

ABOUT THE ENGLISH PROGRAM GRADE 10

Ms. Lê Thị Mỹ Hà

As the name 'Friends Global,' the English lessons in the book will bring students into the real world, alive and valuable through science, technique, technology, and cultural topics. In addition, the book approaches language through new and exciting issues about the world, people, and the natural environment. These topics and subjects are selected in line with the interests of high school students and the career-oriented educational goals of the general education program. Specifically, the book gradually builds and develops English language competence, helping students have a foundation to communicate confidently and acquire knowledge at the university level or in a globalized working environment.

With 8 main lesson units, the book has a length suitable for teaching and learning time of high school students. In addition to focusing on developing four skills: listening, speaking, reading, and writing with closely designed activities suitable for various student levels, each unit has grammar review activities, improve vocabulary, practice vocabulary skills and learn the culture. At the end of each unit, there is a brief and concise review to help students consolidate knowledge effectively.

With the foundation of language teaching methods combined with helpful content (Content and Language Integrated Learning), English 10 Friends Global helps students achieve the goals of high school education.

As a general rule, ENGLISH 10 Friends Global is reasonably designed for teachers to make easy and convenient teaching plans for three periods/week for 35 weeks.

- Each skill lesson in a Unit is designed following the duration of one class period (except for reading skills - 2 periods) to ensure the total teaching time of the lessons corresponds to the total number of tasks. Are allocated according to the General Education Program in 10th grade English (3 lessons /week x 35 weeks = 105 lessons), and have all the steps to warm up, present, and exploit the lesson content and create a learning opportunity. Opportunities for students to personalize each activity and apply what has been learned.

The activities and exercises in the lessons for each skill are spread to many levels of students. Therefore, depending on the group of students, teachers can choose, simplify or focus intensely on activities necessary for each student. From there, it is possible to balance the allowed time.

CONTENT:

1. Why do we need to teach speaking effectively?

2. How do we teach speaking effectively?

3. Conclusion

I. Introduction: Why do we need to teach speaking effectively?

Students still need to improve in all four skills listening, speaking, reading, and writing. Mainly, they are timid to speak English in class due to many different reasons such as shyness, reticence, and fear of laughter when they say it wrong; Due to the large class size, teachers have little time to practice skills for each student. Therefore, a good organization of speaking practice will help overcome these limitations. Help students

- Clearly and accurately pronounce combinations of consonants, intonations, and rhythms in sentences.
- Start, maintain, and end simple, one-on-one conversations.
- Agree, object politely, and give advice.
- Present projects in a basic, pre-prepared manner on topics in the Program.

II. How do we teach speaking effectively?

1. Teach students how to react quickly in English

-Teachers should still enhance speaking English in class, usually with simple commands such as: Stand up, please/ Sit down, please/ Open your book, please/ Close your book, please/ Look at your book/ the picture on page.../ Listen and repeat/ Come on/ Go to the board.

-Through cartoons, games, advertisements, and everyday gadgets, play games and practice singing to movies, to discs, to singers, to English songs. Get the kids excited

Only in this way will children's language ability develop.

When they learn a new word or sentence pattern, they must use it in real-life situations.

That's why model training is so necessary. You should use English in many places, not just in the classroom.

Do not make students afraid or afraid to speak English because they are worried they will say it wrong. Instead, encourage them to be bold when speaking and writing in English.

On the other hand, English class must always be lively and create a light-hearted mentality that is not constrained in terms of scores to evaluate learning results. She always praises students and is always satisfied with students.

Teaching English through communicative situations is the best. Teach them to guess the meaning of words and sentences based on the content of the reading, listening, or communication situations.

+ Can you guess the content of the dialogue?

+ How do you answer it?

+ How do you say when?

The role-playing method is critical in this stage. It is best to organize English practice in class for students in groups (Group work) or pairs (Pair work).

2. Practice pronunciation for students

In communicating in English, for others to understand what they are saying, students need to pronounce words and sentences.

Therefore, when introducing the corpus and sample sentences, teachers need to read traditional phonics and accented intonation for students to imitate because this is essential in teaching listening and speaking.

