

A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, torn edges. It is held in place by two small, light-colored twine knots on its top edge. Above the sign, a thin, light-colored wooden stick is bent into a V-shape, with a small dark knot at its apex. To the right of the sign, a vibrant red rose with green leaves is placed against the teal background. The teal paint on the wall is distressed, showing the underlying wood grain and some darker spots.

WELCOME

Reading 2

Lecturer: Le Thi Hanh, M.A





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>

1. 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

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8



UNIT 6

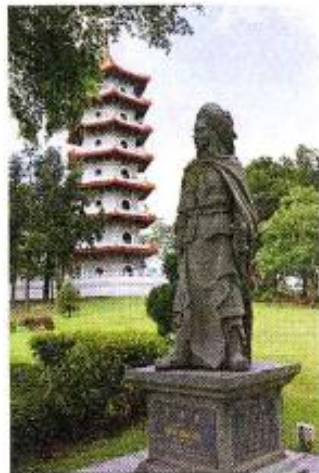
THE HEART OF A Hero



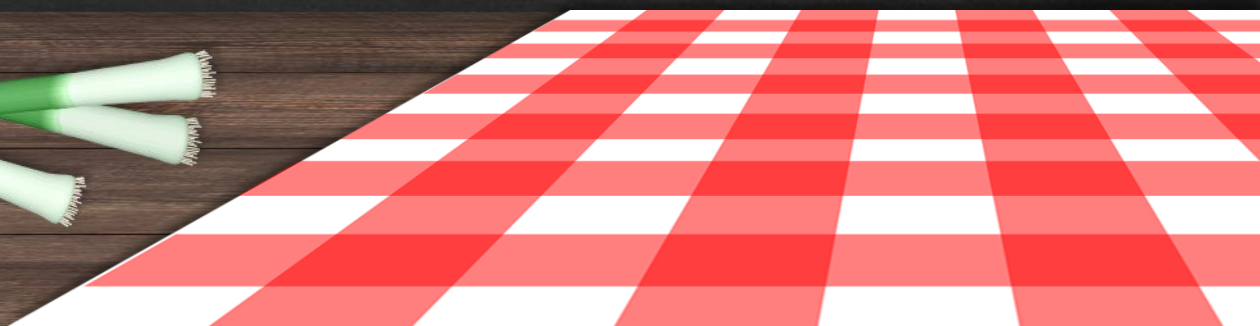
VOCABULARY

1 Read short descriptions of some famous heroes. Try to understand the boldfaced words without looking them up in a dictionary.

1. **Odysseus** is a hero from Greek stories famous for his **journey** home to his family from the Trojan War.
2. **Mulan** is a hero from Chinese stories. She is famous for taking her father's job as a soldier. She did not have strength, but she was a good soldier because of her **intelligence**. She used her brains to help the army win.
3. **James Bond** is a hero from British stories who fights bad guys. In every James Bond movie, there is always a moment where we see him **struggling** hard to beat the bad guys. He is a good fighter and always wins.
4. **Iron Man** is a superhero known for the power from his metal suit. In each adventure he helps people get out of **dangerous** situations.



5. **Bilbo Baggins**, the hero of the story *The Hobbit*, **succeeds** in returning the stolen gold to his friend, Thorin.
6. **Goku** is a Japanese Manga hero. He is known for his strength. He uses his strength to bring people to **safety** and create peace.
7. **King Arthur** is one of Britain's most famous heroes. He had a **mentor**, Merlin. Merlin was a wise man who taught King Arthur how to be a king and how to be a man.
8. **Percy Jackson** is a hero from an American book. The death of his mother **affects** him deeply. He is changed forever as a result.
9. **Jim Hawkins** is the young hero of the story *Treasure Island*. Jim helps the good guys find the gold hidden on an island and return it to its owners.
10. **Robin Hood** is a British hero who helps the poor at every **opportunity**. Whenever he can, he steals money from the rich and gives it to the poor.



