

# INTRODUCTION

**TIENG ANH 11** is the second of a three-level English language set of textbooks for the Vietnamese upper secondary school. It follows the systematic, cyclical and theme-based curriculum approved by the Ministry of Education and Training on 23<sup>rd</sup> November 2012. The aim of this set of textbooks is to develop students' listening, speaking, reading and writing skills with a focus on communicative competence so that when finishing upper secondary school, they will have achieved level three of the Foreign Language Proficiency Framework for Viet Nam (equivalent to B1 in the Common European Framework of Reference for Languages).

## THE COMPONENTS OF TIENG ANH 11

**Tieng Anh 11** is divided into two volumes: **Volume 1** and **Volume 2**.

**Volume 1** of the **Student's Book** contains:

- a book map providing information about the structure of the book and the sections of each unit;
- five topic-based units, each covering five sections: *Getting Started, Language, Skills, Communication and Culture, Looking Back* and *Project* with meaningful and well-structured activities, taught in eight 45-minute lessons;
- two reviews, each offering revision and further practice of the preceding units, taught in four 45-minute lessons;
- a glossary giving phonetic transcription of the new words in the units and their Vietnamese equivalents.

The two audio **CDs** contain all the listening material from Volume 1 of the Student's Book.

**Volume 1** of the **Teacher's Book** gives full procedural notes for teaching the different sections in each unit and suggestions for the techniques which could be used depending on the teaching contexts and situations. It also provides answer keys to all the activities in the Student's Book, the audio scripts and additional language and culture notes.

**Volume 1** of the **Workbook** mirrors and reinforces the content of the corresponding Student's Book, and provides further practice and ideas for extension activities. Depending on the level of the students, the activities can be completed in class or assigned as homework.

# AN OVERVIEW OF STUDENT'S BOOK Volume 1

## GETTING STARTED contains:

- a menu listing the language and the skills taught in the unit;
- a conversation introducing the overall topic of the unit, some topic-related vocabulary and the main grammar points;
- a number of activities to check students' comprehension and provide practice of the teaching points in this section.

## Unit 1 THE GENERATION GAP

### GETTING STARTED



Our families



**This unit includes:**

**LANGUAGE**

**Vocabulary**

- Words and phrases related to the generation gap and family roles
- Word formation: compound nouns

**Pronunciation**

- Strong and weak forms of words in connected speech

**Grammar**

- Modals: should, ought to
- Must vs. have to

**SKILLS**

- Reading for specific information in an article about the generation gap
- Talking about parent-child relationship problems and offering advice on how to solve them
- Listening for specific information in a conversation between two teenagers about conflicts with their parents
- Writing a letter about family rules to a teenager staying with a homestay family

**COMMUNICATION AND CULTURE**

- The generation gap between teenagers and their parents
- The return of extended families in the UK and the USA

## LANGUAGE

### Vocabulary

#### Compound nouns

1 Match each word (1-9) with another word (a-i) to make a compound noun. Four of them are written as one word.

- |               |             |
|---------------|-------------|
| 1. mother     | a. wife     |
| 2. generation | b. drink    |
| 3. table      | c. feed     |
| 4. house      | d. steps    |
| 5. junk       | e. children |
| 6. off        | f. bold     |
| 7. far        | g. family   |
| 8. foot       | h. gap      |
| 9. school     | i. members  |

2 Complete each question with one of the compound nouns in 1.

- Have your parents ever complained about your \_\_\_\_\_?
- Why is there a \_\_\_\_\_ between parents and children?
- Is the \_\_\_\_\_ the perfect type of family?
- Why are soft drinks and \_\_\_\_\_ not good for our health?
- Do you think \_\_\_\_\_ should wear uniforms?

1 101 | Deliberately

### Pronunciation

Listen and repeat these sentences. Pay attention to the stressed words with the mark (ˈ) before the stressed syllables.

- If you can identify your ˈdifferences with your ˈparents, you can have a ˈgood relationship.
- You should be ˈrespectful when discussing any ˈarea of ˈdisagreement.
- Take ˈtime to ˈlisten to your ˈparents' ˈviews, and ask them to ˈlisten to ˈyours.
- Being ˈrude to your ˈparents' ˈword can ˈforce them ˈyou're ˈright. ˈThis can ˈhave the ˈopposite of ˈfact.
- How can ˈparents ˈsupport their ˈchildren ˈthrough the ˈbad ˈtimes?



### DO YOU KNOW...?

In a sentence, the following words are stressed.

- Content words: nouns, verbs, adjectives, adverbs
- Negative auxiliaries
- Question words: who, whose, when, where, why, what, and how
- Derivative processes that do not precede nouns: this, that, these, those
- Possessive pronouns: mine, yours, his, hers, ours, theirs, except post-modifier constructions such as *of mine, of yours, etc.* Example: *They are ˈmine or ˈyours of mine.*

## LANGUAGE includes:

- **Vocabulary** giving in-depth practice of the words and phrases presented in Getting Started and additional vocabulary for use later in the unit. The activities are presented in the order of form, meaning and use. Word collocation is also a teaching point in this section.