Of course, it can't be as accurate as native English speakers, but to have the most precise pronunciation results, we should take the time to listen to native speakers' tapes.

Teachers should persistently practice pronunciation for students to create a habit of correct pronunciation and correct pronunciation. Because if they initially learn English without correct pronunciation, it will become a habit that will negatively influence learning and communicating later.

3. Train students to use intonation when speaking

Intonation is understood as the rise and fall of the voice. Therefore, listeners can only understand the speaker's meaning if the speaker uses the wrong intonation because intonation is compared to the soul of the sentence.

Intonation significantly influences the acquisition and correct understanding of information in communication. Especially in English, intonation not only helps listeners understand what we are saying but also shows the attitude and deep meaning of the words.

If they understand correctly and practice with standard accent and intonation, they will both speak English well, listen well and understand all the deep meanings of the speaker in communication.

4. Types of practice used for developing speaking skills:

A. Yes / No question: Information guessing question

B. Ask and answer: ask and answer with Wh- question.

Question word questions allow the speaker to find more information on a topic of interest.

C. Dialog build:

The teacher has essential suggested words or pictures to show. Next, students build a dialogue and then practice speaking.

D. Substitution drills:

The teacher models a picture. Students then look at the pictures and replace the content.

E. Chain drills:

- The teacher gives the topic to practice.
- The teacher begins by asking a question to a particular student. The student who answered the teacher's question was tasked with asking the next student another question. This student is responsible for answering and asking a question for a third friend, so this form of chain practice is continued.

F. Role play:

Role-playing games are intended to reinforce students' understanding of the function of specific structures in more natural contexts.

- Divide each group to play a scene according to the theme requested by the teacher.

III. Conclusion

With the new teaching method, "Students-centered," the above solutions for students to practice speaking is very effective in developing students' speaking skills.

But teaching speaking English requires teachers to have good pedagogy, be active, and actively think about situations and types of exercises to suit the content of each lesson.

HOW TO TEACH VOCABULARY EFFECTIVELY

Ms. Huỳnh Thị Hằng

CONTENT:

- I./ Why vocabulary is so important.
- II./ How to teach vocabulary effectively.
- III./ Conclusion.

I./ WHY:

- Vocabulary is the foundation of language
 - A large vocabulary helps develop other language skills
 - A larger vocabulary can be a stepping stone to higher levels of language fluency
 - A rich vocabulary is associated with greater academic performance
- => Vocabulary is clearly important for language learning as it underpins all other language skills, can be a stepping stone to high-level language use and can help students to achieve proficiency in the language.

II./ HOW:

- 1./ Learn vocabulary in meaningful contexts:
- 2./ Combine all input routes.
- 3./ Practice, Practice, Practice:
- 4./ Expand the usage of the words.

PRESENTATION

1./ Learn vocabulary in meaningful contexts:

“When words are met in reading and listening or used in speaking and writing, the possibility of the context will influence on learning.” Therefore, vocabulary should be learned in meaningful contexts.

- Teachers provide contexts, then ask students to read them.
 - Encourage students to find out and underline the new words after they read the text.
 - Stimulate them to guess the meaning of the new words
 - Teachers use a simple graphic method to pre-teach the meanings of important words.
- During this routine, teachers introduce target words with:

1. Pictures
2. Visual cues
3. Dictionary
4. Synonym

5. Antonym
6. Examples
7. Morphemes (prefix, roots, suffixes)

=> Students engage in immediate practice using the words through collaborative student turn-and-talk activities.

2./ Combine all input routes.

Traditionally, students study vocabulary passively by looking, writing, and reading.

In reality, scientists have proved that the best way for language to be acquired is to combine:

- LISTENING (sound)
- LOOKING (pictures, handwriting)
- REPEATING (repeating after the native speakers)
- DISCUSSING (gesture, body, exercises)

Listening: First of all, teachers let students carefully listen to how native speakers pronounce new words.

=> Help students realize the sound of these words

Ex: bruise (n), exhausted (adj), rescue (v)

Looking: Then, teachers ask students to look at the words through pictures, handwriting

⇒ Assist students to identify the handwriting of the words

Repeating: After that, teachers tell students to repeat the words after the native speakers (two or three times)

=> Help students know the pronunciation of the words

Discussing: the teacher encourages students to take part in the group or find a partner to practise by using these words. => make students confident, and energetic.

