 - 3. Check your bank and credit card statements every month.
 - 4. Shred important papers before throwing them away.
 - 5. Leave your identification at home if you don't need it.

LISTENING TWO PUBLIC SERVICE ANNOUNCEMENTS

VOCABULARY

- Read the message from a public service announcement (PSA1). Notice the boldfaced words. With only a few pieces of information, it's easy for a thief to (a) commit identity theft. Fortunately, there are ways to (b) protect yourself and reduce the (c) risk of becoming a victim. One helpful (d) tip is to (e) shred important documents before you throw them away.
- Match the boldfaced words from the message with the definitions. Write the correct letter.
 - 1. a helpful piece of advice
 - 2. the possibility that something bad may happen
 - 3. to do something illegal
 - to keep someone or yourself safe from harm
 - 5. to cut something into small pieces







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23 May 2011

An Ecuadorian communication satellite was hit by pieces of an old spacecraft about 1,500 kilometers (930 miles) above the southeastern coast of Africa. The satellite, called Pegaso, was sent into space less than a month ago. It is Ecuador's first satellite to orbit Earth.

Scientists knew the satellite would pass near the aging spacecraft, sent up in 1985 by the Soviet Union. The old rocket broke into fragments and is now surrounded by a cloud of debris. Scientists believe that Pegaso collided with the debris. The tiny satellite weighed only 1.2 kilograms, so even a small particle of debris could have caused damage.

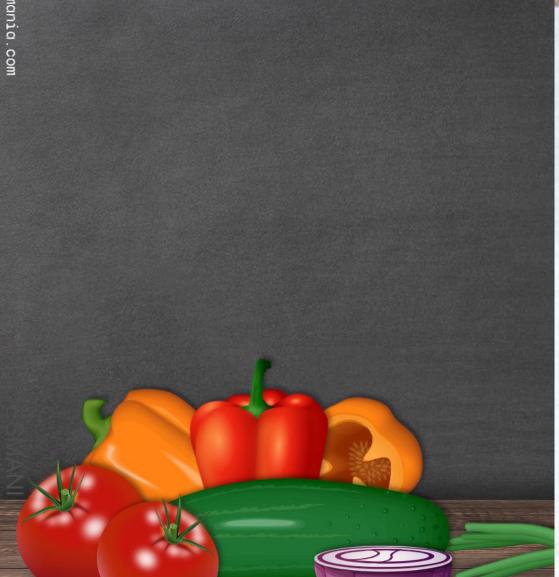
Ecuador's space agency EXA said that the satellite continues to orbit but cannot send or receive signals. Pegaso was designed to send pictures and video back to Earth. Scientists are tracking the satellite to see if it stays on course or stops working completely.

Despite the accident, Ecuador and Russia still plan to cooperate on their space programs. Ecuador is planning to send a second satellite into space on a Russian spacecraft in August.

The National Aeronautics and Space Administration (NASA) said that no American satellites are in danger.



Pegaso Communication Satellite



Match the words with the definitions. Write the words.

damage	fragment	orbit	satellite	track
ı	: machi	ne that is sent	nto space and go	oes around Earth a
used for ra	idio, video, and oth	ner electronic o	communication	
2	: a piece	of something	that has broken	off something larg
3	: physic	al harm that is	done to somethi	ing
4. 🚍	: to follo	w the movem	ents of somethin	g
5.	: to trav	el in a curved	oath around a m	uch larger object s
the Earth				
collide	cooperate	debris	particle	spacecraft
6	: a vehic	le that is able t	o travel in space	
7	: a very	small piece of	something	
3	the pie	ces of somethi	ng that are left af	ter it has been des
)	: to hit s	omething that	is moving in a d	ifferent direction

MAIN IDEAS

- 4. Debris fragments in space are dangerous because they _
 - a. all move in the same direction
 - b. orbit close to Earth
 - c. travel very fast
- must cooperate to solve the problem of space debris.
 - a. Scientists and researchers
 - b. The international community
 - c. Governments and businesses



- C Listen to the whole report. Look again at the questions and your answers from the Preview section. How did they help you understand the report?
- Complete the statements. Circle the correct answer.
 - Most space debris is created when satellites _____.
 - a. stop working
 - b. collide or explode
 - c. fall back to Earth
 - Debris _____ in a large debris cloud.
 - a. orbits Earth
 - b. falls to Earth
 - c. travels into deep space
 - 3. Falling debris _____.
 - a. sometimes causes injury to people on Earth
 - b. usually burns up before it reaches the ground
 - c. frequently falls into cities and towns