2 Match the words on the left with the definitions on the right.

- | | |
|------------------------------|---|
| <u> e </u> 1. journey | a. to do well; to do what you tried to do |
| <u> </u> 2. intelligence | b. to touch or to make someone feel strong emotions |
| <u> </u> 3. struggle | c. a group of valuable things such as gold, silver, and jewelry |
| <u> </u> 4. dangerous | d. the state of being free from danger or harm |
| <u> </u> 5. succeed | e. a trip, usually a long one |
| <u> </u> 6. safety | f. likely to harm people |
| <u> </u> 7. mentor | g. a chance or a time to do something |
| <u> </u> 8. affect | h. the ability to learn and understand things |
| <u> </u> 9. treasure | i. to try to do something that is difficult or to fight something |
| <u> </u> 10. opportunity | j. an older and wiser person who helps a younger person |



PREVIEW

You are going to read a college student's essay on the work of Joseph Campbell, a professor of literature and religion. Campbell is famous for his ideas about hero stories from around the world. Before you read, look at the list below. Check (✓) three things you think Campbell might say about heroes.

Heroes . . .

- | | |
|--|--|
| <input type="checkbox"/> are good. | <input type="checkbox"/> are scared. |
| <input type="checkbox"/> are handsome / beautiful. | <input type="checkbox"/> go out into the world. |
| <input type="checkbox"/> have special abilities. | <input type="checkbox"/> fight bad people. |
| <input type="checkbox"/> are strong. | <input type="checkbox"/> do something difficult. |
| <input type="checkbox"/> help others. | |

Now read the essay.



WHAT IS A HERO?

- 1 Joseph Campbell (1904–1987) spent his life answering this question. Campbell was a professor of literature and religion at Sarah Lawrence College in New York. He studied and taught hero stories from around the world. Over the years, he noticed that a lot of myths—a kind of hero story—are very similar. In old myths or new ones, whether from Asia, Africa, or South America, the world's hero stories all have the same basic shape. The details of the stories may change, but every hero story has the same three parts.
- 2 During the first part of any hero story, the hero starts a **journey**. This can be a trip from one country to another. It can be an adventure into outer space. It can be a journey into a dream world. Often the hero does not, at first, want to go on this journey. But in the end, he agrees. He leaves the **safety** of his home, friends, and family and goes to this new place. This place is very different from the hero's home and is often dark and **dangerous**. Sometimes there is a **mentor** or a teacher who helps the hero understand this new place. The mentor gives the hero the tools or information he needs. For example, a kind old lady on the road may give our hero a map for his journey. A stranger may give the young hero the key to the door of the enemy king's castle.¹
- 3 The second part in the hero story is the most exciting. This is when the hero must pass some kind of test or challenge. A common example of a test is fighting a monster. In these stories, the monster is much bigger and stronger than our hero. The hero and the readers do not, at first, believe he can kill the monster. Other common challenges include solving a problem or facing a fear such as the fear of snakes. In any challenge, the hero must use his strength, his **intelligence**, or his heart to pass the test. He must kill the dragon, answer the question, or trust his feelings. Of course, in the end, he



MAIN IDEAS

- 1 Look again at the Preview on page 135. How did your predictions help you understand the story?
- 2 Circle the word or phrase that best completes each statement about an idea discussed in the essay.
 1. Hero stories are **the same** / **different** all over the world.
 2. Hero stories usually have **two** / **three** main parts.
 3. Hero stories are important because they are **similar to** / **different from** life in general.



DETAILS

Check (✓) the words or phrases that always belong to the three parts of the hero story.