WHY: *Combine listening, looking, repeating, and discussing in meaningful contexts.*

- ⇒ Activate the whole brains of the students.
- ⇒ Help connect neural neurons and make them stronger and more durable
- ⇒ Reinforce language acquisition and learning in different ways.
- ⇒ Make learning more fun and relevant.
- ⇒ Lead to greater mastery of the language.
- ⇒ Be suitable for small and large classes and different levels.

GOALS • Recognize that the challenges associated with combining all of the skills can be overcome • Explore sample lessons that integrate listening, speaking, reading,

writing and grammar • Adapt activities to different contexts and levels • Walk away with a toolkit of ideas that will motivate students while improving their skills

3./ Practice, Practice, Practice:

It can be hard to retain vocabulary if we don't get a lot of opportunity to use it.

Therefore, "PRACTICE IS THE KEY TO SUCCESS"

In fact, practice is the most important for students to remember the vocabulary longer, react to words more quickly, and communicate more effectively. It means that these words must be used many times by combining skills: listening, looking, repeating, discussing, and doing many kinds of different short exercises. => **Quick reaction**

During this routine, teachers introduce target words with definitions, visual cues, pictures, blanks, and examples. Students engage in immediate practice using the words through collaborative student turn-and-talk activities.

For instance, that rich vocabulary assignment that was described earlier can be done by groups of students working together to come up with those multiple definitions. That kind of cooperation requires that students talk with each other about the words. Additionally, teachers often assign small numbers of words to each group and then have them get together to teach each other the words that their groups studied... more speaking and listening.

Task 1: Match the words with photos (A-D)

engineer (D) hairdresser (B) sports coach (A) paramedic (C)



A



B



C



D

Task 2: Choose the word for each definition.

1. A shoe that you wear for sports or as informal clothing.
A. sandal B. loafer **C. trainer** D. mule
2. Trousers that fit tightly over the legs, made of cloth that stretches easily.
A. leggings B. jeans C. pants D. pajamas
3. A piece of cloth that is worn around the neck or over the hair or shoulders.
A. handkerchief **B. scarf** C. towel D. tissue
4. A jacket or a sweatshirt with a hood.
A. hoodie B. cardigan C. polo shirt D. T-shirt

Task 3. Complete the sentences with the words or phrases below.

Deforestation (3)
Global warming

pollution (5)
floods(4)

sea level (6) *fossil fuels (1)*
greenhouse gas (2)

1. Burning too many _____ has caused global warming.
2. Carbon dioxide is the main _____
3. _____ is adding to the problem of global warming.
4. Many people have been forced to leave their homes because of _____ .
5. Major steps are being taken to control the _____ of beaches.
6. The town is 500 metres above _____ .

IV./ Expand the usage of the words.

It is not enough that students study word meanings, but they have to learn to use these words in their reading, writing, speaking, and listening. Instructors should create opportunities for them to use words in all of these ways by giving phrases, expressions and etc.

For instance: *Have a bruise on*

Rescue someone from something ...



He ***has a bruise***
on his arm

She ***has a bruise***
on her leg

He ***rescues her***
from drowning

They ***rescue the***
boy from a fire

⇒ Students know how to use words exactly and effectively.

III./ CONCLUSION:

In short, I have shared some of my steps to teach vocabulary with you. I don't think it is the best way. So, I would like to get you some professional and valuable opinions.

Thank you very much to the two principals and all teachers for creating such an excellent environment for me to share my ideas.

Thank you very much for your attention.

Thanks so much.

HOW TO USE GAMES TO CREATE A LIVELY LESSON?

Ms. Nguyễn Ngọc Tú

- **Content:**
- **Why do we need to use games in our lessons?**
- **Practical Activities.**
- **Conclusion.**

I/ Why do we need to use games in our lessons?

- Each subject has its specific teaching methods. For the teaching of foreign languages, especially English, the teaching method should be given top priority. This requires each teacher to be flexible and creative in guiding students to carry out learning activities with diverse, rich, attractive forms, suitable for each lesson, with characteristics and the student's level, as well as by the specific conditions of each grade.