- **Pronunciation** including aspects of pronunciation that can be problematic to Vietnamese students such as sound clusters, weak forms, stress patterns and intonation. The pronunciation points are presented in meaningful contexts, and activities are designed to teach these points through three stages: recognition, repetition and production. This helps students to become familiar with features of natural speech and focus his / her own pronunciation.
- **Grammar** introducing and practising the main grammar points in focus. They are presented in meaningful contexts and follow the three-stage approach to language teaching (presentation, practice and production). There are *Do you know ...?* boxes and clear tables wherever necessary to help students to understand the language features and the structures. All the sub-sections in the LANGUAGE section are linked to the LOOKING BACK section at the end of the unit.

## LANGUAGE

### Vocabulary

#### Compound nouns

1 Match each word (1-10) with another word so that you make a compound noun. Four of them are written as one word.

- |               |             |
|---------------|-------------|
| 1. kitchen    | 4. style    |
| 2. generation | 5. drink    |
| 3. letter     | 6. food     |
| 4. house      | 7. steps    |
| 5. desk       | 8. children |
| 6. cup        | 9. bed      |
| 7. hair       | 10. family  |
| 8. foot       | 11. gap     |
| 9. school     | 12. museum  |



2 Complete each question with one of the compound nouns in 1.

1. How can parents ever complain about your \_\_\_\_\_?
2. Why is there a \_\_\_\_\_ between parents and children?
3. Is the \_\_\_\_\_ the perfect type of family?
4. Why are self-disciplined \_\_\_\_\_ not good for us/health?
5. Do you think \_\_\_\_\_ should wear uniforms?

101 | 10/20/2017

### Pronunciation

1 Listen and repeat these sentences. Pay attention to the stressed words with the mark (ˈ) before the stressed syllables.

1. If you can identify your differences with your parents, you can have a good relationship.
2. You should be respectful when discussing any areas of disagreement.
3. Take time to listen to your parents' opinions, and ask them to listen to yours.
4. Being rude to your parents won't convince them you're right. This can have the opposite effect.
5. How can parents support their children through the 'bad times'?



### DO YOU KNOW...?

In a sentence, the following words are stressed:

1. Contentive words: nouns, verbs, adjectives, adverbs.
2. Negative words: not, never, no, none, nothing, why, what, and how.
3. Demonstrative pronouns that do not precede nouns: this, that, those, those.
4. Possessive pronouns: mine, yours, his, hers, ours, theirs, except past-tense forms (constructors such as all, none, of yours, etc.).

Examples: 'he just' 'was a' 'blinded of' 'never'.

## SKILLS

### READING

#### Where do conflicts come from?

1 You are going to read a text about the conflicts between parents and their teenage children. Which of the following do you think you may find in the text?



- a. parents and children having different tastes in music
- b. parents' strong opinions about everything related to their children
- c. children's objection to the way their parents treat them like small kids
- d. parents' objection to their children's clothes
- e. parents' expectations of their children's better use of free time
- f. parents' strong views about their children's education and future jobs
- g. parents and children having different beliefs

101 | 10/20/2017

2 Read the text quickly and check your predictions in 1.

Teenage kids, there now always have conflicts between parents and their teenage children. Here are some of the main reasons and explanations.

It's really how old their teenage children are. Most parents still treat their big kids like they're 10. They try to help their children to discuss the surrounding world, but they always believe they know what is best for their children. However, as children grow up, they want to be more independent, make their own choices and make their own decisions. They don't feel comfortable when their parents are making decisions for them.

One common area of conflict is the clothes children want to wear. Parents may think that these clothes look ugly and some of them are not good for them. What's more, some teenagers also require to wear some clothes which are hard to a normal school, so their parents because they don't allow the high schools.

Another source of conflict is the way children spend their free time. Parents may think that their children do a lot of things in a more useful way when playing computer games or watching online TV. Children, however, always think they are fun and exciting.

Conflicts also arise from different interests between parents and their children. Some parents may try to express their opinion of university or career on their children, regardless of their children's preferences. Actually, the key of conflicts seems to be an unclear communication channel. It's better to have a clear and understanding between parents and their teenage children.



## SKILLS includes:

- **Reading** containing a topic-related reading text developed to suit students' interest and age. The vocabulary and grammar points learnt in the previous sections are recycled in the reading text. The texts also provide an input of language and ideas for students to use in the **Speaking**, **Listening** and **Writing** sub-sections that follow. The reading activities are designed in the following teaching procedure: pre-reading, while-reading and post-reading. This section aims to develop reading skills such as skimming, scanning, understanding word meaning in contexts, etc. through various types of tasks including title / heading matching, true / false, multiple choice, comprehension questions and gap-filling. In the post-reading stage, there is often a personalised task in which students can share their own ideas or opinions with their partners about the issues related to the facts / problems in the reading text.