Part One

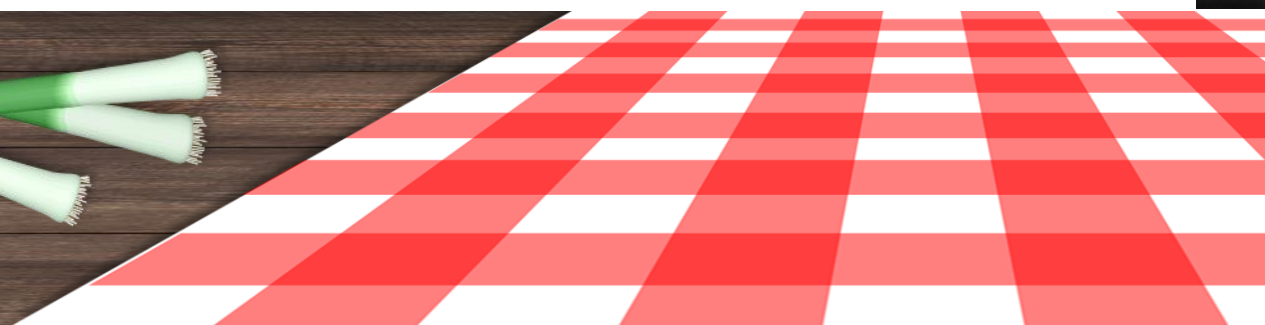
- | | |
|---------------------------------------|---|
| <input type="checkbox"/> a journey | <input type="checkbox"/> leaving home |
| <input type="checkbox"/> a castle | <input type="checkbox"/> a mentor / teacher |
| <input type="checkbox"/> an adventure | <input type="checkbox"/> coming home |
| <input type="checkbox"/> a dream | |

Part Two

- | | |
|---|--|
| <input type="checkbox"/> a test / challenge | <input type="checkbox"/> facing a fear |
| <input type="checkbox"/> a monster | <input type="checkbox"/> snakes |
| <input type="checkbox"/> a fight | <input type="checkbox"/> succeeding at the challenge |
| <input type="checkbox"/> solving a problem | |

Part Three

- | | |
|--|--|
| <input type="checkbox"/> returning home | <input type="checkbox"/> wisdom |
| <input type="checkbox"/> bringing what he / she gained | <input type="checkbox"/> others are changed, too |
| <input type="checkbox"/> wealth | <input type="checkbox"/> enemies killed |
| <input type="checkbox"/> knowledge | <input type="checkbox"/> friends become rich |



MAKE INFERENCES

INFERRING MEANING FROM METAPHORS

An **inference** is an educated guess about something that is not directly stated in the text. Sometimes a writer suggests a complex idea by using a **metaphor** (word/phrase creating an image) that makes the complex idea simpler and clearer.

Look at the example and read the explanation.

- "... the cave we are afraid to enter has the treasure we are looking for . . ." (*paragraph 5*)

Cave here is used as a metaphor. From the image of a cave, the reader **infers** the dark, difficult things in a person's life, such as sadness, poverty, anger, poor health, or any other negative human experience. These are complex things to describe. The author simplifies these complicated ideas by using the word *cave* because this word holds all the feeling and meaning of those difficult things.

After reading the text closely, especially certain words or phrases that are used as metaphors, we can **infer** the full meaning of the complex ideas the author wants to convey.



Read the quotes from paragraph 5 of the reading. The underlined word in each one is used as a metaphor. What complex idea does the author want to convey here? Write the meaning of the metaphor on the line.

Metaphor	Meaning
1. "... the cave we are afraid to enter has the <u>treasure</u> we are looking for ..."	_____
2. "... when we <u>stumble</u> , then we will find gold."	_____
3. "... when we stumble, then we will find <u>gold</u> ."	_____



EXPRESS OPINIONS

Discuss the questions below in a small group. Give your opinions. Then share your answers with the class.

1. Do you agree with Campbell's quote in the last paragraph? Why?
2. Think of a hero story from your culture. Does it follow the pattern that Joseph Campbell describes for all hero stories throughout the world? Explain.



READING TWO BOOK REVIEW: HARRY POTTER AND THE SORCERER'S STONE

READ

- 1** Look at the boldfaced words and phrases in the reading and think about the questions.
 1. Which words or phrases do you know the meaning of?
 2. Can you use any of the words or phrases in a sentence?
- 2** Now read the blog by pre-med student Alice Ogrodnik.



Book Review: *Harry Potter and the Sorcerer's Stone*

HOME

CONTACT

About Me

My name is Alice Ogrodnik. I'm a 22-year-old senior in college, studying biology. After I graduate, I am going to medical school to become a medical geneticist. I'm a big reader and use reading as a way to relax from all the hard class work.



