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CHAPTER I: INTRODUCTION

1.1. Background of study

In order to promote the movement of speaking English and learning English in specialized schools as well as give students the ability to develop comprehensively, teachers should create opportunities for students to demonstrate their English speaking ability, which contributes to training communication skills in foreign languages, oratory ability, and improving the quality of English teaching and learning in schools. To promote students' creativity, acumen, and intelligence, teachers also try to learn and implement eloquent skills in their lesson plans to increase the interest of gifted students. This is one of the useful skills that help students expand their vocabulary, grammar, practice writing and speaking skills, and create motivation to help them become more confident when communicating in English.

As I am a teacher who has been teaching professionally for a few years with a lot of enthusiasm and concern about how to train talented pupils who are good at communicating and being eloquent in English for my school, I made plan for my teaching in class.

Teaching students to be eloquent in English is a process. Therefore, to create a complete plan, we have to ask many questions to ourselves and our students. How to learn to speak well about topics? How to teach students to have good rhetoric skills in English? What are some tips for students to be confident on stage? That is the concern of every English teacher. With all my efforts in thinking, exploring, exchanging and discussing with other colleagues, along with rubbing hands-on experiences in teaching and supporting the training of students specializing in learning English eloquent skills at the high school level over the past few years, I boldly share some of my experiences and thoughts through the topic: *“How to develop eloquence in speaking for the gifted students”*. With the desire to share experiences and contribute to enriching methods and materials for teaching English rhetoric skills for specialized students with colleagues, so that the movement can increasingly develop its good effects.

1.2. Research Aims

In this research, the researcher has two aims in researching that in following below:

1. To find out some eloquent teaching techniques in speaking.
2. To apply the eloquent teaching techniques in a lesson on speaking skill.

CHAPTER II: CONTENT

2.1. Describe the solution before creating the initiative

In recent years, developing English eloquent skills for teaching specialized students has attracted a lot of attention from Departments of Education, schools, teachers, students and parents in Hue province. To meet this requirement, Quoc Hoc High School for the gifted in general and the English team in particular have invested effort and time in finding document sources and carefully preparing lesson plans before class to guide students in completing into a full exercise. After a process of selecting and training students, I have drawn the following experiences:

First, since there are not many resources on teaching rhetoric skills for specialized students, teachers do not have many sources to research.

Second, students lack vocabulary or poor thinking and association skills, and do not have a lot of ideas for speaking topics.

Third, they have fear and lack of confidence when presenting in public. In addition, they have not grasped the techniques to attract listeners and their demeanor is not up to standard. This greatly affects the presentation of the topic and answering questions from the judge.

Fourth, due to the lack of a learning environment and communication with foreign teachers, their pronunciation is not completely correct.

The above difficulties and challenges motivated me to research and explore some books to develop English rhetoric skills for specialized high school students.

2.2. Describe the topic solutions

After a few years of directly teaching students specializing in English rhetoric skills at the school, I have drawn up a few effective solutions, along with reference documents that I have compiled closely to the topics according to the 2018 pilot textbook program. I hope the solutions of the topic will contribute to improving the quality of English rhetoric skills of specialized students of the provinces in general and Quoc Hoc High School for the gifted in particular.

2.2.1. Solution 1: Consult with the school board of directors and professional groups

As a teacher who directly teaches specialized students, I have actively consulted with the school's Board of Directors and the professional group to create the best conditions as soon as possible so that my colleagues and I have time to research documents and achieve high results. Besides, we need to develop reasonable plans and schedules together. In addition, I suggest the Board of Directors should provide additional resources for speaking and rhetoric books at the library for English teachers and students to refer to.

2.2.2. Solution 2: Test your understanding and ability in English eloquence

* Purpose: One of the basic steps for teachers to grasp the status of students in their class is to check the level of students' eloquence and vocabulary so they can prepare lessons which is appropriate to the class they teach.

* I took the following steps to evaluate students:

Step 1. Based on the assessment of the English teachers' abilities in class and based on the previous year's English learning results.

Step 2: Organize a survey with 4 contents:

- Vocabulary: take a vocabulary test about 100 sentences at levels B2 and C1 to test the depth of understanding and flexibility when using words.

- Writing: write an essay about 250 words - you can design your own or use the topics in task 2 of IELTS Writing.

- Public speaking: assign students a topic related to the topics they have learned and present for about 3-5 minutes.

- Interviewing: ask 2-3 questions related to the topic the student presented.

2.2.3. Solution 3: Develop training plans and contents

2.2.3.1. Training plan

Based on the teaching plan according to the new 2018 textbook, I have developed and planned to integrate into the lessons as follows. Specifically, each specialized class will have 6 specialized classes (including full teaching of 4 skills, grammar and vocabulary), so I let you practice within 8 months of the 10th grade year. On average, there are 2 periods per week for learning rhetoric skills. This is the right time for students to study this rhetorical skill in-depth because they have just entered high school, so most of the skills are not good yet. This will help them become more interested and expand knowledge for themselves.

Make a specific, detailed training plan for each vocabulary topic, writing skills exercises and rhetoric topics:

Table 1. Teaching plan to foster English eloquent skills for grade 10 specialized students

Month	Lessons	Contents
September	1-2	Teach students how to speak eloquently.
	3-4	Teach students how to write “Argumentative/Opinion/Agree or Disagree” essay effectively.
	5-6	TOPIC 1: In some countries, many more people are choosing to live alone nowadays than in the past. Do you think this is a positive or negative development?
	7-8	Practice writing skill and correct students’ writing directly.
October	1-2	Vocabularies for “Making decision” and grammar.
	3-4	TOPIC 2: Should parents make decisions for their children? Do you agree or disagree with this opinion?
	5-6	TOPIC 3: Foreign visitors should pay more than local visitors for cultural and historical attractions. To what extent do you agree or disagree with this opinion?
	7-8	Practice writing skill and correct students’ writing directly.
November	1-2	Practice reading & listening skills
	3-4	TOPIC 4: What are the good and bad points of advertisements?
	5-6	TOPIC 5: Some people think that strict punishments for driving offences are the key to reducing traffic accidents. Others, however, believe that other measures would be more effective in improving road safety. Discuss both these views and give your own opinion.
	7-8	Practice writing skill and correct students’ writing directly.

