

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 23rd 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 2 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 2 of the Student's Book.

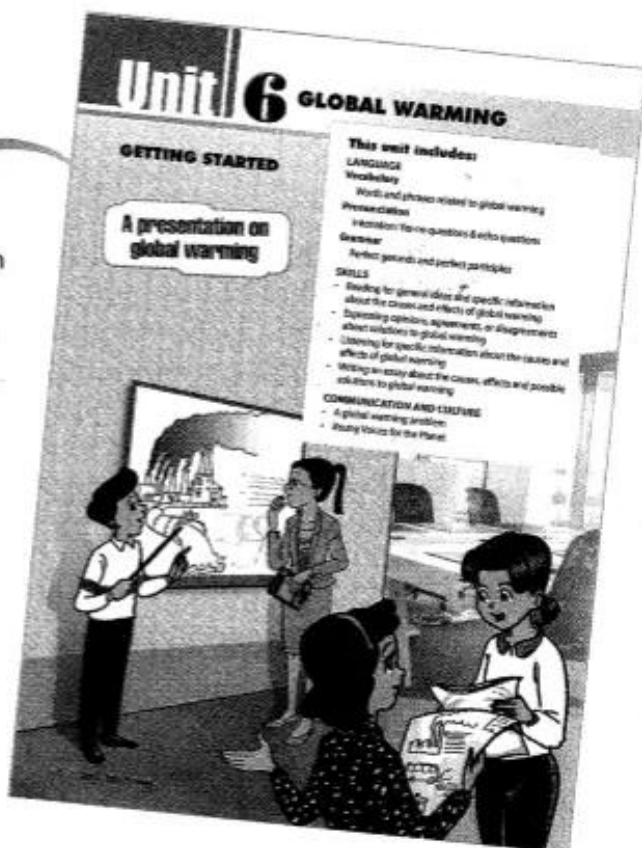
Volume 2 of the **Teacher's Book** gives full procedural notes for teaching the different sections in each unit and suggestions for the techniques which could be used depending on the teaching contexts and situations. It also provides answer keys to all the activities in the Student's Book, the audio scripts and additional language and culture notes.

Volume 2 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 2

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.



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 on their own pronunciation.

LANGUAGE

Vocabulary

Complete the sentences with the right form of the words / phrases from **2** in GETTING STARTED.

Example:
Global warming occurs when the greenhouse gases in the atmosphere trap the heat from the sun.

- Having measured the company's _____, they realised that the amount of carbon dioxide (CO₂) it produced was great.
- Scientists have warned about the relationship between climate change and the spread of _____.
- A large amount of carbon dioxide _____ are released into the atmosphere by burning fossil fuels.
- Deforestation is one of the biggest environmental threats to the _____ in the world.
- As global temperatures rise, there are more cases of _____.
- Although global warming is causing changes in weather patterns, it is only one aspect of _____.

Pronunciation

Intonation in yes-no questions and echo questions

1 Listen and repeat these questions, paying attention to their rising intonation.

- Do you agree with me?
- Can you talk about the effects of global warming?
- Do you think that we can reduce our carbon footprint?
- Is it true that global warming is getting worse?
- Are most of the environmental problems caused by human?

2 Listen and mark ✓ (rising intonation) on the echo questions. Then practice reading the exchanges.

- A: Most of the environmental problems are man-made.
B: Man-made?

3 In 5, identify the main idea.

Grammar

Perfect participles in clauses of time and reason

1 Work in pairs. Underline the perfect participles in the sentences in **4** in GETTING STARTED. Then rewrite the sentences, using after / then or because / since.

.....

.....

.....

DO YOU KNOW...?

An echo question is a type of question that repeats part or all of a sentence that someone has just said. We use echo questions when we do not completely hear or understand what a speaker has said, or when we want to express surprise or doubt about it. Echo questions are usually spoken with a rising intonation. We usually expect the speaker to repeat or confirm the information.

Example:

- Climate change presents a dangerous threat to the human race.
- A dangerous threat to the human race? ...?

LANGUAGE

Vocabulary

Complete the sentences with the right form of the words / phrases from 3 in GETTING STARTED.

Example:

Global warming occurs when the greenhouse gases in the atmosphere trap the heat from the sun.

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2 Listen and mark ✓ (rising intonation) on the echo questions. Then practice reading the exchanges.

- A: Most of the environmental problems are man-made.
B: Man-made?

3 IELTS Skillswise

- Scientists are concerned about the effects of global warming.
B: Scientists are concerned about what?
A: I cycle to work every day.
B: You do?
- By 2050, rising temperatures could lead to the extinction of a million species.
B: The extinction of a million species?
A: In order to save our environment, we should reduce our use of paper products.
B: We should do what?



DO YOU KNOW ...?