DETAILS	4. There may be of tiny debris particles.				
Listen again. Complete each statement. Circle the correct answer.	a. hundreds				
1. A six-ton piece of space debris the size of a bus fell to Earth in	b. millions				
a. 2001	c. hundreds of millions				
b. 2010	5. Each day, an average of of space debris falls to Earth. a. one piece b. five pieces				
c. 2011					
Two events created of the debris in space.					
a. one half (1/2)					
b. one quarter (1/4)	c. ten pieces				
c. one third (1/3)	6. Space debris travels at kilometers per second.				
3. NASA tracks large debris fragments that orbit Earth.	a. 8				
a. 2,100	b. 8.8 7. There are over working satellites in orbit around Earth.				
b. 21,000	a. 1.000				
c. 210,000	c. 18 b. 5,000				
	c. 10,000				
	8 countries formed an organization to solve the problem of space debris.				
	a. Two				
	b. Twelve				
	c. Twenty				

1AKE INFERENCES

Excerpt One

NASA can't track most of the debris fragments because they _____.

- a. are not important
- b. move too fast
- c. are too small

Key words:



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People _____ being hit by space debris.

- a. should
- b. should not worry about
- c. should look out for

Key words:

Excerpt Three

____ are dangerous to spacecraft.

- a. Only large fragments
- b. Only small fragments
- c. Fragments of all sizes

Key words:

b. new ideas or inventions

_____ c. way of thinking about something

d. valuable and should not be wasted

a. groups of people who work together on a boat or aircraft

e. helps something to develop or increase



LISTENING TWO THE VIEW FROM SPACE

VOCABULARY

Read the facts about space. Notice the boldfaced words.



Did you know?

- The first telescope was invented in 1608. Since then, many more innovations, from water filters to smoke detectors, have been inspired by space research.
- Flight crews on the International Space Station (ISS) have included people from 15 different countries.
- In 2002, scientists found signs of ice on Mars. This information has changed our perspective on the history of the planet.
- The United Nations Office of Outer Space Affairs promotes the peaceful uses of outer space.
- Most spacewalks on the International Space Station last between five to seven hours. Time is precious during a spacewalk, so the work must be finished quickly.

COMPREHENSION

① Listen to an interview with Ray Santos, a scientist who works with the space exploration industry. Label the three main points with the ideas from the box. (There is one extra choice.) Then, under each main point, cross out the supporting detail that is not mentioned.

Curiosity Innovation International Cooperation Scientific Knowledge

1. Innovation

- · We have had to solve new problems in space.
- Space travel has become easier and cheaper.
- · New products have been developed for use on Earth.

2.

- · Countries help each other send satellites into space.
- Countries work together to run the International Space Station.
- Countries develop positive relationships.

3.

- There is still a lot to find out about space.
- Space exploration has given us a new perspective.
- We can look for life on other planets.





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College and Career Myths1 and Facts

MYTH #1: I want to change my major from math to biology, but I think it's too late.

FACT: Don't worry. About 70 percent of college students change their major. If your major isn't right for you, it's fine to enroll in another department next year.

MYTH #2: I should only take classes that prepare me for my future career.

FACT: Not true! Employers often look for people with a range of experiences. Don't get tunnel vision. Take a class outside of your major. Who knows, you might find a new talent!

MYTH #3: Choosing a major in college means deciding my career for the rest of my life.

FACT: Not so! Many college graduates get jobs that are not directly related to their major, and most will have one or more career shifts during their working lives.

MYTH #4: If I don't like college, I can drop out, start my own business, and become a billionaire.

FACT: This worked for Facebook founder Mark Zuckerberg, but most American billionaires are college graduates. So if you want to be a billionaire, the best strategy is to graduate from college first.

MYTH #5: I shouldn't tell my professor that I'm having trouble in class.

FACT: Actually, most instructors want to be supportive of students who are having difficulties in class. Make an appointment with your instructor and ask for help.

MYTH #6: College is much harder than high school.

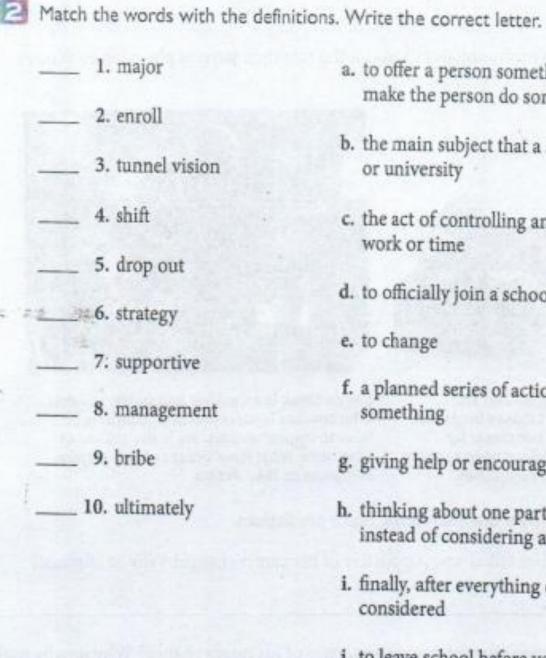
FACT: Not necessarily. College is "different," but not always "harder." College students have more freedom, so time management is important. Plan your time to make sure you get your work done.