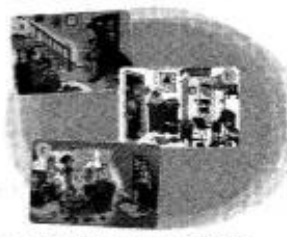
- **Speaking** including three or four activities which are designed and sequenced in a way that ensures an uninterrupted link between them. Useful language and ideas are built up through the activities, and examples are given when necessary. This prepares students for the free production stage. In all the speaking activities, students are encouraged to activate and share their background knowledge and experience with their partners.

- 3 Match the highlighted words in the text with the definitions below.**
1. have enough money to buy something
  2. make somebody accept the same opinion or idea as you
  3. the name given to a product by the company that produces it
  4. standards of behaviour that are typical or accepted within a particular group or society
  5. situations in which people are involved in a serious disagreement or argument
- 4 Read the text carefully. Answer the following questions.**
1. Why do most parents still treat their teenage children like small kids?
  2. What do children want to be said to as they grow up?
  3. Why are parents concerned about the clothes their teenage children want to wear?
  4. How do parents want their children to spend their free time?
  5. Do all parents let their children choose a university and career?

**SPEAKING**

**What are the conflicts about?**

- 1 Read about three situations facing teenagers. Match them with the problems a, b, or c in the box below.**



1. I'm not happy that my parents set a time for me to come home in the evening. They expect me to be home at 9 pm! I wish they allowed me to stay out later, say 9.30 or 10 pm, so I can spend more time with my friends. I have asked them many times, but they don't want to change their mind. What should I do?
2. My parents don't like some of my friends just because of their appearance. They have their hair dyed in different colours and have pierced noses. However, these friends of mine are excellent students, and I've always been very helpful and kind to me and other classmates. I wish my parents didn't judge them by their appearance, but got to know them better. What should I do?
3. My parents often complain that I don't help enough around the house. They think that I'm not responsible. I really try my best whenever I have a chance. But when I'm too busy with a lot of homework and many extracurricular activities, it's difficult for me to find time for anything else. What should I do?

- a. Study more hardwork.
- b. Making a friend.
- c. Parents' disapproval of friends.



- 5 Discuss with a partner.**  
Do you get into conflict with your parents? Share your experiences with your partner.

**LISTENING**

**How are we different?**



- 1 You are going to listen to Tom and Linda discussing their conflicts with their parents. What do you think they will mention?**

- clothes
- hairstyles
- table manners
- not helping with the housework
- watching TV / playing computer games too much
- not studying enough

- 2 Match the words in the box with the appropriate definitions.**

- 1. **extrinsic** → ① affecting or dependent on things outside the person (e.g. pay, status)
- 2. **intrinsic** → ② attractive and interesting in itself
- 3. **superficial** → ③ quick, but not very deep
- 4. **convivial** → ④ often, somebody who is able to do something

- 3 Listen to the conversation. Decide if the following sentences are true (T) or false (F).**

	T	F
1. Linda's parents are pleased with her choice of clothes.		
2. Tom shares Linda's opinion on clothes.		
3. Linda wants to look more fashionable.		
4. Tom's parents don't let him play computer games.		
5. Playing computer games is a form of relaxation for Tom.		

- 4 Listen to the conversation again and choose the best answer A, B, or C.**

1. What kind of clothes do Linda's parents want her to wear?
  - A. shiny trousers
  - B. tight tops
  - C. casual clothes
2. What's Tom's opinion about Linda's choice of clothes?
  - A. He thinks that her parents are right.
  - B. He sympathises with Linda.
  - C. He disagrees with Linda's parents.
3. What do you think Linda will do after talking to Tom?
  - A. She may start saving money to buy clothes.
  - B. She may follow her parents' advice.
  - C. She may offer her parents some advice.
4. Why don't Tom's parents want him to play computer games?
  - A. They think some of the games are harmful.
  - B. They think playing computer games makes him neglect his studies.
  - C. They think none of the games are useful.
5. What do Tom's parents want him to do?
  - A. Play a musical instrument.
  - B. Do more outdoor activities.
  - C. Browse the Internet to find information.

- 5 Work in pairs. Ask and answer the following questions.**

1. Do your parents like the way you dress? Why or why not?
2. What do you think about computer games? Do your parents share your viewpoint?