December	1-2	Vocabularies for “Technology” and grammar.
	3-4	TOPIC 6: Do you think people’s work in the future will be heavily affected by technology?
	5-6	TOPIC 7: Some people regard video games as harmless fun or even as a useful educational tool. Others, however, believe that video games are having an adverse effect on the people who play them. In your opinion, do the drawbacks of video games outweigh the benefits?
	7-8	Practice writing skill and correct students’ writing directly.
January	1-2	Practice reading & listening skills
	3-4	TOPIC 8: Nowadays people become more impatient because of the conveniences of modern life.
	5-6	TOPIC 9: Several languages are in danger of extinction because they are spoken by a small number of people, some people say that government should spend public money on saving these languages, while others believe that would be a waste of money. Discuss both these views and give your opinion.
	7-8	Practice writing skill and correct students’ writing directly.
February	1-2	Vocabularies for “Sports & Health” and grammar.
	3-4	TOPIC 10: Fewer young people play sports these days. Why is this? What can be done to encourage more young people to do sports?
	5-6	TOPIC 11: In the developed world, average life expectancy is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of aging populations.
	7-8	Practice writing skill and correct students’ writing directly.
March	1-2	Practice reading & listening skills

	3-4	TOPIC 12: Nowadays it is common for people to get married and have children in their thirties rather than when they are younger. Do you agree or disagree that this trend will benefit society?
	5-6	TOPIC 13: Some people believe that teenagers should be required to do unpaid community work in their free time as it is beneficial for the community and teenagers as well. To what extent do you agree with the statement.
	7-8	Practice writing skill and correct students' writing directly.
April	1-2	Review speaking skill.
	3-4	Review writing skill.
	5-6	Review reading & listening skills.
	7-8	Review vocabularies and grammars.

The teacher analyzes for students the content of each topic, then suggests and creates an outline for each topic, which serves as a basis for students to stay on track with the content and not deviate from their ideas.

** Training duration: 2 periods/week*

2.2.3.2. Training content

a, Vocabulary by topic

Teachers regularly mobilize students' vocabulary by topic to avoid forgetting learned vocabulary and becoming new words. Therefore, to limit this, I used the "Brainstorm" to ask students to recall the vocabulary and word structures they have learned according to vocabulary topics. As soon as students write down the vocabulary they know within 3 minutes, I will divide the columns on the board and call students to write the words they have. This is a form of "Peer-to-peer learning" that provides some additional phrases for more flexible use like the images below (*these images are often designed into slides on PowerPoint or printed out*).

FAMILY & RELATIONSHIP VOCABULARY

- **parental guidance:** sự hướng dẫn của cha mẹ
 - **have a profound influence on:** có ảnh hưởng sâu sắc lên
 - **spend a large amount of time taking care of...:** dành nhiều thời gian chăm sóc...
 - **children = offspring = kids:** con cái
 - **the primary breadwinner:** trụ cột chính (trong gia đình)
 - **to be responsible for...:** chịu trách nhiệm về việc gì
 - **childcare and housework:** việc nhà và việc chăm sóc trẻ
 - **educate children about the importance of...:** giáo dục trẻ về tầm quan trọng của...
 - **encourage children to...:** khuyến khích trẻ làm gì
 - **engage in screen-time activities:** tham gia những hoạt động "màn hình" (laptop, điện thoại...)
 - **lead a sedentary lifestyle:** sống một lối sống thụ động
 - **take part in interactive activities:** tham gia các hoạt động mang tính tương tác
 - **experience feelings of loneliness and isolation:** trải qua cảm giác cô đơn và cô lập
 - **devote a huge amount of time to work:** dành phần lớn thời gian cho công việc
 - **hardly make time for their family:** hầu như không dành thời gian cho gia đình họ
 - **take more family trips:** tổ chức nhiều chuyến đi cùng gia đình hơn
 - **take on the role of:** đóng vai trò là...
 - **take care of... = look after...:** chăm sóc...
 - **negatively affect children's long-term mental health:** ảnh hưởng tiêu cực tới sức khỏe tâm lý lâu dài của trẻ
 - **put children at a higher risk of...:** đặt trẻ vào rủi ro cao bị ...
 - **strengthen/weaken family relationships = family bonds:** củng cố/làm suy yếu tình cảm gia đình
 - **experience significant changes in mood, feelings and behaviour:** trải qua những sự thay đổi đáng kể trong tâm trạng, cảm giác và cách ứng xử
 - **have children later in life = delay parenthood:** có con muộn
 - **become positive role model:** trở thành hình mẫu tốt
 - **a lack of parental support:** việc thiếu sự hỗ trợ từ cha mẹ
-

Figure 1. Additional vocabulary on the topic "Family, Friends and Relationships"

Because the number of students in each class is quite large, teachers need to guide students to go home to find and read more high-scoring essays with topics related to the topic they have learned. Then set your own time to outline and record with your phone. This way helps students apply and remember vocabulary and enrich their ideas. Besides, teachers must cover and equip students with systematic vocabulary and cover the grade 10, 11 & 12 curriculum according to the textbooks of the Ministry of Education and Training. In this area, I refer to the Ministry's English textbooks for grades 10, 11 & 12.

Example: The vocabulary of Unit 1. Family life of the 10th grade English textbook (I-learn smart world) is summarized as follows:

Word List

Grammatical key

(adj)	adjective	(n)	noun
(adv)	adverb	(prep)	preposition
(v)	verb	(det)	determiner