For parents . . .

MYTH #7: My child isn't getting good grades. If I offer him money or some other bribe, that might encourage him to work harder.

FACT: Bad idea! Giving rewards is not the best way to encourage good grades. Talk to your child about the problem, but a student is ultimately responsible for his or her own success.

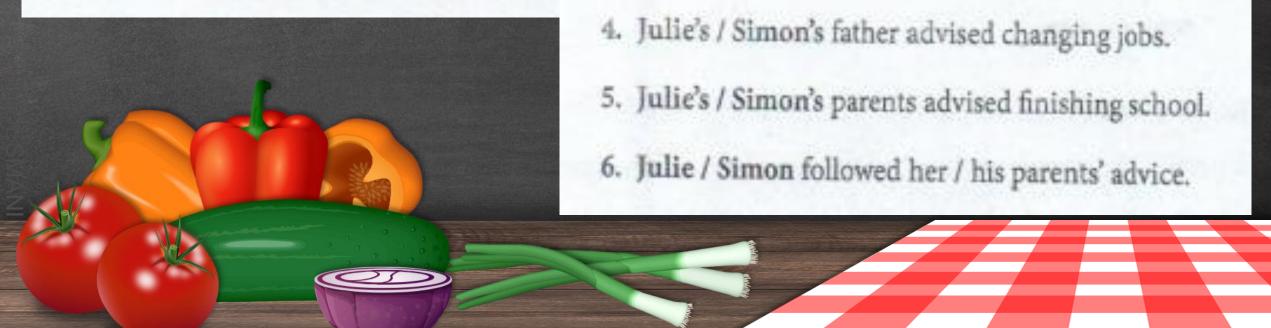
¹myth: an idea that is not true

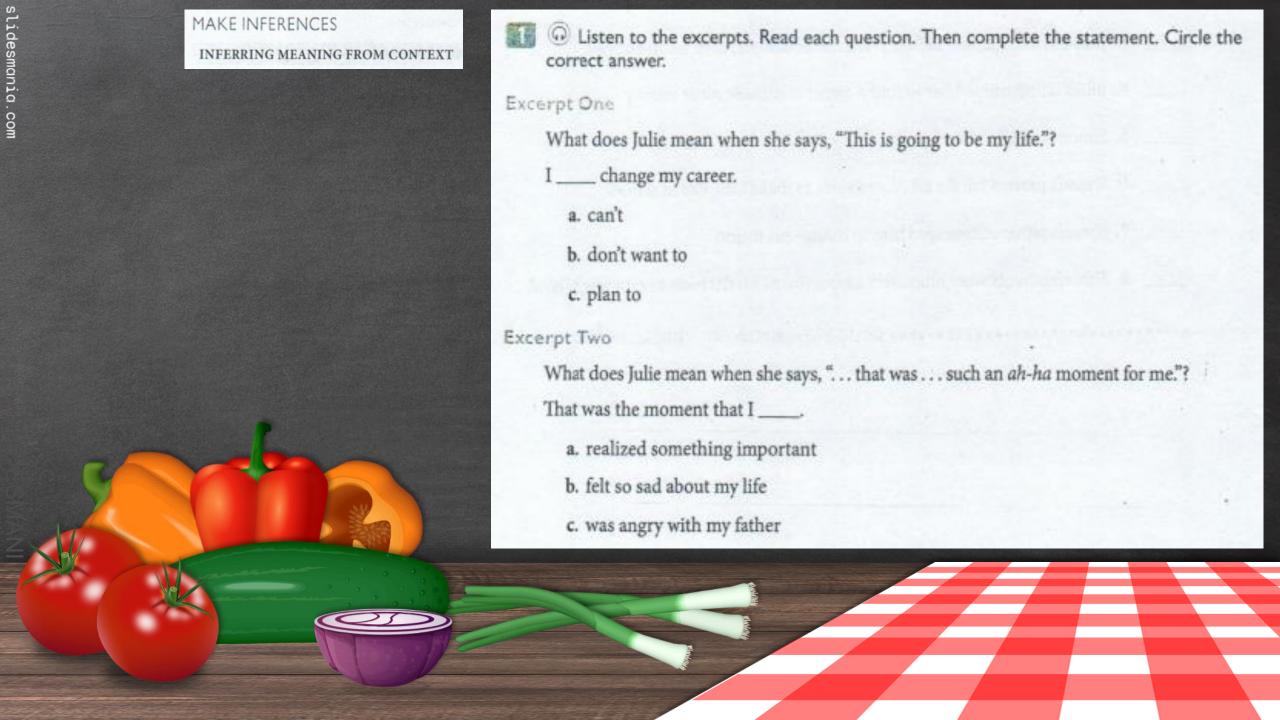


- a. to offer a person something special in order to make the person do something
- b. the main subject that a student studies at college or university
- c. the act of controlling and organizing someone's work or time
- d. to officially join a school, university, or course
- e. to change
- f. a planned series of actions for achieving something
- g. giving help or encouragement
- h. thinking about one part of a plan or problem instead of considering all the parts
- i. finally, after everything else has been done or considered