- **Listening** including four or five activities which are organised in the following three-stage teaching procedure: pre-listening, while-listening, and post-listening. The activities aim to develop listening skills such as listening for general ideas and / or listening for specific information. The most common task types are true / false, multiple choice, and comprehension questions. In the post-listening stage, like in the other skills, there is often a personalised task in which students can share their ideas or opinions related to the topic of the listening.

- **Writing** guiding students through the writing process and focusing on the specific text types required by the syllabus. In the pre-writing stage, a sample writing is provided for students to read and study the format. In addition, helpful guidelines, a template and useful language are provided to build student's confidence before producing their own writing.



**WRITING**  
**Family rules**



**1** The following are some family rules. Complete them, using the phrases below. Add a few more if you can.

1. My parents like not let me .....
  2. They make me .....
  3. They refuse me to .....
  4. They want me not to .....
  5. They want me to .....
  6. I am (not) allowed to .....
  7. They forbid me to .....
- keep my room tidy
  - respect the elderly
  - keep fit by taking up a sport
  - take my studies seriously
  - help around with the housework and other house duties
  - follow in their footsteps
  - have good table manners
  - visit my grandparents at least once a week
  - do morning exercises every day
  - play computer games at weekends only
  - not to swear
  - not to spit on the floor

**2** Read the list in **1** again. Choose the three most important rules that your parents often apply to you. Think of the reasons, and write them in the space provided.

*Example:*  
The most important rule in my family is that we should visit our grandparents at least once a week. We live about 10 km away and my parents want us to have a closer relationship with our grandparents by visiting them regularly and making sure that they are not lonely.

1. One important rule in my family is that .....
2. Another important rule in my family is that .....
3. The third important rule in my family is that .....

**3** An English teenager is going to stay with your family for two months on a cultural homestay programme. Complete a letter to inform him / her of the rules in your family. Write between 100-150 words, using the suggested ideas in the list above.

Phan Ngoc Thanh, Dong Da, Ha Noi, Viet Nam  
February, 10<sup>th</sup>, 20...

Dear Lauren,  
I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15<sup>th</sup> floor. You will have your own bedroom during your stay here. You asked me about our family rules. Here are three important ones that we must follow.

.....

If you have any questions, please let us know. We will try our best to make you feel comfortable during your stay with us. I hope you will enjoy your time in Viet Nam. Looking forward to meeting you.  
Best wishes,  
Phan



**COMMUNICATION AND CULTURE**

**Communication**

**1** Work in groups. Practice asking the following questions and take notes of their answers.

1. What kind of family do you live in?
2. What do you think the advantages and disadvantages of living in an extended or nuclear family are?

**2** Report your group's opinions to the class.

**Culture**

**1** Read the following text about the coming back of the extended families and answer the questions.

Over the past few years, in both the USA and the UK, the number of multi-generational households with three or four generations living under the same roof has increased. This trend has been the result of several economic factors.

High unemployment rates, part-time work and low-paid jobs have forced young adults to move back with their parents. In addition, families now face higher costs of housing and heavier pressures of both children and elderly care.

Living under the same roof with three or four generations can be frustrating because of the lack of space, independence and privacy, and the daily conflicts brought about by differences in values and attitudes.

However, its advantages outweigh the disadvantages. When living with members of their extended family, young children can develop relationships with adults other than their parents, and old people can become more active when interacting with the younger generations.

Whether we accept it or not, the trend has been growing as more and more people are choosing structural extended families.

**Questions**

1. What family trend has increased in the USA and the UK?
2. What are the reasons for this family trend?
3. List some disadvantages of living in an extended family.
4. How do young children benefit from living in an extended family?
5. How can old people benefit from living in an extended family?

**2** Discuss with a partner.

1. What is the current family trend in Viet Nam?
2. What are the reasons for the current trend?
3. Do you think children are happier growing up in extended families?

**COMMUNICATION AND CULTURE** includes:

- **Communication** providing language consolidation and free practice of integrated skill. This section recycles what students have learnt in the previous sections, and introduces extra vocabulary for extension. The activities are less controlled. Students are encouraged to express their ideas and opinions freely.
- **Culture** providing cultural information about the ASEAN countries and English speaking countries around the world connected to the cultural aspects of the unit topic. It helps students to broaden their knowledge of the world cultures as well as deepen that of their own Vietnamese culture.

**LOOKING BACK** offers revision and consolidation of the language learnt in the unit. It begins with a **pronunciation** activity which is aimed at checking students' ability to recognise the pronunciation points they have learnt. The words or phrases practising the pronunciation points are often those that students have encountered in other parts of the unit or taken from the reading or listening texts.

The **vocabulary** and **grammar** activities focus on the main vocabulary and grammar points learnt in the unit and are aimed at checking students' understanding of the meaning and use of the words or structures.

**LOOKING BACK**

**Pronunciation**

1 Identify the stressed words and put a stress mark (ˈ) before their stressed syllables in the following statements. Listen and check your answers.