Unit 1			
Lesson 1			
1. chore (n)	công việc vặt	• 24. canoeing (n)	việc chèo xuồng
/tʃɔːr/		/keɪ'nuːɪŋ/	
2. clean (v)	lau chùi	• 25. clue (n)	manh mối
/kliːn/		/kluː/	
3. dust (v)	phủ bụi	• 26. crossword puzzle (n)	trò chơi ô chữ
/dʌst/		/'krɔːswɜːrd'pʌzəl/	
4. mop (v)	lau nhà	• 27. hang out (v)	đi chơi với ai đó, dành thời gian ở một nơi nào đó
/mɒp/		/hæŋ aʊt/	
5. put away (v)	cất đi, dọn đi	• 28. karaoke (n)	hát karaoke
/pʊt ə'weɪ/		/'kæri'ɔʊki/	
6. sweep (v)	quét nhà	• 29. karate (n)	võ karate
/swiːp/		/'keɪ'rɑːti/	
7. tidy (v)	dọn dẹp	• 30. leisure (n)	thời gian rảnh rỗi
/'taɪdi/		/'liːʒə/	
8. vacuum (v)	hút bụi	• 31. ride (v)	lái, đi, cưỡi
/'vækjuːm/		/'raɪd/	
9. wash (v)	rửa, giặt	• 32. role-playing game (n)	trò chơi nhập vai
/'wɔːʃ/		/'rɔʊl'pleɪɪŋ'geɪm/	
		• 33. running (n)	việc chạy bộ
		/'rʌnɪŋ/	
Lesson 2		Lesson 2	
10. easygoing (adj)	dễ tính, vô tư lự	• 34. agree (v)	đồng ý
/'iːzi'gəʊɪŋ/		/'eɪ'grɪ/	
11. helpful (adj)	có ích, hay giúp đỡ	• 35. arrange (v)	sắp xếp
/'helpfl/	người khác	/'e'reɪndʒ/	
12. intelligent (adj)	thông minh	• 36. decide (v)	quyết định
/'ɪn'telɪdʒənt/		/'dɪ'saɪd/	
13. kind (adj)	tốt bụng	• 37. offer (v)	đề nghị (giúp ai đó)
/'kaɪnd/		/'ɔːfə/	
14. lazy (adj)	lười biếng	• 38. promise (v)	hứa
/'leɪzi/		/'prɒ'mɪs/	
15. personality (n)	tính cách	• 39. refuse (v)	từ chối, khước từ
/'pɜːrsə'næləti/		/'rɪ'fjuːz/	
16. selfish (adj)	ích kỉ	• 40. temple (n)	đền, điện, miếu
/'selfɪʃ/		/'templ/	
17. suburb (n)	ngoại ô, ngoại thành	• Lesson 3	
/'sʌbɜːrb/		• 41. detect (v)	dò ra, tìm ra
18. unreliable (adj)	không đáng tin cậy	/'dɪ'tekt/	
/'ʌnrɪ'leɪəbəl/			

Figure 2: The vocabulary of **Unit 1. Family life** of the 10th grade English textbook (*I-learn smart world*)

In addition, I refer to the vocabulary in books published from reputable publishers such as First Expert Coursebook, Vocabulary for IELTS, On Screen C1, Successful FCE, CAE Gold Plus Picture book version.... Vocabulary in these books is introduced according to the topics close to the Ministry of Education's program, with a rich volume of words and high accuracy.

Example: When teaching vocabulary about the topic **Technology**, I refer to the *Information Technology* article in the *Vocabulary for IELTS* book to add more vocabulary.

12 Information technology

Telecommunications, computers and technology

Telecommunications

1.1 Before you listen, answer these questions.



One of the first mobile phones

- 1 Do you have: a mobile phone; a laptop computer; a portable music device; an email address?
- 2 How long have you had it/them?
- 3 If you need to connect to the Internet, what do you use? How long does it take you?
- 4 How would you describe the technology you use?
A up-to-date B dated C state-of-the-art
- 5 How do you prefer to stay in touch with people?
A by post B by email C by phone

1.2 12a Listen to a conversation about two different mobile phones and say whether the questions below apply to

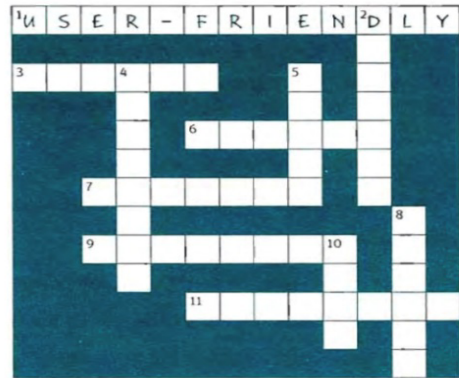
- A the Smart Phone
- B the Optima
- C both the Smart Phone and the Optima.

Which phone

- 1 is small? (A) compact.....
- 2 is easy to use?
- 3 has normal phone buttons?
- 4 shows a calendar without being asked?
- 5 has the most up-to-date technology?
- 6 can obtain information from the Internet?

1.3 12a Now listen again and next to your answers in 1.2 write the words that paraphrase the underlined words.

1.4 Complete the crossword with words from the recording.



Across

- 1 easy to use
- 3 open a computer file
- 6 move up or down on a screen
- 7 work a machine
- 9 the keys on a computer, typewriter or piano
- 11 an action or purpose something is designed for

Down

- 2 show on a screen
- 4 have specific tools
- 5 save or keep safe
- 8 the part of a computer that stores information
- 10 information

Figure 3. Vocabulary of the topic “Information Technology” in the book Vocabulary for IELTS

The above methods will help students master their vocabulary, and at the same time, having good vocabulary will help them confidently perform better speaking.

b, Article format by topic:

In order for students to develop good rhetoric skills, essay writing plays an important part in improving and developing logical thinking, so teachers need to focus on guiding students to take written exams based on topics.

BASIC ESSAY STRUCTURE

An essay has 3 sections: an introduction, body and conclusion.