- 1 I just finished reading *Harry Potter and the Sorcerer's Stone* by J.K. Rowling. I know I'm a little behind most of you. Most people I know read these books years ago. In fact, I think a lot of people my age who never read books for fun, started reading BECAUSE of the Harry Potter books. But I wasn't like those people. I read books all the time. So when everyone started reading *Harry Potter*, I told myself the books were bad. I told myself I read GOOD books, not silly stuff. Well, silly me. I just finished the first one and guess what? It was great. Read on to hear why . . .
- 2 First of all, I love a story where the main character is just a normal kid. No, not all kids are wizards.¹ But all kids go to school, make friends, play



COMPREHENSION

Put the following statements in the order they happen in the story of *Harry Potter and Sorcerer's Stone*.

- a. 1 Harry's parents die.
- b. ____ Lord Voldemort is defeated.
- c. ____ Harry makes friends with Ron and Hermione.
- d. ____ Harry wakes up next to his friends and Dumbledore.
- e. ____ Harry and his friends find the three-headed dog.
- f. ____ Harry and his friends win at wizard chess.
- g. ____ Harry goes to Hogwarts.
- h. ____ Harry fights Lord Voldemort.



READING SKILL

- 1 Go back to Reading Two and read the first two sentences of paragraph 3 again. What tenses are being used here? Underline the present tense once and all other tenses twice.

UNDERSTANDING THE PRESENT TENSE IN A STORY ABOUT THE PAST

As we read, we notice that **tenses** can affect how we feel about the text:

If a story is written in the **past tense**, we feel more distant from those events. Those events happened before now, so they don't matter as much.

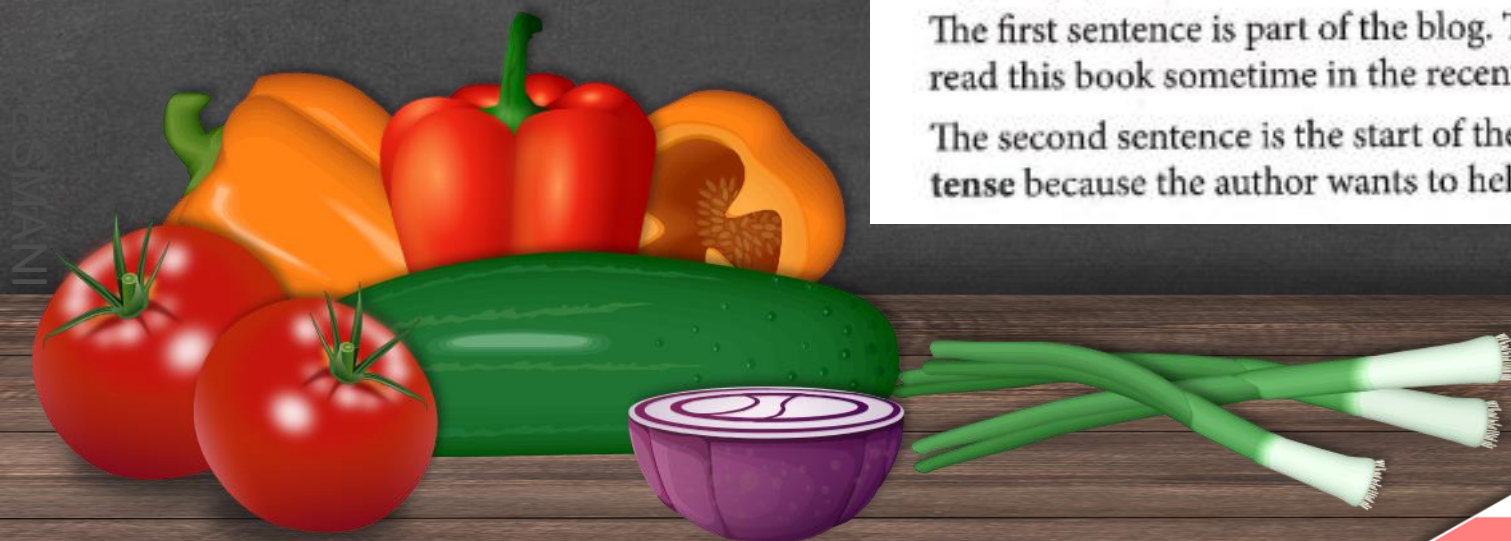
If a story is written in the **present or present progressive tense**, we feel more connected to the events. Those events feel more immediate and so they feel more exciting and interesting.