- I am a young teacher, with little experience compared to my fellow teachers, but I always try to give my students lessons that incorporate language games to:

+ Help students increase their motivation to learn, encourage students to maintain their learning, and create enthusiasm for learning English.

Creating contexts in which language is practiced is very effective and easy for learners.

+ Help them consolidate vocabulary, and pronunciation and become proficient in the use of common structures.

+ Create a lively atmosphere for the lessons.

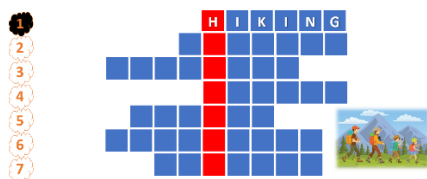
+ Promote students' initiative, positivity, and creativity in learning.

For the above reasons, I would like to present the games that are very easy to apply but very effective that I have applied in the past time.

II/ Practical activities:

1/

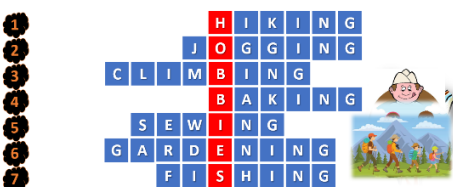
I applied Crossword Game to Unit Introduction – lesson A. This game is easy to play but really helpful because it helps students review the vocabulary effectively, and the lesson becomes more interesting. This game can be used to review the previous lesson's vocabulary or make students think of the topic for the new lesson.



Question 1: The activity of going for long walks in the countryside (6 letters)



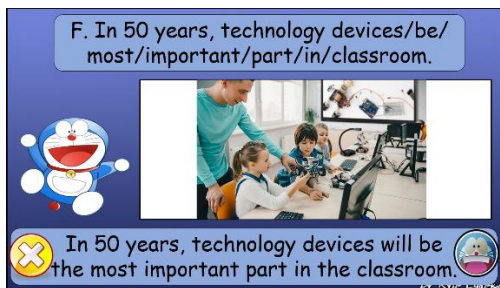
Question 6: The activity of working in a garden, growing, and taking care of the plants (9 letters)



Question 7: The sport of catching fish (7 letters)

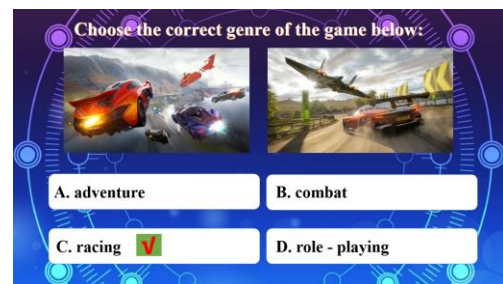
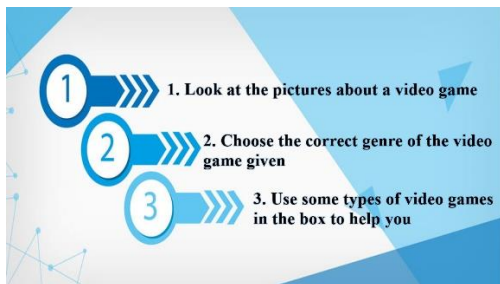
2/

In Unit Introduction – lesson D, Doraemon English Game was applied. Students were asked to choose a letter (from A to H), and there would be a random question. In each question, students needed to use the given words to make a meaningful sentence. In my view, this game is very suitable for teaching grammar activities. My students were so excited when playing this game with their partners.



3/

In Unit 3 – lesson B, my classes played this game. I asked students to look at pictures or watch a short video, and after that choose the correct answer. This kind of game is not only applied to review the vocabulary, but also to warm up for a new lesson.