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Example:

A: Climate change presents a dangerous threat to the human race.

B: A dangerous threat to the human race?

Grammar

Perfect participles in clauses of time and reason

1 Work in pairs. Underline the perfect participles in the sentences in 4 in GETTING STARTED. Then rewrite the sentences, using after / then or because / since.

- 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.

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 three stages: 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.

SKILLS

READING

Global warming is real

1 Work with a partner and guess what problems are described in the pictures. Then answer the question: What do you know about these problems?



2 Read the text and select the statement that expresses its main idea.

- Global warming is the rise in the world's temperature.
- Global warming leads to the extinction of millions of species in the world.
- Global warming is mainly caused by humans and has negative impacts on people's lives.
- People have to work together to reduce the risk of global warming.

Global warming, the rise in temperature around the world's atmosphere, is one of the biggest issues facing humans nowadays. The results of numerous studies show that global warming is real. It is mainly man-made and its effects on people and nature are catastrophic.

The biggest cause of global warming is carbon dioxide (CO₂) emissions from coal-burning power plants. When coal is burnt to make electricity, it releases a large amount of carbon dioxide into the atmosphere. In the USA, about 40% of CO₂ emissions come from

electricity production. The second greatest source of CO₂ emissions is the burning of petrol for transport. In the USA, motor vehicles running on petrol are responsible for about 30% of CO₂ emissions. The situation is getting worse as the demand for cars is increasing rapidly in the modern world. Another reason for the temperature rise is the cutting down of forests for wood, paper or farming. Forests absorb and capture CO₂ from the atmosphere. This process has been disrupted by the current alarming rate of deforestation.

The worst effect of global warming is the rise in sea levels worldwide, which could make millions of people lose their homes. Global warming also results in severe weather-related natural disasters, such as droughts and floods that can kill or injure large numbers of people. Global warming with increasingly high temperatures can reduce crop harvests globally, which may lead to famine. It is also predicted to have the worst impact on water supplies. Water shortages are likely to delay economic growth and damage ecosystems. Another scary effect of global warming is the disappearance of millions of species in the world. Widespread loss of species is a matter of great concern for humans since we cannot exist without species diversity on Earth.

It is important that people understand that human-caused global warming is happening and its effects on us are serious. Everybody has to take some action now to reduce the risks.

3 Match the words with their meanings.

- | | |
|-----------------------|--|
| 1. catastrophic (adj) | a all living creatures and plants in a certain area and the relationships between them |
| 2. famine (n) | b the mixture of gases surrounding the earth |
| 3. absorb (v) | c the fact of having many different types of people, animals, plants or things |
| 4. capture (v) | d take in (gas, liquid, heat) from the space or surface around |
| 5. atmosphere (n) | e catch and keep somebody / something in a place |
| 6. ecosystem (n) | f when a lot of people do not have enough food and many die |
| 7. diversity (n) | g disastrous |

• **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.

4 Answer the following questions.

1. Who is mainly responsible for global warming?
2. What happens when coal is burnt to make electricity?
3. How does deforestation contribute to global warming?
4. What could happen to people when sea levels rise?
5. How can high temperatures affect crops?
6. Why is widespread loss of species a matter of great concern for humans?

5 Work in groups. Discuss the questions.

1. Which of the effects of global warming do you think is the most serious?
2. What do you think we should do to reduce the risks caused by global warming?

SPEAKING

Doing green

- 1 Work in pairs. In your opinion, which of the activities in the table below can help to reduce global warming?

1. Reusing and recycling glass, plastic, paper and other products	
2. Reducing use of paper products	
3. Travelling by air around the world to study global warming	
4. Cutting down on energy use: use LED light bulbs and unplug unused electronic devices	
5. Using green methods of transport: ride a bicycle or just walk	
6. Planting trees or plants whenever they can grow	
7. Living in forests surrounded by a diverse population of species	

- 2 The table below presents the reasons why the activities in 1 can help to reduce global warming. Match these with the activities.

Reasons	
a. This helps to reduce the amount of emissions from the burning of petrol in vehicles.	
b. This helps to save trees and forests since these products are made from wood.	
c. These are more efficient, longer lasting and use much less electricity. Even when turned off, electronic devices still use energy.	
d. They absorb carbon dioxide and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime.	
e. This helps to reduce waste and pollution, and conserve natural resources.	

- 3 Lan, Mai and Minh are talking about the activities presented in 1. Work in groups of three. Complete their conversation, using the phrases in the box and then practice it.

growing trees
reducing energy use
reducing energy use
reducing energy use

Lan: Minh, which of these activities do you think are the most effective in reducing global warming?

Minh: In my opinion, the most effective activity is cutting down on (1) If you use LED light bulbs or turn off your (2) when they are not in use, you can save a large amount of electricity.