Look at the example and read the explanation.

- "The second reason I loved this book is because it is a great adventure. One day, Harry and his two friends find something strange at their school: a large three-headed dog."
(*paragraph 3*)

The first sentence is part of the blog. The main verb is *loved*. This is **past tense** because the author read this book sometime in the recent past. She loved it when she read it.

The second sentence is the start of the Harry Potter story. The verb here is *find*. This is **present tense** because the author wants to help readers feel more connected to the story.



2

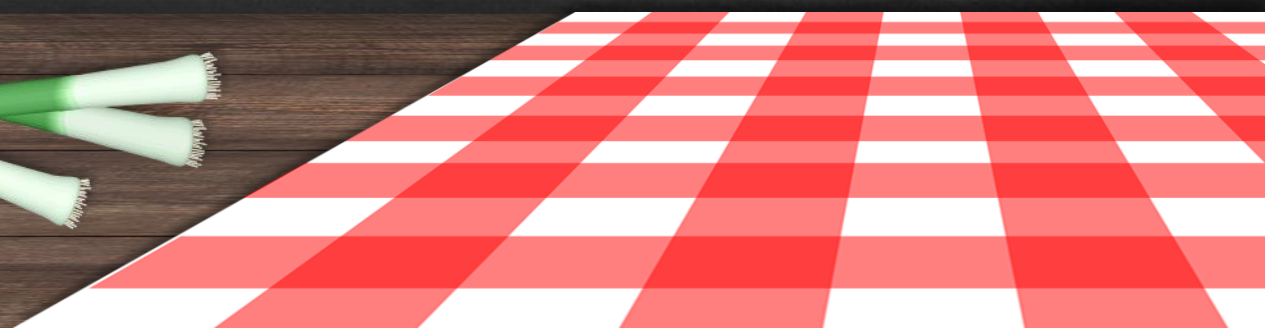
Work with a partner. Read two versions of the same text from paragraph 3 of Reading Two. Underline the verbs in each version. What verb tenses are used? Why?

1. One day, Harry and his two friends find something strange at their school: a large three-headed dog. They learn that the dog is protecting something called the Sorcerer's Stone. This magical stone takes Hermione, Ron, and Harry on a long journey that leads them to the basement of Hogwarts.
2. One day, Harry and his two friends found something strange at their school: a large three-headed dog. They learned that the dog was protecting something called the Sorcerer's Stone. This magical stone took Hermione, Ron, and Harry on a long journey that led them to the basement of Hogwarts.



3 Agree or disagree with the statements about the two versions of the text.

	Agree	Disagree
1. The paragraph in present tense is more exciting.	<input type="checkbox"/>	<input type="checkbox"/>
2. The paragraph in present tense makes me feel like I'm there in the action.	<input type="checkbox"/>	<input type="checkbox"/>
3. The paragraph in past tense feels like this story happened a long time ago.	<input type="checkbox"/>	<input type="checkbox"/>
4. The paragraph in past tense feels more natural.	<input type="checkbox"/>	<input type="checkbox"/>



CONNECT THE READINGS

STEP 1: Organize

Reading One (**R1**) contains lots of information about all hero stories. Reading Two (**R2**) describes details of one specific hero story. Read the lists of phrases from **R1** and **R2** and place them in the correct box in the chart on the next page.

R1

~~The hero leaves on his journey.~~

The hero's family / friends are affected by what happened on the journey.

The hero returns home.

The hero doesn't believe he can succeed.

The mentor shows the hero some useful things.

The hero succeeds in his challenges by his intelligence, strength, or wisdom.

R2

~~Harry goes into the basement of Hogwarts.~~

Harry gets past the eating plant.