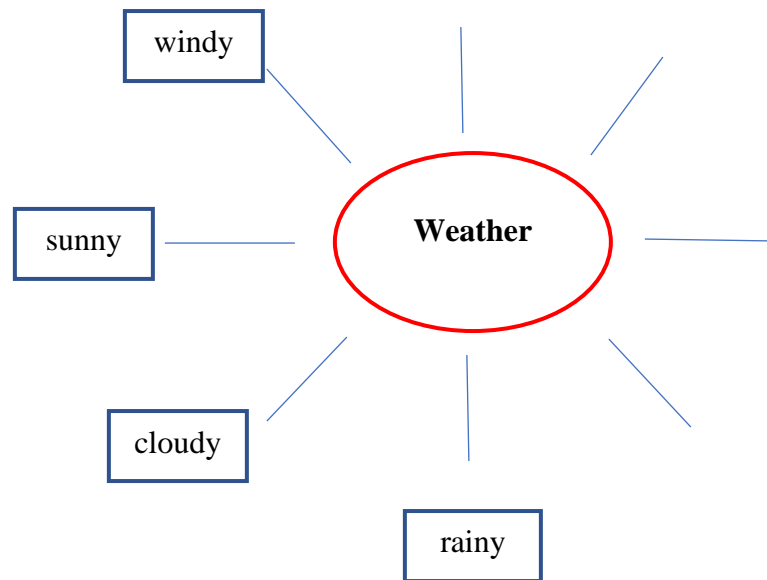


4/ Word storm:

The teacher gives the topic and asks the students to list the vocabulary related to that topic that the students have learned.

Example: List adjectives related to weather

Sometimes we just use textbooks and chalkboards to teach a new lesson, so this kind of game is the most suitable choice.



III/ Conclusion:

Using games to teach foreign languages will create conditions for students to enrich their vocabulary, reinforce the grammar system, and sentence patterns, and practice skills through language activities. Language games are both for studying, reviewing old lessons, and for entertainment and relaxation to help students reduce stress and create motivation for learning. This requires teachers to promote creativity to get students interested in this subject.

HOW TO TEACH GRAMMAR EFFECTIVELY

FRIENDS GLOBAL - GRADE 10

Ms. Nguyễn Thị Nga

CONTENTS:

- I./ Why grammar is so important.
- II./ Some methods to teach grammar effectively.
- III./ Some example lessons in Friends Global 10
- IV./ Conclusion.

I./ Why grammar is so important.

“Grammar is important for many reasons, its assists with personal and professional communication and academic and employment success”. (Morreale, Osborn & Pearson, 2000: Hillocks and Smith,1991)

- Grammar provides us with many benefits:

A. Personal communication:

- An ability to speak without grammar errors can help your point when dealing with the difficult situations
- Using proper grammar shows respect for your audience

B. Professional communication:

- Careless mistakes can cause embarrassment and ridicule
- Many jobs require presentations to audiences when demonstrating a product or pitching a marketing idea.

C. Academic success:

- Grammar is vital to doing well in school because many classes require written homework assignments.
- Educators appreciate well-written papers free of grammatical errors
- Good grammar results in higher grades.

II./ Some methods to teach grammar effectively.

1. Deductive Method
2. Inductive method
3. Inductive Deductive Method

→ Today I focus mainly on deductive and inductive methods and example lessons in friends global

1. Deductive method = the traditional method

- The teacher uses a grammar text book.
- He/ She first tells his/ her students rules or definitions and then explains those with the help of

examples

- Then he/she gives exercise and asks his/her pupils to apply the rules.

+ Advantages

- The learner can try the grammatical questions very easily.
- Learner can respond effectively and can explain rules, structures, etc....

+ Disadvantages

- The learners become inactive during classroom teaching
- This method is not child centered but teacher centered....

2. Inductive method = informal method

- The teacher first presents **or** takes the example from the students and then comes on to the theory of concept.
- This method implies teaching of grammar **not** by rules **but** by usage. Through the continuous practice of using words while speaking, reading and writing, grammar can be taught and therefore learnt by students.

+ Advantages

- This method is **child centered**.
- The learners learn the particular grammar point **through use**. First they have to deduce the meaning and later they generalize the form or structure.

+ Disadvantages

- The teacher first presents **or** takes the example from the students then comes on theory of concept.
- This method implies teaching of grammar **not** by rules **but** by usage. Through continuous practice of using words while speaking, reading and writing, grammar can be taught and therefore learnt by students.

