

INTRODUCTION

TIẾNG ANH 6 is the first of a four-level English language textbook for Vietnamese students of lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in October 2011, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 6** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK** and **THE WORKBOOK**.

THE STUDENT'S BOOK

The Student's Book contains:

- the book map: Introducing the basics of each unit
- 12 topic-based Units, each covering 8 sections to be taught in seven 45-minute lessons
- 4 Reviews, each providing revision and further practice of the previous three units, to be dealt within two periods
- Glossary: giving meaning and phonetic transcription of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice for the language and skills taught in class, and
- four additional tests for students' self-assessment.

THE CD

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has eight sections, providing material for 7 classroom lessons of 45 minutes. These 12 richly illustrated, cross-curricular and theme-based units focus on offering students motivation, memorable lessons and a joyful learning experience. At the beginning of every unit, there are explicit learning contents clearly stating the main language and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies two pages and it is designed for one 45-minute lesson in class. It begins with a conversation followed by the activities which introduces the topic of the unit; it then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and A Closer Look 2 are each designed to be taught in one 45-minute period.

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two or three sounds, which appear frequently in the unit, are given and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language point is presented in a short text or a talk/interview. There are clearly explicit grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and A Closer Look 2 cover three pages; they mainly give language focus and practice of receptive skills.

SECTION 4: CULTURE & COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and consolidate what they have learned in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives, and provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and Skills 2 each covers one page and is designed to be taught in one 45-minute period. Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This activity aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable. It is always interesting and relevant to the students, and links with the topic of the unit. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This activity aims to provide further practice which supports students in their production of speaking English freely, using the recently practised language in combination with the previously learnt one in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening activity follows the oral practice in Speaking to provide students an opportunity to listen to the language that they have practised orally and train them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for the Students' skill development. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing activity must be a complete piece of writing, and ideally it is marked by the group/ class/ teacher.

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one period.

Looking back recycles the language from the previous sections and links with the topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students' performance of this section, teachers can evaluate their study results and provide further practice if necessary.

The project helps students to improve their ability to work by themselves and in a team, and extend their imagination in a field related to the unit subject. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE ON SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 6**.

- The reading activities in **Tiếng Anh 6** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- In developing reading skills, students are taught to read aloud, following the pictures and the texts in the Student's Book. This provides an implicit opportunity for students to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in a logical context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words will appear in the text, etc.

2. TEACHING SPEAKING

Speaking in **Tiếng Anh 6** is of two forms: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities should include :

- Pronunciation: this is practised through dialogues, games, rhymes and songs. Through these forms, students practise the stress, the rhythm and the intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confident acceptance of approximate correct pronunciation.
- Repetition: this helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. The best strategy is to provide lots of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish some classroom routines such as greetings and saying goodbye at the beginning and the end of the lessons, asking for permission, saying common classroom expressions such as *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think/guess ...*, and *Perhaps ...*
- Pair work/ group work and class presentations help students to talk freely in a language situation related to the topic of the unit. This also makes students feel secure and promotes their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, teachers should not stop them to correct their mistakes. Mistakes should be analysed and only repeated ones should be given afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. So it is very important to teach students to be aware of the reason for and purpose of listening, the content of the listening text and the speaker's voice.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content, and introduce the new language or vocabulary which occurs in the listening text.

The listening activity should aim to help students understand spoken English and develop sub-listening skills such as listening for gist or listening for details.

After listening, students are to show their listening comprehension in front of the class, and to provide a follow-up spoken/written activity such as speaking, or writing down what students have listened to.

4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre: e-mail, an informal letter, a webpage for example as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing*, *while writing* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.

- *While writing* helps students work independently under the teacher's guidance and supervision.
- *After writing* helps students consolidate their writing skills through a follow-up activity such as making a draft, copying the draft into students' notebooks or on a clean sheet of paper, focusing on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes, chants, and songs. With the knowledge of phonics students have learned in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. The teacher should focus students' attention on the letter(s) and its/ their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation it is advisable that the teacher should introduce the context in which the new sounds are embedded; teach new vocabulary, using flashcards, pictures, etc; and mime the lines if possible; focus students' attention on the letter(s) and its/their sound(s) a few times for students to repeat; play the recording a few times, having students repeat each line of the song/rhyme/chant and clap the words containing the focused sounds; organise students to work in pairs and groups to practise the song/ rhyme/ chant; and call on some volunteers to perform the song/rhyme/chant at the front of the class.

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn chunks of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students meet the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise and memorise vocabulary. These can be done by using visual aids, by allowing students to listen and repeat the word, by explaining their meaning, using definitions, pictures, flashcards, and translation if necessary; and finally, getting students to practise, using the word with a range of spoken or written activities which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 6 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories and songs they have learnt in primary schools.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- focusing students' attention on the new grammatical patterns in the texts
- providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books
- reinforcing the new grammatical item with a variety of spoken and written activities

8. PAIR WORK/ GROUP WORK

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching steps.

- *Whole class.* Elicit/ Teach/ Model the focus language (words, phrases or structures). Then write them on the board.
- *Model.* Perform the focus materials yourself or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing activity to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own ones to suit their students and real teaching contexts.