The world is saved from Lord Voldemort getting the Sorcerer's Stone.

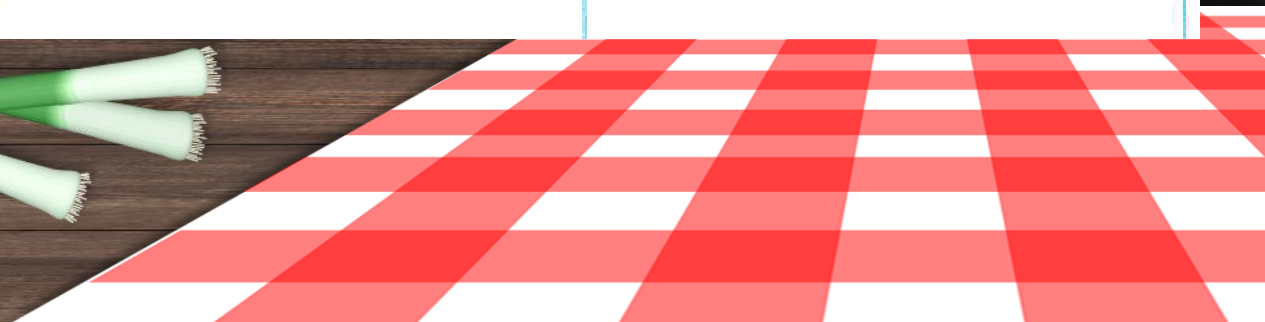
Harry defeats Lord Voldemort.

Harry wins a magic game of chess.

Harry wakes up in bed with Dumbledore smiling down on him.



	FEATURES OF EVERY HERO'S STORY (R1)	FEATURES OF HARRY POTTER'S STORY (R2)
PART ONE	The hero leaves on his journey.	Harry goes into the basement of Hogwarts.
PART TWO		
PART THREE		



STEP 2: Synthesize

Mugglenet is the most popular Harry Potter website (a *muggle* is the word in the stories for a non-magical person). Complete the website discussion from the chat.

Mugglenet Chat

HPBoy: I'm taking this great literature class on Joseph Campbell. Campbell describes the classic hero stories as all having the same form. Most of the stories he talks about are really, really old. But yesterday my teacher started talking about Harry Potter! I couldn't believe it. She says Harry Potter has the same basic form of all these really old hero stories.

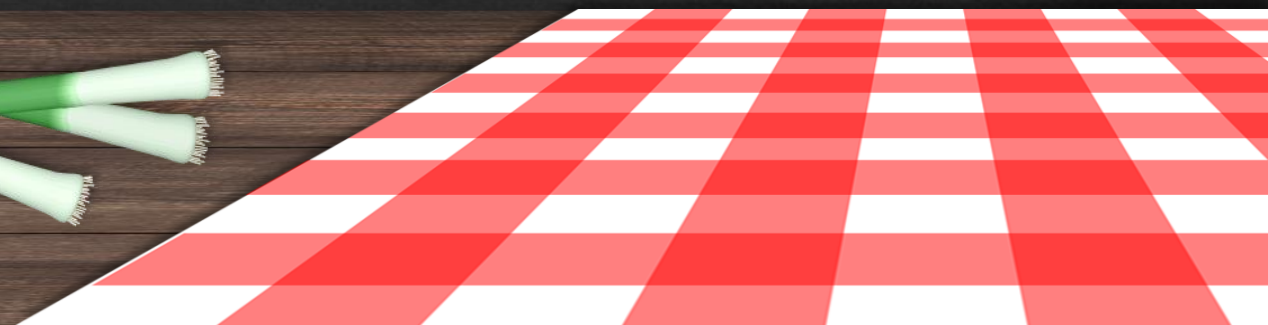
RedMagic: That makes sense. I heard that J.K. Rowling studied Classics¹ at university. She probably knew a lot about these old stories and used some of the ideas.

HPBoy: Yeah, she definitely had the three main parts.

RedMagic: What are those parts?

HPBoy: Well, the first part is _____

RedMagic: And the second part?





Thank
you