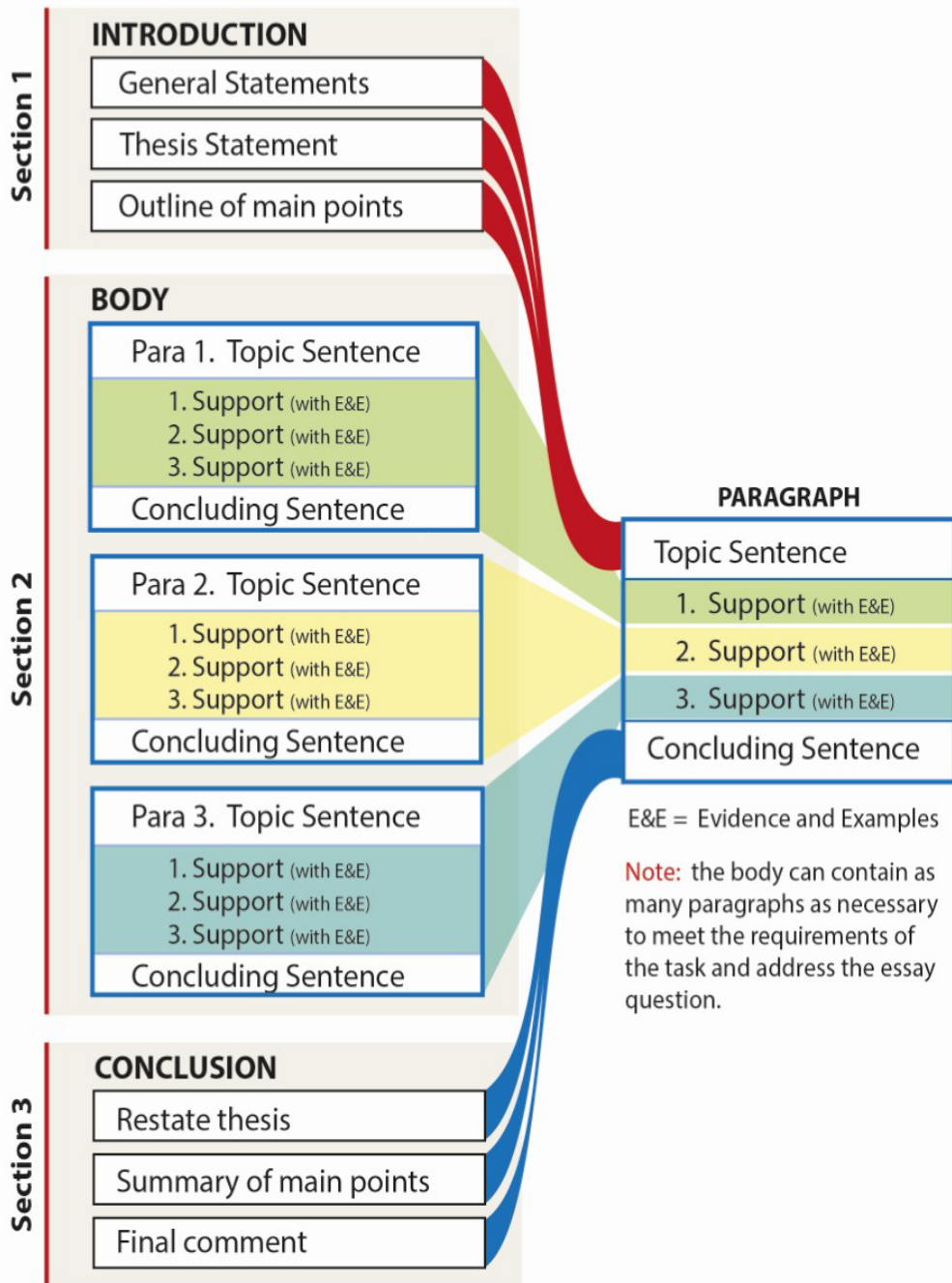


Figure 4. Introducing a basic essay structure

To ensure students can understand how an essay is well-structured and well-argued, teachers should give students an illustrative and analytical essay.

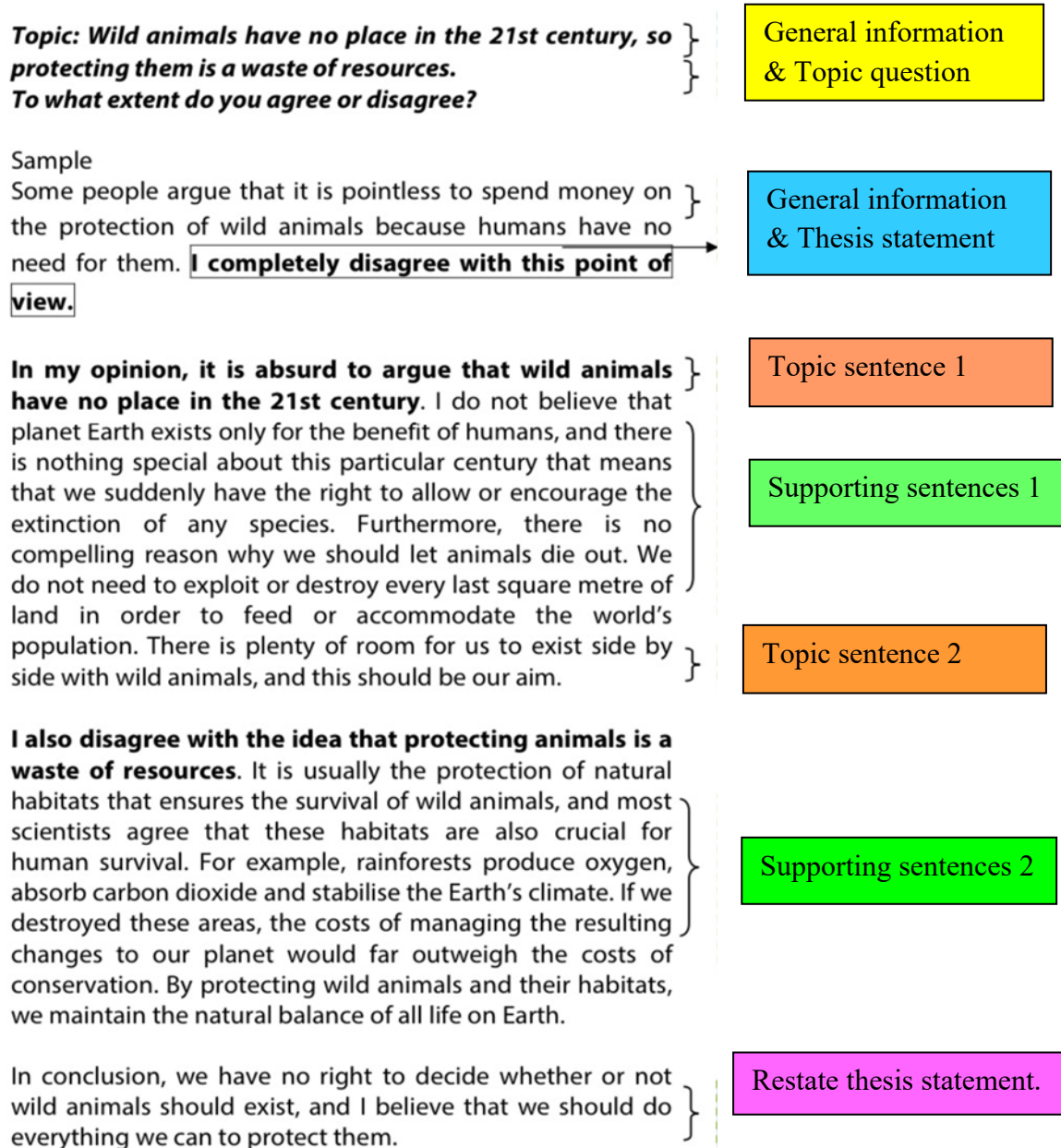


Figure 5. Illustrative example to analyze the structure of an essay

c, Format of readings by topic

According to some surveys and my teaching and school experience, I personally find that most students have difficulty coming up with ideas for their eloquent topics. Therefore, teachers preparing readings (*attached appendix*) that closely follow the topic of rhetoric is one of the necessary factors to help students learn and systemize ideas logically.

d, Thematic rhetoric

Step 1: To have a fluent and satisfactory eloquent speech, teachers need to guide students on the structure of a presentation. The sentence structures of introduction, transition, and conclusion need to be used flexibly to make the speech more complete.