Lan: Oh-ho! And these things are very easy to do. What about you, Mai?

Mai: I think (3) is the most effective way to help to reduce global warming.

Minh: I'm not so sure about that. What makes you think so?

Mai: It's because trees absorb (4) and give off oxygen. A single tree can absorb about one ton of carbon dioxide in its lifetime. Do you agree with me, Lan?

Lan: Well, I don't think these can reduce global warming significantly. I believe that (5) are more effective, because they can reduce waste and pollution, and conserve natural resources.

- 4 What do you think about these solutions to global warming? Work in groups of 2. Use the ideas in 1 & 2 to have a similar conversation.



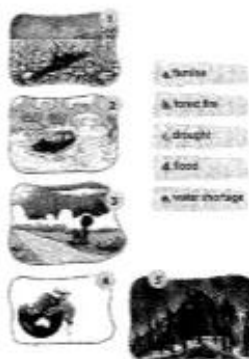
Unit 11: Global Warming 11

• **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.

LISTENING

Save the planet, save your life

- 1 a. Match the words with the pictures.



1. ... 2. ... 3. ... 4. ... 5. ...

- b. What is the common cause of all the disasters depicted in the pictures above?

- 2 Prof. Lim is talking to a class of grade 11 students about global warming. Listen to the talk and choose the best answers.

1. Which of the following is NOT mentioned in the talk?
 - A. What global warming is
 - B. What causes global warming
 - C. The effects of global warming
 - D. How to reduce global warming
2. What is the main purpose of Prof. Lim's talk?
 - A. To make the students understand global warming.
 - B. To make the students understand that it is their duty to reduce global warming.
 - C. To make the students understand what greenhouse gases are.
 - D. To make the students understand that global warming leads to catastrophic weather patterns.
3. How many sources of greenhouse gas emissions does Prof. Lim mention?
 - A. one B. two C. three D. four
4. How many people may have to suffer from the effects of global warming?
 - A. A million people
 - B. Hundreds of people
 - C. Hundreds of millions of people
 - D. 20-35% of the world's population
5. According to the talk, what is the first step to take to help to reduce global warming?
 - A. To have a lot of information about the topic
 - B. To change your lifestyle
 - C. To inform others about the topic
 - D. To inspire others to change

- 3 Listen to the talk again and answer the questions.

1. According to Prof. Lim, what are the greenhouse gases?
 2. What leads to the increase in temperature?
 3. What catastrophic weather patterns are mentioned in the talk?
 4. What are the catastrophic weather patterns led to?
 5. Why is it necessary to be well-informed about the topic?
- 4 Work in groups. Discuss if the weather patterns in Viet Nam have changed over the last 10 years. Provide some examples. Then report the results to the class.



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 students' confidence before producing their own writing.

WRITING

Global warming: causes and effects

1 Which are the causes and which are the effects of global warming? Complete the diagram with the ideas below.

- Heat-related fires and death, and spread of infectious diseases
- Carbon dioxide emissions from the burning of fossil fuels in power plants and motor vehicles
- The melting of polar ice caps and rising of sea levels
- Deforestation for farmland, wood and paper
- People losing homes
- Extreme weather patterns such as severe storms, heat waves, floods and droughts
- The increasing use of chemical fertilisers on croplands
- Widespread extinction of species
- Water and food shortages



2 Work in pairs. Discuss and complete the outline, using the ideas from 1. Brainstorm some possible solutions.

- Introduction
- What global warming is and what causes it
- Effects of global warming
- Some possible solutions
- Conclusion

3 Now write your essay (between 160-180 words), using the helpful expressions in the box, the outline and your notes in 2.

Helpful expressions
 leads to contribute to result in cause
 have serious consequences / impact on make

Example:
 The deforestation for farmland, wood and paper contributes to higher temperatures which lead to the melting of polar ice caps and rising of sea levels.



COMMUNICATION AND CULTURE

Communication

Green Teens Club is a youth organisation whose purpose is to protect the environment. You are a member of the club. Work in groups. Discuss and select ONE main cause of global warming, and prepare a talk to present in the club meeting. Your talk should include the following parts:

A. INTRODUCTION

- Getting attention: Hello / Good morning / Good afternoon / Good evening / Shall we start?
- Introducing the topic and the purpose of your talk. The subject of my presentation / The topic of my talk is ... I'm going to talk about ...
- Giving a preview of the talk. There are ... main parts in my presentation. In the first part, I'll talk about ... the second part will focus on ... and then in the third part, I'll ...