@. An example lesson for deductive method in unit 1 (1B+1D) – Friends Global

1. The past simple tense: (Unit 1: deductive method)



- Ex: We **went** to Tokyo *in 2020*.
I **visited** my best friend **two days ago**.
She **was** in the stadium **yesterday**.

A. Form:

+ Affirmative: S + V (s. past form) + O

| | |
|--------------|-------------------------------------|
| | S + be (was/ were) + O |
| + Question : | Did + S + V. infinitive form + O ? |
| | Was/ Were + S + O ? |
| + Negative: | S + didn't + V. infinitive form + O |
| | S + was/ were + O |

B. Use

- To express a **finished action** in a **finished time** period or moment.

Ex: Last year, he **bought** a lottery ticket and **won** millions of dollars.

- To express an action for a long time, but it finished in the past. We normally use time with preposition “for”

Ex: She worked for this company **for 2 years**. Then, she moved to another company in London.

C. Key words:

1. yesterday,
2. last + time (month, year, week, summer,)
3. a long time + ago (three days ago)
4. when I/ she was a child
5. in + year in the past (in 2010)

D. How to pronounce “ed”

◆ **A verb with the ending / t / , / d / we read / id /**

- / t / **Ex:** permitted
- / d / **Ex:** decided

◆ **If an infinitive (*work, hope, wash* etc.) ends in the following sounds (remember, sounds not letters) then the “ed” ending will be pronounced with a /t/ ending.**

- /k/ (*c, k*) **Ex :** looked
- /f/ (*f, ph, gh*) **Ex:** surfed, photographed, laughed, coughed
- /p/ (*p*) **Ex:** developed
- /s/ (*s, se, ce, x*) **Ex:** kissed, introduced
- /ʃ/ (*sh*) **Ex:** washed
- /tʃ/ (*ch*) **Ex:** touched
- /θ/ (*th*) **Ex:** bathed

◆ **If an infinitive (*allow, cry, enjoy* etc.) ends in any other sound (remember, sounds not letters) then the “ed” ending will be pronounced with a /d/ ending.**

- /b/ - /d/ - /g/ - /l/ - /m/ ... **Ex:** repaired, moved
- /eɪ/ - /ɔɪ/ ... **Ex:** played, enjoyed

F. Applied exercises:

+ Practice 1

Exercise 1: Supply the past simple form of the verbs

1. I _____ (see) you yesterday.
2. I _____ (not/drink) any beer last night.

3. She _____ (get on) the bus in the centre of the city.
4. We _____ (go) to the circus yesterday. We _____ (spend) a wonderful time there. I _____ (like) the clowns best.
5. What time _____ (he/get up) yesterday?
6. Where _____ (you/get off) the train?
7. Where _____ (you / spend) your holidays this summer
8. How many customers _____ (Sally, call) last week?
9. I _____ (not/change) trains at Victoria.
10. We _____ (wake up) very late.
11. What _____ (he/give) his mother for Christmas?
12. I _____ (receive) £300 when my uncle died.
13. We _____ (not/use) the computer last night.
14. _____ (she/make) good coffee?
15. They _____ (live) in Paris.
16. She _____ (read) the newspaper yesterday.
17. I _____ (not/watch) TV.
18. He _____ (not/study) for the exam.
19. _____ (he/call) you?
20. I _____ (I/forget) something?

Practice 2: The teacher shows some pictures and asks students to write some sentences using simple past tense according to the situations given.

2. The past simple tense: (Unit 2: inductive method)

Examples:

- I **was watching** TV when she called.
- While we **were having** the picnic, it started to rain.
- I **was listening** to my iPod, so I didn't hear the fire alarm.
- She **was watching** TV at 9 o'clock.
- What **were you doing** at that time?

+ Practice 1

Exercise: Use either the simple past tense or the past continuous

1. When I (arrive) _____ at this house , he (still /sleep) _____ .
2. The light (go) _____ out while we (have) _____ dinner .
3. Bill (have) _____ breakfast when I (stop) _____ at his house this morning .
4. As we (cross) _____ the street , we (see) _____ an accident .
5. Tom (see) _____ a serious accident while he (stand) _____ at the bus stop.
6. While my father (read) was reading a newspaper , I (learn) _____ my lesson and my sister (do) _____ her homework .
7. The children (play) _____ football when their mother (come) _____ back home .