*** Introduce yourself**

- *Good morning, ladies and gentlemen.*
- *Good afternoon, everybody*
- *I'm ..., from [Class]/[Group].*
- *Let me introduce myself; my name is ...,*

*** Introduce the topic**

- *Today I am here to present to you about [topic]*
- *I would like to present to you [topic]....*
- *As you all know, today I am going to talk to you about [topic]....*
- *I am delighted to be here today to tell you about...*

*** Introduce the structure**

- *My presentation is divided into parts.*
- *I'll start with / Firstly I will talk about... / I'll begin with....*
- *Then I will look at ...*
- *Next,...*
- *And finally...*

*** Beginning the presentation**

- *I'll start with some general information about ...*
- *I'd just like to give you some background information about...*
- *As you are all aware / As you all know...*

*** Ordering**

- *Firstly...secondly...thirdly...lastly...*
- *First of all...then...next...after that...finally...*
- *To start with...later...to finish up...*

*** Finishing one part**

- *Well, I've told you about...*

- *That's all I have to say about...*
- *We've looked at...*
- * ***Starting another part***
- *Now we'll move on to...*
- *Let me turn now to...*
- *Next...*
- *Let's look now at...*
- *However..... Whereas Beside On the other hand.....*
- * ***Ending***
- *I'd like to conclude by...*
- *Inconclusion, To sum up....., Inshort*
- *That brings us to the end of my presentation.*
- * ***Thanking the audience***
- *Thank you for listening / for your attention.*
- *Thank you all for listening, it was a pleasure being here today*
- *Well that's it from me. Thanks very much..*
- *Many thanks for your attention.*
- *May I thank you all for being such an attentive audience.*

Figure 6: Presentation structures

Step 2: Choose topics that are close and related to lessons in the grade 10, 11, and 12 curriculum. You can refer to external topics based on the provincial rhetoric exam questions by year.

Step 3: Guide students to create an outline to create main ideas based on the questions assigned by the teacher. Building a question system for each topic is very important to help students build ideas for their speeches and practice answering the examiner's questions.

2.2.4. Solution 4: Form pronunciation, listening, communication and rhetoric skills

*** Pronunciation:**

Teaching vocabulary combined with teaching correct pronunciation: When the teacher introduces some new vocabulary in addition to introducing the meaning, it is

necessary to guide students on the correct pronunciation. Besides, teachers should instruct students how to look up the dictionary on their phone or computer so that the reader can pronounce and imitate.

Teaching word stress, sentence stress and sentence intonation: In communication, stress and intonation are very important in expressing the speaker's emotions and intentions. The same sentence with a rising intonation or stress placed on another word will have a different meaning than a sentence with a falling intonation or stress placed on another word.

**** Listening skill:***

Most students grasp a certain amount of vocabulary and some English grammar rules. However, when communicating, students have difficulty listening to conversations of native speakers. Most students do not hear clearly and do not understand the content of the conversation. Allowing students to practice listening through tests at levels B2 & C1 will help students have the opportunity to develop pronunciation and phonetics. A student can know a lot of vocabulary and grammatical structures, but if they pronounce it incorrectly, the listener will find it difficult to understand or misunderstand. For example, if a sentence is pronounced correctly but has incorrect grammar, the listener can still understand the content that needs to be conveyed, but if the pronunciation is incorrect, the listener will misunderstand the content. That's why students need to imitate native speakers' pronunciation, stress, intonation, and articulation. Learning the correct English sounds, stress, and intonation right from the beginning is extremely important because once they get it wrong from the beginning, learners will have difficulty adjusting it later.

Teachers need to create for students the habit of practicing English Listening - Speaking skills regularly, practice listening to understand what they hear, practice saying what they are thinking. Teachers should explain to students that during the learning process, making mistakes is inevitable. Besides, they should encourage students never to be afraid of pronunciation, grammar or other errors when speaking. In communication, the listener does not focus on the speaker's mistakes but just wants to understand what the speaker wants to say. When necessary, the teacher will correct students' errors, and gradually students will practice the habit of talking in English properly and speaking English like a native speaker.

**** Grammar and Writing skill:***

Most specialized students know a certain amount of vocabulary and some English grammar rules, but when communicating with teachers or others, they cannot systemize ideas logically and use inflexible grammar, and vocabulary which is not in the right context. Therefore, to use English well, students not only learn through theory but also need to learn through experience (writing an essay after each topic). To master writing skills, students need a period of time to practice and correct specific errors, which requires teachers to invest time to closely follow each student.

**** Communication skill:***

Communication skills are one of the important skills that needs to be practiced practically. The art of communication is the art of conveying messages gently and succinctly so that others can understand you and most people can grasp information quickly. Because I understand the importance of communication, I have carried out the following tasks:

- Teachers need to create a communication environment in each lesson, paying attention to comfortable and friendly body language to practice and correct errors step by step for students to improve. To help students get used to the communication environment, teachers should regularly use English during lessons, especially when making requests, commenting on lessons, or praising students. This will give students the atmosphere of a foreign language lesson. However, so that students can understand the lesson, we should also use Vietnamese to explain. Using bilingual (English-Vietnamese) in lessons will help students get used to the environment, understand the lesson and have practical application. In the classroom, teachers need to encourage students to use English to form the habit of using language in the classroom. Requiring students to use language will give them the habit, courage and motivation to communicate well when speaking English with teachers, when taking exams or in real-life communication.

- During training sessions, teachers need to ask questions surrounding the topic to stimulate students' thinking, curiosity, interest and reflection when communicating in English.