1. You and his parents often argue about what time he should come home.
2. Money is a source of conflict for many families.
3. Surely parents want her to do well in school, and if that doesn't happen, for parents get angry, so she gets worried.
4. Lots of parents often complain that she doesn't help clean the house.

2 Identify the stressed words and put a stress mark (ˈ) before their stressed syllables. Listen and check your answers.

1. A. At what age were you allowed to stay at home alone?  
B. I don't remember exactly. I think it was when I was nine or ten.
2. A. These jeans look really cool. Would you like to try them on?  
B. No, I don't like them. I like those over there.
3. A. Do you think life is safer in the countryside?  
B. Yes, it is. It's safer there.

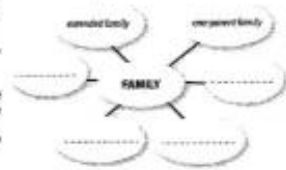
**Vocabulary**

1 Fill the gaps with the words / phrases from the box.

conflict      generation gap      teenager  
conflict      teenager      generation gap

1. If you just live with your parents and your siblings, you live in a \_\_\_\_\_.
2. My grandparents and I like to listen to the same music, so there isn't always a \_\_\_\_\_.
3. If you want to learn English quickly, you should join a \_\_\_\_\_ programme in an English speaking country.
4. \_\_\_\_\_ in a multi-generational family are unavoidable.
5. There's a gap \_\_\_\_\_ I would be surprised if remained the same after that time.

2 Can you find other compound nouns with the word family? Use a dictionary, if necessary.



**Grammar**

1 Complete the following sentences with **should** or **ought to** in either positive or negative form.

1. I'm having so much fun at the party, but I ..... go home now to write the grammar points for my English test tomorrow.
2. Your English is very good. You ..... worry so much. You ..... relax now.
3. I have prepared carefully for the test. I know I ..... pass, but I can't help it.
4. You ..... create problems for yourself now. Instead, you ..... take a break.

2 Complete the following sentences with **must** / **mustn't** or **have to** / **don't have to** / **have to** or **don't have to**.

1. I ..... wash up after dinner, and my brother ..... clean the floor. That's the rule in my family.
2. He ..... argue with your father at the time. Try to listen to his advice.
3. You ..... wear a nice dress tonight. You can't go to the concert in those old jeans.
4. I like Sundays because I ..... get up early.

**PROJECT**

The class is divided into groups of 4 to 6. Your group will interview 15 teenagers, aged 15-17, who live in your area, and take notes of their answers. Report your group's findings to the whole class.

Suggested questions for your interview:

1. Are there any problems in your family?  
• What are they about?  
• Where do they come from?  
• How do you deal with them? How do your parents deal with them?
2. What would you like to change about yourself so that you can deal with the conflicts better?
3. Do you think your parents should change their attitudes and rules? Why? Why not?



**NOW YOU CAN**

- Use words and phrases related to the generation gap and family rules
- Identify and use strong and weak forms of words in connected speech
- Use the modals **should** and **ought to** for giving advice, use **must** and **have to** for obligation
- Understand conflicts between different generations
- Talk about rights between teenagers and parents
- Write a letter to a teenager staying with a homestay family about household rules

**PROJECT** is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life situation. Students are asked to do a survey or carry out research to get information about their friends, their neighbourhood or to broaden their knowledge about the real world. The project activities often involve teamwork which develops students' collaborative skills and promotes their team spirit. Much of the work for the **Project** can be done outside of class, at home or during break time. The teacher can also put aside some class time for students to share the results of their project work.

- **Now you can** gives a summary of the language and skills learnt in the unit and helps students to assess their own progress and achievement after learning the unit.

## GENERAL TEACHING SUGGESTIONS

- The following teaching guidelines are for your reference. Feel free to make any adjustments (extending or shortening the material) because you know your teaching situation best and what your students need to learn.
- It is advisable to go through the *Book Map* of the Student's Book and the *General Teaching Suggestions* before you start teaching with the book. This will help you to become familiar with the content and methodology of the textbook, and know what materials to prepare for the lesson as well as what activities to conduct in your teaching procedure.
- In general, the teaching of both the language skills and language elements follows a three-stage approach. The *pre-*, *while-* and *post-*stage procedure is recommended for the skills lessons and the *presentation, practice, production* (PPP) procedure for the language lessons. Both procedures should be handled appropriately with respect to the prior knowledge, beliefs and expectations that your students bring to class so that they can develop language awareness, self-reflection, critical thinking and learning strategies.
- It is important to maximise and facilitate students' talking time and interactions. You can use different question types to elicit their ideas and guide them in the process of practising the language.
- Vocabulary and grammatical items need to be presented in both form and meaning, and practised in meaningful contexts, and usage needs to be focused.
- Pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. This also promotes the spirit of collaboration and competition. However, it is necessary to provide clear instructions or explanations and / or demonstrations before students are asked to work in pairs or groups.
- Problems of mixed-ability classes can be dealt with by multi-tiered tasks suitable for students' levels to encourage both less able and more competent students to contribute to the lesson.

