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TIENG ANH 10 is the first 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 Minister of Education and Training on 23rd November 2012. The aim of this set of textbooks is to develop students' communicative competence in listening, speaking, reading and writing so that when finishing upper secondary school, students will achieve level three of the Vietnamese Foreign Language Competence Framework (equivalent to B1 in the Common European Framework of Reference for Languages).

Tieng Anh 10 is divided into two volumes: **Tieng Anh 10 Volume 1** and **Tieng Anh 10 Volume 2**.

THE COMPONENTS OF TIENG ANH 10 Volume 1

The complete learning set of **TIENG ANH 10** Volume 1 consists of the **STUDENT'S BOOK, TEACHER'S BOOK, WORKBOOK, and CD**.

STUDENT'S BOOK

The Student's Book contains:

- a book map which provides information about the sections of each unit and the structure of the book
- 5 topic-based units, each comprising 5 sections taught in eight 45-minute lessons
- 2 review lessons, each providing revision and further practice of the preceding units, taught in two 45-minute lessons
- Glossary providing phonetic transcription of the new words in the units and their Vietnamese equivalents

TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts

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of each unit and suggestions for the teaching techniques which teachers could use depending on their teaching contexts. It also provides the answer keys to the exercises in the Student's Book and the audio scripts.

WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers further practice of the language and skills taught in class, and four additional tests for students' self-assessment.

CD

The CD includes the audio for the listening activities and recording of the reading passages.

THE COMPONENTS OF EACH UNIT

Student's Book Volume 1 consists of 5 units. At the beginning of each unit, the language points and subskills to be taught are clearly stated. Each unit has five sections that should be taught in eight 45-minute lessons. These theme-based units are designed to provide students with memorable lessons and enjoyable learning experience.

SECTION 1: GETTING STARTED

GETTING STARTED is the first section of the unit. It begins with a conversation which introduces the overall topic of the unit, the basic vocabulary and the main grammatical structures. The conversation is followed by a number of activities for checking students' comprehension and practising the vocabulary and grammatical structures presented in this section.

SECTION 2: LANGUAGE

The **LANGUAGE** section comprises of three sub-sections: Vocabulary, Pronunciation and Grammar. In the Vocabulary and Grammar subsections, some of the vocabulary items and the grammar points presented in **GETTING STARTED** are now practised in more depth and some new ones

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are presented to expand students' vocabulary and grammar knowledge for use later in the unit. In the Pronunciation sub-section, students are given opportunities to practise sounds, sound clusters or word stresses which are thought to be difficult for them.

When teaching these sub-sections, it is advisable that the three aspects of a new language point – form, meaning and use – are paid due attention to. Word collocation is also a focal point in the Vocabulary sub-section. The 'Do you know ...?' box summarises the three aspects of the grammar points and provides examples, while the 'Watch out' box gives clues about the use of the grammar points presented and learnt in the section, or provides additional grammar points.

SECTION 3: SKILLS

The **SKILLS** section consists of four sub-sections: Reading, Speaking, Listening, and Writing. Those four skills are practised around the main topic of the unit, and each skill focuses on a different aspect of the topic.

Reading

This section is intended to develop students' reading abilities. It provides them with language and ideas about the topic through the reading text, which they can use later in the Speaking or Writing lessons.

Although the division between the stages is not explicit, the Reading subsection follows a three-stage teaching procedure: pre-reading, while-reading and post-reading. On average, there are four or five activities in each Reading lesson. The first activity is actually the pre-reading stage. It introduces the topic of the reading text, providing students with an opportunity to brainstorm on the topic or activating their own knowledge about it. It also helps get students involved in the reading lesson. The next two or three activities are the while-reading stage. The most useful reading skills of skimming, scanning, understanding word meaning in context, referencing, etc. are practised through various types of tasks such as 'deciding the best title for the text', multiple choice, true/false, comprehension questions and gap-filling. The last activity in the reading

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sub-section is the post-reading stage. It usually consists of a discussion activity which asks students to give their own ideas or opinions on, or share their own experience with their partners about the issue presented in or related to the reading text. This helps students both understand the text more thoroughly and practise the language used in the text.