- Instruct students to use body language when presenting or communicating to attract listeners and easily understand what they are expressing.

**** Eloquent skill:***

Before instructing students in rhetoric skills, teachers should motivate them to confidently give their personal opinions and boldly discuss their topics. After understanding each student's style, teachers will take the following steps:

- It's necessary to show videos of some highly rated English debate contestants on Youtube so that students can refer to and strengthen their own style.

- To achieve high scores, teachers instruct students to pay attention to their rhetoric, which must always be fluent and avoid repeating words. During the presentation, you may forget something, but stay calm and confidently say the next part. Besides, teachers must control rhetoric time and divide the time appropriately into each part.

- English teachers often let students present topics in front of the class to increase students' "boldness" and confidence in front of the crowd, and naturally express their attitudes about the issue they are eloquent.

2.2.5. Solution 5: Collect and build a question bank

**** Why is it necessary to build a test bank?***

Firstly, students' skills, techniques, and tricks are not formed through the teacher's words but through their regular review and practice, "Practice makes perfect".

Second, create a good psychology for students when drawing rhetorical questions. If students are trained in many of these forms, they will not be confused or surprised when taking the test.

Third, through the test results, teachers will easily monitor students' learning results and progress, thereby accurately choosing the official team.

**** How to build a test bank effectively?***

To have rich resources, teachers need to always explore and be creative. I personally see that teaching specialized students is an opportunity to "deepen" expertise. Designing an effective rhetorical skills lesson requires an investment of time and effort. Therefore, summer vacation is a "golden" time to prepare documents. Here are some ways that I often use in my lessons:

- Prepare speaking topics: teachers should collect exam topics over the years and topics in the curriculum or topics close to students in life. In addition, teachers can synthesize topics from the speaking and writing tests of IELTS exams.

- Drafting questions: questions are drafted from easy to difficult, including general questions about the topic and extended questions related to students' actual understanding of that topic.

2.2.6. Solution 6: Coordinate with parents in fostering work

To achieve good results, parents play a vital role in supporting and creating conditions for their children during the training process. Teachers should ask parents to remind children to learn and read information about topics assigned at home. Parents may not be able to provide knowledge support, but they will be the driving force to help children become more self-aware at home. Good coordination between teachers and parents will contribute to training children to improve day by day, and bring high results for themselves in particular and for the school in general.

2.3. The effectiveness of the topic

2.3.1. Economic effectiveness

The solutions in the topic are easy to implement and low in implementation costs. Teachers should provide maximum support for the gifted students who are talented in English rhetoric but cannot afford to study at centers due to high tuition fees.

In addition to successfully applied solutions, the topic also provides practical resources for teaching specialized students to colleagues. These are documents that I have accumulated and compiled after a few years of teaching, contributing to improving the quality of the school's students.

2.3.2. Social effectiveness

The topic: *“How to develop eloquence in speaking for the gifted students”* has been applied at Quoc Hoc High School for the gifted - Hue and brought high efficiency to students. They are proactive, positive, enthusiastic, and excited when participating in rhetoric lessons. In addition, they are confident in themselves and show their teachers that their eloquence improves week by week.

Through the students' progress, we can see that the topic has practically reflected the effectiveness of the solutions and resources collected and selected below (*attached appendix*). The topic needs to be applied into practice, helping students expand their knowledge and better understand their eloquence. Besides, teachers also find new skills to teach speaking to help you avoid boredom. This is one of the tasks of specialized teachers.

Incorporating rhetoric skills into speaking teaching effectively and stimulating learners' interest requires teachers to have experience and strong professional knowledge, grasp innovative methods in teaching and frequently approach new sources.

2.3.3. Applicability and replication

The topic “*How to develop eloquence in speaking for the gifted students*” has been implemented experimentally at Quoc Hoc High School for the gifted - Hue for three grades (10, 11, 12) and brought quality results for gifted students, arousing in students’ passion and interest in English.

The solutions in the topic are easy to implement and have diverse resources, and closely follow the reality of the curriculum. Therefore, English teachers of gifted schools can apply and refer to promoting the learning of English rhetoric, thereby improving the quality of the gifted students, helping students flexibly apply knowledge, learned skills as well as contributing to training excellent students to meet the needs of the new era and speech competitions at school, provincial or national levels.

CHAPTER III. CONCLUSION

3.1. The significance of topic

In recent years, the specialized students I am teaching have made significant progress in their rhetoric skills when I have seen their excitement in eloquent classes. Therefore, I decided to write this topic with the hope of sharing my experiences to help colleagues at your school have more documents to refer to and jointly improve the quality of specialized students nationwide.

With the initial desire to help specialized students achieve high results, study effectively, have a lot of interest, connect learned knowledge with advanced one, apply it into daily lessons, help students boldly present in public and have good communication skills as well, I boldly applied the lessons I had researched into the teaching program and obtained quite positive results.

3.2. Recommendations and suggestions

However, for students and teachers to achieve higher goals, some of the following suggestions need to be combined and put into practice. First, the school administration and professional team create the best possible conditions (*in terms of time or cost*) for teachers to participate in specialized teaching. Second, the professional team should have meetings for teachers to exchange experiences and related documents. Last but not least, we should give more feedback to the Board of Directors about providing more English book resources in the library for teachers and specialized students to refer to.

With these findings, this topic encourages teachers to update teaching materials. By finding materials and designing lessons appropriate to the level and ability of students in each grade, teachers can improve results and promote the development of students. In addition, teachers also need more attention from authorities at all levels, school administrators, organizations and unions to create conditions for teachers having opportunities to access training, improve professional qualifications and participate in regular training courses. School administrators and school facilities managers need to create an online community so teachers can share their documents and ideas, this will give them the opportunity to learn from each other in teaching.

Above is all the experience that I have spent a lot of time and enthusiasm to learn and implement. Therefore, in the following school years, I will continue to update more documents and implement them in each class to teach rhetoric skills for the gifted students, share experiences on this topic widely, and try to overcome the shortcomings of the topic to develop student capacity and improve teaching quality at Quoc Hoc High School for the Gifted – Hue as well. However, this topic is just my personal experiment and certainly still has many limitations. In order for the topic to be more complete and effective, we respectfully hope that our teachers and colleagues will provide comments and additions so that it can be applied better in the coming years.