## TEACHING GETTING STARTED

- **Getting Started** introduces the unit in general, including a conversational text followed by four or five activities. Start your teaching with a lead-in, which is a short activity (normally up to five minutes) to draw students' attention to the topic of the unit and the objectives of the lesson. This is a good way to activate students' background knowledge of the topic as well as to check their comprehension of the language. You can vary the activity to suit the teaching purpose; for example, the teacher can get the students to brainstorm on the topic through a set of pictures or photos, listen to a piece of music extract or a song, view a video clip, do a dictation or play a game such as *Charades*, *Bingo*, *Tic-tac-toe* and *Odd-one-out* to revise previously learnt vocabulary. (See details of the games in the **Teaching Vocabulary** sub-section).
- Get students to read the text silently as they listen to the recording. Then have them call out the words they do not know and write them on the board. Follow the teaching procedure in the **Teaching Vocabulary** sub-section before giving the meaning and have students repeat the words or copy them down into their notebooks for later review.
- Allow time for students to do the activities in pairs or individually before checking answers as a class. Give feedback and ask students to explain their answers, if necessary. Each task following the conversational text has its own purpose, for example, a comprehension task with questions for personalisation, vocabulary task(s) and grammar task(s).

## TEACHING LANGUAGE

- **Vocabulary** includes new words that appear not only in the **GETTING STARTED** and **LANGUAGE** sections, but also in other sections of the unit. Encourage students to guess their meaning from the context. For challenging words, provide Vietnamese equivalents to save time. Students should be given opportunities to revise previously learnt vocabulary such as individual words, phrases and collocations (words that go together) through a variety of interesting activities and games such as *Dictation*, *Charades*, *Bingo*, *Tic-Tac-Toe*, and *Odd-One-Out*.

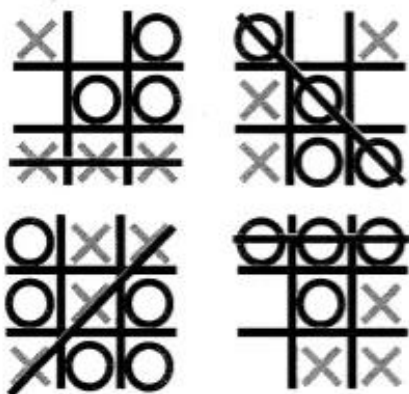
- **Dictation:** Students work in pairs or in groups, taking turns to dictate the target words to each other and check their spelling. The teacher can also give the dictation while all students listen and write it down. Then students work in pairs to correct mistakes if there are any.
- **Charades:** This is a great game to review vocabulary. If students feel shy or awkward in the beginning, you may need to let them play the game. This will help them to feel more comfortable and secure. Divide the students into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they will get a point. Switch the teams and let the second team act out a word while the first team guesses.
- **Bingo:** Draw a word grid on the board and ask students to copy it. Students tell you the words they have studied in their lessons. List them on the board. Students choose the words from the list and copy them into their grid. While they are doing this, copy each word onto a strip of paper, put the strips of paper into a bag and mix them up. Select students to pick out a strip of paper and call out the word. Students with that word in their grid put a cross on it. Continue the game until there is a student who has all the words on a straight line crossed out. He / She will call out 'Bingo'. As a follow-up activity, have students make sentences with the words in their grids.
- **Tic-Tac-Toe:** This is a fun way for students to practise their English while enjoying some competition. The game is very intuitive: Distribute the tic-tac-toe sheet, e.g., *Do you like ...? What is the meaning of ...? Why do you ...? What do you ...? Who likes ...? What is ... for? What does ... mean? Have you got ...? How many ...?* Students complete the questions. Each question that is grammatically correct and makes sense is scored an X or O. With larger classes, the game can be played in pairs while the teacher walks around the class checking answers.
- **Odd-one-out:** This is the fastest way to revise sets of vocabulary. Choose several (4-5) words from a vocabulary set and one that does not belong to it and have students find the odd one out (the one that is not part of the set). You can also choose the four words from the same vocabulary set, but three have positive meaning and one has negative or vice versa.
- **Pronunciation** activities often ask students to listen and repeat exactly what they have heard. This helps them to identify and practise the pronunciation points in focus such as sound clusters, stress patterns, weak forms and intonation. Tell students that they cannot develop good English pronunciation skills by just repeating once and that *practice makes perfect*. They must make more attempts at recognising and imitating the model as naturally as they can.