Speaking

The Speaking sub-section follows Reading, so students can use the ideas and apply the language they learn in their speaking activities. There are three or four activities in this subsection. Although much of the needed vocabulary and grammatical structures for the speaking tasks are presented and practised in Sections 1 and 2, the speaking activities are organised and sequenced in such a way that they are closely linked with the preceding activity as a preparation for the one following it. The activities become less and less controlled in the flow of the lesson. The language and ideas are built up through the continuation of activities and examples are given when necessary, so that in the last activity students are fully prepared for their free production of the language on the given topic. In all speaking activities, students are encouraged to apply and share their own knowledge and experience to talk about the topic; therefore, the learning is highly personalised.

Listening

Like Reading, the Listening sub-section also consists of four or five activities representing the three stages of the lesson: pre-listening, while-listening, and post-listening. The first activity is to draw students' attention to the topic of the lesson, making them interested in the content of the listening text. This is also a chance for students to share with their peers their background knowledge related to the topic. The following two activities provide students with practice of the skills of listening for gist and/or listening for details. There are also tasks that help students learn new vocabulary or the new meaning of the vocabulary learnt previously in meaningful contexts. The most common task types are true/false, multiple choice, comprehension questions, etc. The last activity, which can be considered as a post-listening one aims at checking students' listening comprehension and asking them to express their opinions of the content of the listening text.

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Writing

When students learn to write in English, the two biggest problems they usually experience are lack of Ideas and lack of necessary language to express Ideas. The Writing subsection prepares students to cope with both of those. It often begins with a pre-writing activity that presents the topic and gives students an opportunity to brainstorm Ideas related to the given topic. In the following activity, useful phrases are presented and practised so that students can use them later. Sometimes, a model text is presented with one or two tasks for students to study its structure and format before producing their own text. This approach to writing gives students some guidance so that they feel more confident and are better prepared for the writing task.

SECTION 4: COMMUNICATION AND CULTURE

This section is divided into two subsections: Communication and Culture. The **Communication** subsection provides students with an opportunity for further practice and consolidation of the skills and the language learnt previously in the unit. The skills are integrated: speaking with either reading or listening, or with both. After getting some input from the reading or listening activities, students are engaged in a discussion about the issue brought up in the reading or listening texts. Compared to the speaking activities in the Speaking lesson, speaking in this Communication subsection is less controlled. Students are encouraged to apply what they have learnt to communicate their ideas and opinions freely. Extra vocabulary is provided in this subsection if necessary.

The **Culture** subsection is aimed at providing students with cultural knowledge of the ASEAN countries and English speaking countries around the world. Through reading, students get information about cultural aspects to the topic of the unit and have a chance to compare features of Vietnamese culture with those of other countries. This will broaden students' background knowledge about the world and deepen their knowledge about the culture of Vietnam.

SECTION 5: LOOKING BACK & PROJECT

This section consists of two subsections: **Looking back** and **Project**.

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The **Looking back** subsection is designed for revision and consolidation of the language learnt in the unit. It begins with a pronunciation activity which aims at checking students' ability to recognise the sounds or the pronunciation points they have learnt. The words or phrases containing the sounds or pronunciation points are often those that students have met 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 those words or structures. Students are also given a chance to apply them in their own speech in the last activity of this subsection, which can be a free discussion or some other communication activity.

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 learnt throughout the unit to perform a task in a realistic situation. Students are asked to do a survey or research to get real information about their friends, their neighbourhood or to broaden their knowledge about the real world. The project tasks often involve teamwork so that students' collaborative skills are developed and their team spirits are enhanced. Much of the work for the Project is to be done outside the 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.

NOTES ON TEACHING METHODOLOGY

- The teaching of both the language skills and language elements follows a three-stage procedure. The pre-, while-, and post-stage procedure is recommended for the skill lessons and the presentation-practice-production (PPP) procedure for the language lessons. Both procedures should be handled appropriately with respect to the prior

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knowledge, beliefs and expectations that students bring to class and the need to develop awareness, self-reflection, critical thinking and learning strategies.

- Students' talking time should be maximized and interactions between students should be facilitated. The teacher can use different question types to elicit ideas from students and guide them in the process of practising the language.
- Vocabulary and grammatical items should be presented and practised in meaningful contexts. Focus should be on use as well as form and meaning.
- The use of pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. However, input should be provided with clear instruction and demonstration before asking students to work in pairs or groups.
- The use of groupwork should also be used to help develop students' team spirit and teamwork skills. Due attention should be paid to both cooperation and competition when having students work in pairs or groups.
- Problems of mixed-ability classes should be dealt with by using multi-tiered tasks so that students are assigned tasks suitable for their levels. In that way, both the weaker and the better students will be encouraged to contribute to the lesson.