Sincerely thank!

REFERENCE

Excerpt from the Teacher Group of Hai Hau Primary School - Nam Dinh province
(2022): *Experience initiative "Some solutions to improve the quality of training for students taking the "English Eloquence" exam at the primary level"*

ILLUSTRATIVE EXAMPLES OF SOME TEACHING MATERIALS AND TRAINING EXERCISES

LESSON: HOW TO PRACTICE SPEAKING ELOQUENTLY

Improving your verbal communication skills requires commitment and practice. But we have a few ways to help you practice speaking more eloquently *effortlessly*:

Build Your Vocabulary

- ***Read widely:*** Reading books, articles, and other forms of written communication can help you expand your vocabulary and develop an understanding of different writing styles.

- ***Use a thesaurus:*** An online or physical thesaurus can help you find synonyms for words you commonly use, which can add variety to your speech.

- ***Learn a new word daily:*** By learning one new word every day, you can gradually build your vocabulary without feeling too overwhelmed.

Manage Your Tone

- ***Speak with intention:*** Before speaking, consider the message you want to convey *and* the tone that would be most appropriate.

- ***Use nonverbal cues:*** Your tone is not *just* conveyed through your words, but also through your facial expressions, body language, and eye contact. Practice using these cues can help you adjust your tone to match the situation.

- ***Listen actively:*** Active listening helps you evaluate the verbal and nonverbal cues of those around you. This, in turn, can help you adjust your tone accordingly.

Maintain Your Clarity

- ***Be concise:*** Avoid using unnecessary phrases or filler words that can detract from the point of your message.

- ***Use simple language:*** Using simple language can help ensure that your message is understood by a broader audience.

EVALUATION CRITERIA FOR ELOQUENCE

Oral Presentation Rubric

1=Below Average 2=Satisfactory 3=Above Average 4= Excellent

CATEGORY	4	3	2	1
Originality	The presenter sustained the interest of the audience in clever and innovative ways and achieved the purpose of the presentation.	The presenter kept the attention of the audience the whole time and the purpose of the presentation was achieved.	The presenter was somewhat enthusiastic and kept the audience's attention for the most part. The purpose of the presentation was mainly achieved.	The presenter was unenthusiastic; the audience's attention showed disinterest and the purpose for the presentation was not achieved.
Structure	The introduction and actual presentation were exceptionally well- organized and easy to understand.	Presenter gave a clear and concise introduction of the topic. The flow of the presentation was clear and concise and easy to follow.	Presenter gave a clear introduction of the topic, but the presentation was somewhat unclear. For the most part it was somewhat confusing to follow.	Presenter did not give a clear and concise introduction of the topic. The flow of the presentation was unclear and confusing to follow.
Language Usage (grammar and syntax)	Presenter used the BEST sentence structure/syntax that supported the topic.	Presenter used correct sentence structure/syntax that was appropriate in supporting the topic	Presenter used correct sentence structure/syntax that was mostly appropriate for the topic	Presenter used incorrect sentence structure/syntax that was not appropriate for the topic..
Vocabulary	Uses the BEST vocabulary for the audience. Defines words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are inappropriate and not understood by the audience.
Pronunciation + Enunciation	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces 2-5 words in the presentation.	Frequently mumbles OR mispronounces several (6+) key words in the presentation.
Delivery	The presenter is VERY WELL prepared and delivers ideas in a clear and concise manner, without depending too much on notes. Volume, pacing and gestures contribute maximally to the presentation.	Presenter was well prepared and delivered ideas with lots of eye contact. Appropriate voice volume, tone and pacing. Gestures supported the overall presentation.	Presenter was somewhat prepared. Delivery of the presentation was made but with strong dependence on notes and hesitation. Some eye contact and good voice volume, tone and pacing. Some appropriate gestures that supported the presentation.	Presenter was clearly unprepared to present to the audience. Marked lack of eye contact, poor voice volume, tone and pacing. Inappropriate gestures which detracted from the presentation.

APPENDIX

VOCABULARY & GRAMMAR 1



Vocabulary from the text

1 Fill in the words in their correct form.

• stare • image • glimmer

- Maggie is the spitting of her mother.
- Twins James and Daniel Kelly attract lots of from strangers.
- Tom has a of hope that one day he will meet his biological father.

• observe • presume • suspect

- Because of their different skin tone, most people don't Daniel and James are twins.
- It's the duty of teachers to how children interact in class.
- I she invited all of her family to the wedding since she is very close to them.

• pick on • threaten • provoke

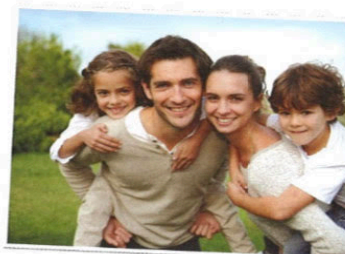
- I stopped the bully my brother.
- Don't do anything to your brother and start a fight!
- My sister to tell my parents I broke the vase.

2 Fill in: *of* or *to*.

- Daniel is related James. They are twins.
- Daniel gives the impression being a bit shy when you first meet him.
- James is the spitting image his father.
- Bullying led Daniel's request to change schools.
- When his brother was bullied, James came his defence.

Vocabulary

Topic vocabulary Family, Friends & Relationships



3 Fill in: *heritage, descent, generation, gene, trait*.

- There are websites now that can help people trace their line of
- Our parents' pool determines our physical appearance.
- Eye colour is a physical that is inherited from our parents.
- It's important to teach children about their cultural
- When my nephew was born, a new of my family began.

Relationship adjectives

4 Which of the adjectives in the lists cannot be used to replace the words in bold in sentences 1-4? Use it in a sentence.

- supportive • distant • caring • close
Tina has a very **tight-knit** family; they're always there for each other.
*Tina's father is quite **distant** and rarely shows emotion.*
- tense • damaged • productive • hostile
Dysfunctional family relationships are not healthy.
- hollow • fake • dishonest • genuine
Mandy knew that Tim's compliment was **insincere**. He was just trying to be polite.
- weak • firm • solid • stable
Kevin and Vincent have a very **strong** friendship; they've been best friends since they were children.

Personality & Qualities

5 a) Match the opposites. Check in the Word List.