### Grammar

- English word order, tenses and structures are quite different from those in Vietnamese. It is advisable to explain grammar concepts and points very clearly as you present these and check comprehension by asking students to translate into Vietnamese, if necessary. Give clear instructions before having students carry out the tasks. You can also ask students to explain their answers. Drilling, a kind of mechanical practice, is the easiest way to help students to learn the target forms and structures. Then they should focus on the meaning, usage and the content to express in more personalised practice.
- The language boxes are designed to help students to work out any grammar rules or generalisations. Students can read them before they do the activities to become familiar with the grammar concepts. They can also refer back to them later as revision prompts. Ask students to read them individually and check comprehension as a class.

### TEACHING SKILLS

- **Reading** is a receptive skill. In general, the most common reading sub-skills in **Tieng Anh 11** include identifying the topic of the text, understanding general ideas and finding specific information.
- It is important to teach students *reading strategies* so that they can get the most from the





text. Start by arousing their interest in the topic and asking them to predict the reading content. Be sure that your students understand both the task and the key vocabulary. Set a time limit to prevent them from reading for details while the activity is for gist, and be flexible, if necessary. Ask students to look at the pictures and tell you what they can see or what is happening. You can also ask them to predict what they are going to read by eliciting their background knowledge connected to the title and topic, and having a brief discussion about them.

- Pre-teach the key words before the first reading. (See the **Teaching Vocabulary** sub-section.) When students finish their first reading, ask them to discuss their answers in pairs or groups before you check their answers as a class.
- The second reading usually requires students to focus more on the task fulfillment. Tell them what techniques and strategies to use and set a time limit for the activity. Students are encouraged to work together to discuss their answers before you check as a class.
- When students finish their second reading, encourage them to respond to the text. This will help students to integrate reading and speaking skills, or focus on language features that are necessary for their language proficiency development such as producing an oral summary of the whole text or part of the text.

**Speaking** is an oral productive skill, which is important, but difficult to teach in secondary school, where English is learnt just as a foreign language in the Vietnamese language environment. It has been confirmed that one of the major problems that students often face when learning to speak English is the lack of ideas or / and the language to express their ideas. That is why the speaking lesson in **Tieng Anh 11** usually begins with one or two activities to prepare students for the actual speaking task. In these activities, students are provided with useful vocabulary and expressions to talk about the topic of the lesson. Some background knowledge or ideas are also presented in the first stage of the lesson through a quiz or a matching exercise. A sample dialogue is sometimes given before students are asked to make their own conversations. Another problem that inhibits students from taking part in speaking activities is their shyness and fear of making mistakes. In order

to overcome this problem, encouragement and support from the teacher are needed. It is suggested that when teaching speaking, the teacher should stick to the following principles:

- Keep a balance between accuracy and fluency in the speaking lesson and always provide input such as vocabulary, expressions and ideas for students before asking them to perform the actual speaking task(s);
- Encourage students to speak English by providing a rich environment that contains collaborative work and shared knowledge, and giving them encouraging feedback.
- Try to get all the students in the class involved in every speaking activity by applying different ways of student participation. Use multi-tiered tasks that have something for both strong and weak students to do.
- Reduce teacher talking time in class while increasing student talking time. Never provide students with answers or solutions, but elicit those from them instead.
- Use different types of questions for different purposes: *yes/no* questions to provide students with ideas or language, *wh*-questions to invite them to produce longer stretches of speech, and eliciting questions such as *What do you mean?* and *How did you reach that conclusion?* to prompt students to speak more.
- Do not correct students' mistakes very often while they are speaking, especially in the production stage (usually in activities 3 or 4 in the **Speaking** lesson), because this may distract students from trying to speak and expressing ideas.
- While students are working in pairs or groups, walk around the classroom to ensure that students are on the right track, and see whether they need your help.

**Listening** is a *receptive skill*. Listening in English is not easy for Vietnamese students, so you should prepare them well. The common types of listening tasks in **Tieng Anh 11** include listening for general ideas and listening for specific information in a variety of formats such as true / false, multiple choice, comprehension questions and gap-filling. The following ideas will help you to conduct the listening activities effectively:

- Encourage students to predict and make active guesses based on their own knowledge or contextual clues. Get them to predict the content by looking at the pictures and tell

you what they can see or what is happening. You can also have a brainstorming session or discussion related to the title and topic. Alternatively, to save time you can tell students that they are going to hear someone talking to someone else about something.

- Pre-teach key vocabulary items by displaying them on the board and checking comprehension, and then have students repeat each word once or twice to get themselves familiar with the sounds.
- Tell students that the focus is on the general ideas or specific information, and they do not need to understand every word. Ensure that they understand both the task and the key vocabulary before they listen to the recording.
- Provide students with listening strategies by telling them to leave the question that they cannot answer, and just continue with the next question. They will have another chance to answer difficult questions the next time they listen.
- Tell students in advance that you will read or play the recording two or three times to reduce their anxiety. Eliminate distractions and noise during the listening process by closing doors or windows, or asking students to be quiet while listening.
- Encourage students to write down or retell what they have heard by writing a summary and / or giving an oral report or participating in a group discussion.