B. BODY

- Describing one of the main causes
- Explaining its effects
- Giving some possible solutions (things that we should do)

C. CONCLUSION

- Restating your message. To sum up ... In short ... In a nutshell ... The important thing to remember is ...
- Thanking the audience for their attention



COMMUNICATION AND CULTURE includes:

- Communication** providing language consolidation and free practice of integrated skills. 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 and use 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 Listen and repeat the questions paying attention to the rising intonation.

- Do you know that global warming is increasing?
- Did you turn off the light before you left home?
- Can we really reduce the carbon footprint of our homes?
- Are you aware of the dangers of plastic bags on the environment?
- Have you seen the 'Young Voices for the Planet' film?

2 Listen and mark the rising intonation on the echo questions (1-5). Then practice reading the exchanges.

- A: 'Plant for the Planet' helped to plant 12 billion trees worldwide.
B: Twelve billion trees worldwide?
A: Yes, when turned off, electronic devices use energy.
B: Yes, they can still use energy.
A: Cutting down on energy use is the best way to help to reduce global warming.
B: The best way to do what?
A: Global warming has catastrophic effects on humans.
B: Global warming has what on humans?
A: A single tree can absorb about one ton of carbon dioxide during its lifetime.
B: How long can a tree live?

Vocabulary

Complete the sentences with the words in the box.

carbon footprint awareness
degradation about
sustainable recycling
reduce diversity

- I believe that the only way for us to reduce global warming is to cut down on _____.
- Many species are threatened with _____ due to deforestation and loss of habitat.
- Motor vehicles running on petrol are responsible for a large amount of carbon dioxide _____.

- There are many ways for us to reduce our _____ in order to save our environment.
- More trees should be planted as they _____ carbon dioxide and give off oxygen.
- The alarming rate of _____ results in damage to the quality of the land.
- Endangered have the highest species _____ on the earth.
- Global warming has proved truly _____ for the environment.

Grammar

1 Rewrite the sentences, using perfect participles.

- After the students had learnt about the benefits of recycling and reusing, they started collecting waste paper, bottles, and cans to recycle and reuse.

- Since Mel had refused Mark's offer of a lift in his car, she had to walk home.

- After he had read some documents about Green Earth, she decided to join the organisation.

- Since the farmers used too much chemical fertilisers on their farms, they now have to drink polluted water.

- After she replaced all the light bulbs in her house with LED lights, she saved a lot of money on her electricity bills.

- Since we have become too dependent on the use of electricity, we have to find alternative sources of energy before fossil fuels run out.

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PROJECT

1 Work in groups. Discuss which of the following activities your group can do to help to reduce the carbon footprint of your school and community.

- Planting trees
- Starting a 3R campaign (3R = Reduce, Reuse, Recycle)
- Organising a community clean-up
- Raising money to protect wildlife
- Raising people's awareness about the dangers of global warming and how to reduce its effects
- Other activities

2 Give your group's activity a campaign name and think about its purpose. Then make a detailed plan, using the table below.

Date	Person in charge	Time/ place	Possible difficulties	Possible solutions/ comments
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3 Present your group's detailed plan to the class.

NOW YOU CAN

- Talk about solutions to global warming
- Identify and use rising intonation on personal questions and echo questions
- Use the perfect participle in sentences to talk about time and reasons, and the perfect gerund to refer to a past action
- Write about the causes and effects of global warming, and some possible solutions

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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 as part of 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. This can 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.

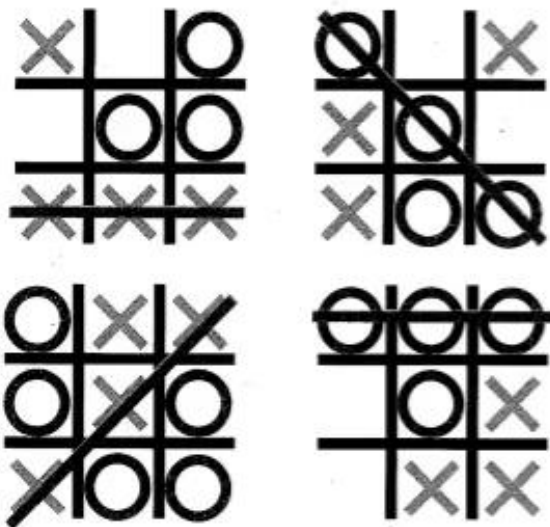
- **Charades:** This is a great game to review vocabulary. If students feel shy or awkward in the beginning, you may need to let them play the game. This will help them to feel more comfortable and secure. Divide the students into two teams. Show the first team a vocabulary item. They must act it out. 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 mainly 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 mainly 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 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 section 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 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 standard 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 correction marks of grammar, spelling, textual mechanics and neatness. When you return the papers to the students who have made errors, ask them to make the corrections by themselves. This helps students to improve their writing skills. Give your assessment on different 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 reading texts. This can also be presented by 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 designed 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 turn. 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.

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