1	timid	a	unemotional
2	dependable	b	thoughtless
3	sympathetic	c	narrow-minded
4	laid-back	d	bold
5	affectionate	e	uncompassionate
6	tolerant	f	highly-strung
7	opinionated	g	unreliable
8	considerate	h	open-minded

b) Listen to four people talking about a family member. Match each speaker's description to one of the qualities in Ex. 5a.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

VOCABULARY & GRAMMAR 2

1 Language Knowledge

Grammar

3 Choose the correct item. Give reasons.

- I enjoyed visiting family in Scotland, the last day when it rained.
A except C besides
B apart D aside
- Harry is at sport than his brother.
A for the best C good enough
B much better D too good
- Her mother talks about her as if the most talented child in school!
A being C she were
B she had been D she has been
- Kim is a brilliant dancer that she's only been learning for a year.
A provided C saying
B supposing D given
- My dad can't sing very well and
A nor me C neither can't I
B me too D neither can I
- Mable will be amazed how well her granddaughter did in her piano exam.
A by B with C for D in
- Georgia's decision to move out surprise.
A caught me in C was caught by my
B caught me by D was caught in my
- Ron play football, he plays rugby and hockey too.
A just doesn't C does just
B just does D doesn't just
- Cassie didn't make it onto the cheerleading team because she the necessary dance skills.
A has lacked C lacks
B is lack D is lacking
- "Jessica can't decide which university offer to accept."
"I'm sure she'll be happy"
A however she takes one
B with whichever one she takes
C whether she takes one
D whatever she takes one
- When , Olive's an expert.
A it's coming to sewing C come to sew
B it comes to sewing D coming to sew
- You'll never be a good swimmer you practise regularly.
A unless C if
B because D in case

Vocabulary

4 Choose the correct item. Give reasons.

- Adam is a(n) of mine; I met him at a company event last year.
A accomplice C contact
B acquaintance D understudy
- Maggy is about meeting her new niece for the first time.
A captivated C ecstatic
B agitated D accessible
- Ann's only is that she has a terrible memory.
A blame C inaccuracy
B fault D restraint
- Tears down her cheeks when the film reached its dramatic conclusion.
A streamed C plummeted
B leaked D ploughed
- He is a highly child and often asks questions during class.
A intriguing C ingenious
B inquisitive D innovative
- My grandparents' about their life are always really interesting.
A summaries C anecdotes
B adaptations D variations
- Jane in Maths; it's her strongest subject at school.
A supersedes C excels
B overshadows D develops
- He has a sense of humour and is always playing silly pranks on his friends.
A naughty C mischievous
B spiteful D dishonest
- Isabelle has been really lately. Do you think something is bothering her?
A wobbly C patchy
B moody D unsteady
- Sam was by the number of people that came to wish him luck on his new endeavour.
A stranded C sequestered
B sidelined D stunned
- Michael has promised he will be on his best during his grandparents' visit.
A style C approach
B action D behaviour
- You can me to be there on time, don't you worry.
A look for C look over
B count on D stick to

WRITING

Topic 21: Some people regard video games as harmless fun, or even as a useful educational tool. Others, however, believe that video games are having an adverse effect on the people who play them. In your opinion, do the drawbacks of video games outweigh the benefits?

Many people, and children in particular, enjoy playing computer games. While I accept that these games can sometimes have a positive effect on the user, I believe that they are more likely to have a harmful impact.

On the one hand, video games can be both entertaining and educational. Users, or gamers, are transported into **virtual worlds** which are often more exciting and engaging than real-life pastimes. From an educational perspective, these games encourage imagination and creativity, as well as concentration, logical thinking and problem solving, all of which are useful skills outside the gaming context. Furthermore, it has been shown that computer simulation game can improve users' motor skills and help to prepare them for real-world tasks, such as flying a plane.

However, I would argue that these benefits are outweighed by the drawbacks. Gaming can be highly addictive because users are constantly given scores, new targets and frequent rewards to keep them playing. Many children now spend hours each day trying to progress through the levels of a game or to get a higher score than their friends. This type of addiction can have effects ranging from lack of sleep to problems at school, when homework is sacrificed for a few more hours on the computer or console. The rise in obesity in recent years has also been linked in part to **the sedentary lifestyle** and lack of exercise that often accompany gaming addiction.

In conclusion, it seems to me that **the potential dangers** of video games are more significant than the possible benefits.

(258 words, band 9)

❖ Useful vocabulary:

1. Virtual world: thế giới ảo
2. The sedentary lifestyles: lối sống ít vận động
3. Potential dangers: những mối nguy hiểm tiềm tàng

READING

- 2** Read the text and decide which answer (A, B, C or D) best fits each gap (1-8). There is an example at the beginning (0). Compare answers with a partner.

Why Won't You Listen?

Everyone agrees that having well-behaved children is important, which is why the **0)** *vast* majority of parents create rules in an attempt to teach their children **1)** from wrong. Nevertheless, does a child's behaviour actually improve **2)** of obedience when they have to adhere to a set of rules?

It seems that the extent to which children take household rules into consideration depends on how parents actually deal with their children's actions and whether or not they **3)** past behaviours. Rebellious behaviour on the child's behalf is often the result of a child's inability to **4)** the reasoning behind a rule. Understandably, this can be quite challenging for a parent, which is why making the threat that they will be 'grounded' if they don't **5)** attention may not have the desired outcome.

Putting strict conditions on children will most likely prompt them to avoid doing as they are told and will put more stress on the parent/child relationship. Getting children to **6)** with rules can be a struggle; however, parents can make sure they create household rules that encourage their children into better behaviour, as opposed to imposing strict guidelines, which may have the opposite effect. If parents want to **7)** eye to eye with their children about how to behave, they should provide positive examples by following the rules themselves at home. A home environment with positive reinforcements not only nourishes cooperative behaviour, but could have important **8)** for a child's overall social development.



- | | | | | |
|---|---------------|---------------|---------------|----------------|
| 0 | A vast | B wide | C extensive | D huge |
| 1 | A truth | B right | C good | D justice |
| 2 | A in case | B by means | C in terms | D on behalf |
| 3 | A prey on | B call in | C turn over | D weigh up |
| 4 | A seize | B hold | C grip | D grasp |
| 5 | A offer | B pay | C give | D provide |
| 6 | A comply | B maintain | C fulfil | D obey |
| 7 | A realise | B recognise | C see | D understand |
| 8 | A indications | B conclusions | C predictions | D implications |