**Writing** is also a productive skill which teaches students to communicate through writing. Most writing activities in **Tieng Anh 11** focus on the text types required by the syllabus. The common writing tasks include filling in gaps in sentences or paragraphs, following a model to write a specific text or taking notes during a survey to get information related to a specific topic. The lesson normally contains four or five activities following the three-stage approach to language teaching. A model, guidelines and a template are often provided for students' reference.

- You can begin a pre-writing task by having students look at the pictures and brainstorm what they can see or what is happening, or read a model text and answer the questions. Pairs or small groups often work well for pre-writing tasks. Ensure that students understand the instructions, the texts and any necessary words and phrases for the writing tasks. The text can be used as the writing model, and

topic discussions can reinforce the students' knowledge. Remind students to note down the ideas during discussions so that they can use them in their writing later.

- Give students clear instructions and enough time for their writing. Encourage them to ask questions, and walk around the classroom while offering help with vocabulary or grammar, if necessary. Tell students that you will grade their writing on how well they follow the instructions, and how clearly they express their ideas to the reader. The final work should be legible. Students' ability to use proper English and good spelling should also affect the grading.
- Have students work individually or in pairs to brainstorm ideas, concepts and important vocabulary before they start drafting. Ask students to read their final drafts carefully, and check them for meaning and content, and for spelling, punctuation and grammar errors.
- Make sure students are familiar with your set of correcting marks of grammar, spelling, textual mechanics and neatness. When you return the papers to the students who have made errors, ask them to correct the error by themselves. This helps students to improve their writing skills. Give your assessment on the criteria such as relevance of specific theme or topic, register, organisation of ideas, grammar and vocabulary.

## **TEACHING COMMUNICATION AND CULTURE**

- The **Communication** sub-section provides students with an opportunity for further practice and consolidation of the skills and the language previously learnt in the unit. The lesson normally includes a speaking task or speaking combined with listening and / or reading. After getting some input from the reading or listening activities, students are engaged in a discussion about an issue related to the topic. The speaking activities in this sub-section are less controlled and students are encouraged to use their own ideas or creativity to complete the tasks. Fluency is the focus, so correction of students' errors (grammar or pronunciation) should be postponed until after they have completed the activity. Extra vocabulary should be provided to facilitate free expression of ideas and natural speech.

- The aim of the **Culture** sub-section is to provide students with information related to the ASEAN and English speaking countries around the world. The lesson can include a reading text giving students more information of a cultural aspect or facts related to the title and topic. The lesson can also consist of two short texts, one about Viet Nam and the other about another country, which encourages students to make cultural or factual comparisons.
- You can start the lesson by giving a brief introduction to the country or cultural and factual features mentioned in the reading texts. This can also be presented by the students themselves as a kind of assignment or homework given to them in the previous lesson. Since vocabulary learning is not the focus here, new words should be explained very briefly.

### TEACHING LOOKING BACK AND PROJECT

- The **Looking Back** section is designed for revision and consolidation of the language learnt in the unit. It begins with a pronunciation activity to check and consolidate students' knowledge of the pronunciation points such as stress patterns, weak and strong forms, elision and intonation. The words, phrases or sentences containing the pronunciation points are often those that students have encountered in other parts of the unit or taken from the reading or listening texts.
- The **vocabulary** and **grammar** activities are linked to the activities in the **Language** section at the beginning of the unit and focus on the main vocabulary and grammar points learnt in the unit. They are aimed at checking students' understanding of the meaning and use of the target words or structures.
- You can start the lesson by telling the class that these are activities to review the pronunciation, vocabulary, and grammar points of the unit. For the **Pronunciation** part, play the recording all the way through for students to listen. Play the recording again for them to repeat. Ask a few students to read the words, phrases or sentences in turns. Correct their pronunciation, if necessary. For the **Vocabulary** and **Grammar** parts, ask students to focus on the instructions. Give them time to read and prepare. Set a time limit and ask students to do the task individually or in pairs. Check the answers as a class and give explanations, if necessary.
- The **Project** is the last part of the unit. It is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life situation. Students are asked to do a survey or conduct research to get authentic information about their friends and their neighbourhood, or to broaden their knowledge about the real world. The project tasks often involve teamwork, which can develop students' collaborative skills and promote their team spirit.
- Begin your teaching with a lead-in to focus students on the project objectives. Make sure students understand the tasks. Divide them into groups to do the project. Make useful suggestions to students about how to divide their workload. It is advisable that much of the work for the project be done at break time, out of class or at home. Allow some time in class for students to share the findings and results of their project work.