- j. to leave school before you finish a course

MAIN IDEAS

- Listen to all of both interviews. Look again at your predictions from the Preview section. How did your predictions help you understand the interviews?
- Circle the correct name to complete each statement.
 - 1. Julie / Simon studied hotel and restaurant management.
 - 2. Julie / Simon went to law school.
 - 3. Julie / Simon was unhappy in her / his first job.





REDUCED SPEECH

English words are often reduced in speech. Speakers leave out some sounds and blend words together.

(i) Listen to these common reductions:

Examples

Unreduced	

going to

got to

want to

should have

could have

have to

What are you . . .?

Do you ...?

Reduced

gonna

gotta

wanna

shoulda

coulda

hafta

Wadaya ...?

D'ya . . . ?







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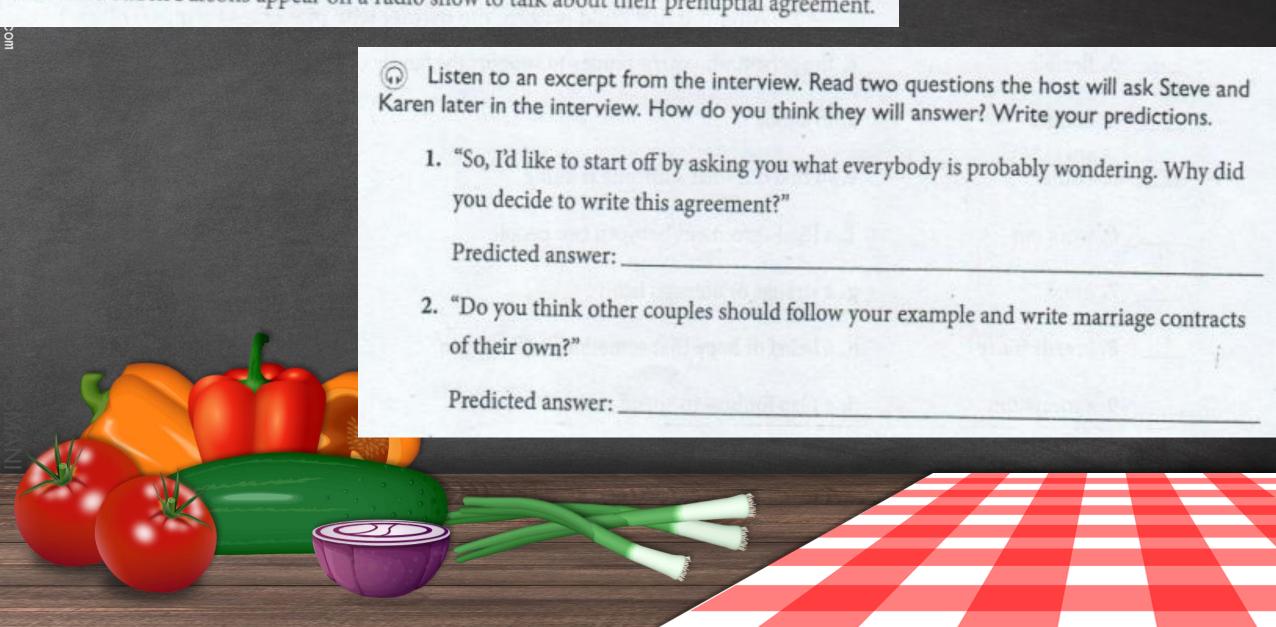
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PREVIEW

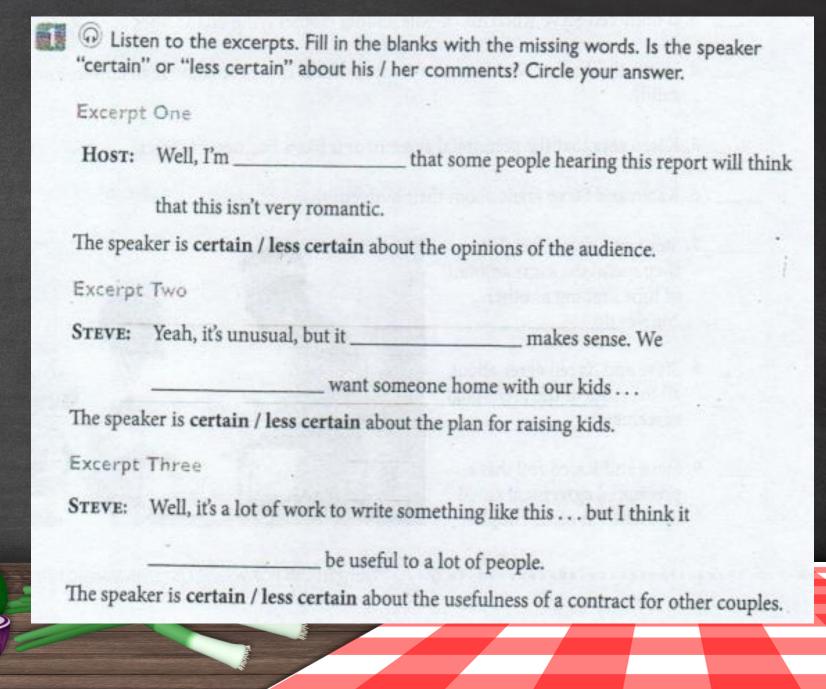
Steve and Karen Parsons appear on a radio show to talk about their prenuptial agreement.



DETAILS

- Listen again. Read the statements. Write T (true) or F (false).
 - __ 1. Steve and Karen have a five-page prenuptial agreement.
 - Both Steve and Karen have been married before.
 - _____ 3. It bothered Steve when his ex-wife left her clothes lying on the floor.
 - 4. Karen thinks that working out a compromise is more romantic than flowers and candy.
 - 5. Karen says that the prenuptial agreement is like a business contract.
 - 6. Karen and Steve argue about their budget.
 - 7. Steve and Karen feel that they spend the same amount of time arguing as other couples do.
 - Steve and Karen agree about all the rules in the prenuptial agreement.
 - Steve and Karen feel that a prenuptial agreement could be useful for other couples.





Reasons

- Couples learn to open up about their problems.
- b. It helps couples think carefully before they marry.
- c. Each spouse has to follow a budget.
- d. It's not romantic.
- e. It has too many details.
- f. It's not legal.



COMPREHENSION

Listen to different people calling the talk show to share their reactions to Steve and Karen's prenuptial agreement. Do they think the agreement is a good idea or a bad idea? Check (</) each caller's opinion. Then identify the reason for the caller's opinion. Write the correct letter. One reason isn't mentioned in the listening.



Caller 1



Caller 2



Caller 3



Caller 4



Caller 5

	GOOD IDEA	BAD IDEA	REASON
CALLER 1			
CALLER 2	0	0	
CALLER 3			
CALLER 4		. 0	Contract of the second of the
CALLER 5		0	The straight of the straight o
the second second second second	the second section is a second section of the second section of		





1. Tài liệu chính:

[1] Haugnes, N. & Maher, B. (2009). Northstar 2- Reading and Writing: Students' book. Longman: Pearson.

- Tài liệu tham khảo:

- [2] Falla, T. & Davies, P. A. (2008). *Intermediate Solutions*: Students' book. Oxford: OUP.
 - [3] Burgmeier, A. (2009). Inside Reading 1. Oxford, UK: Oxford University Press.
 - [4] Wilson, J. J., & Clare, A. (2006). Intermediate Total English: Student's book.
- [5] Zwier, L J. (2009). *Inside Reading 2*. Oxford, UK: Oxford University Press. Harlow: Pearson.

Tài liệu tham khảo:

[6] Website for PET practice tests:

a. http://www.flo-joe.co.uk/pet/students/tests/

b. http://www.examenglish.com/PET/pet_listening.html.

c.http://www.englishclub.com

d. http://www.bbc.co.uk

e. http://www.voanews

- Self study(the first 04 sessions)
 2. Google meeting(the last 04
 - sessions)

Đánh giá kết quả học tập

Final Test

Tự LUẬN (Ngày 11/03)

SCHEDULE .com DAY 1 DAY 5 DAY 7