8. Please keep silent while I (work) _____
9. I (be) _____ very tired because I (work) _____ all day yesterday .
10. He (sit) _____ in a car when I (see) _____ him .
11. I am sitting in class right now . I (sit) _____ in class at this exact same time yesterday.
12. I don't want to go to the zoo today because it is raining . The same thing _____ (happen) _____ yesterday, I (want not) _____ to go to the zoo because it (rain) _____.
13. What _____ she _____ (do) at 5 o'clock yesterday?
14. I (call) _____ Roger at nine last night , but he (be , not) _____ at home . He (study) _____ at the library.
15. I (hear, not) _____ the thunder during the storm last night because I (sleep) _____

+ Practice 2:

- The teacher gives some cues and asks students to write sentences using this structure as much as possible.

+ Practice 3:

- The teacher gives a situation and asks students to write a story telling their unforgettable experience using the form above.
- ➔ Thanks to the structures through many activities, the teacher can ask students to formulate the form and use of this tense.

A. Form:

- + Affirmative: S + was/were + V. ing + O
- + Question : Was/ Were + S + V. ing + O ?
- + Negative: S + was/were + not + V. ing + O

B. Use

- To indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the simple past.

Ex: I **was watching** TV when she called.

While we **were having** the picnic, it started to rain.

- A specific time is used to show when an action began or finished

Ex: She **was watching** TV at 9 o'clock.

What **were you doing** at that time?

- ➔ We can use the past continuous tense with some adverbs of time such as “ when= as, while”

III. Conclusion:

- Each method has its own benefits and the teacher should be wise to choose which is the best for his/ her students. I hold the belief that each kind of grammatical point is suitable for its own method. Most importantly, this chosen method is accessible to his/ her students so that they can absorb the lessons effectively.

HOW TO TEACH READING EFFECTIVELY

Ms. Nguyễn Thị Thanh Tâm

After having taught Reading lessons of the units in the first term, I individually supposed that I followed these steps:

- Materials: I used Lesson plan, PPT slides, student's book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.
- Warm-up: It is due to every reading lesson. For example, for the reading lesson of unit 1, I had students guess some key words from the text basing on given pictures:



(burn)



(fall/slip over)



(bruise)

Then I had students follow the Reading Strategy

Reading Strategy

When you do a matching task, follow these steps:

- 1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- 2 Read the task and all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 Check that the extra options do not match with any of the paragraphs.

- As a result, students could do exercises in the books in group work effectively. In this case, students could combine with other skills such as listening and speaking skills.

without pain

A All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker gets injured, she doesn't realise it. Once, when she burned herself, she only knew about it when she looked at her skin.

B There was always something different about Ashlyn. As a baby, she didn't cry. When she was eight months old, her parents noticed there was some blood in her eye, so they took her to see a doctor. The doctor found a serious cut in her eye and was shocked. Why didn't the baby cry? Tests showed that Ashlyn had a very unusual medical condition: she couldn't feel any pain.

C This condition is very rare: many people who have it die of it. Pain is a natural warning that you're ill or injured. People who can't feel pain just don't realise they're in danger.

D The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle but she didn't stop running. During school breaks, one teacher watched Ashlyn all the time in the playground and they had to search for cuts, bruises or other injuries.

E When she was five, Ashlyn's story appeared in newspapers and on TV. Scientists studied her condition and found she



3 Read the text again. Match the questions below with paragraphs A–E of the text.

In which paragraph does the writer tell us ...

- 1 when doctors realised Ashlyn had a medical problem?
- 2 what causes her condition?
- 3 what happened when she burned her hands?
- 4 why some people die from this condition?
- 5 how school life for Ashlyn was unusual?

4 Complete the questions using the question words below. Then take turns to ask and answer the questions in pairs.

When What Who Why

- 1 *How* did the doctor feel when he saw Ashlyn's eye injury?
- 2 _____ didn't Ashlyn cry when she was a baby?
- 3 _____ watched Ashlyn carefully in the playground at school?
- 4 _____ did Ashlyn's story first appear in newspapers?
- 5 _____ is the cause of Ashlyn's medical condition?

5 VOCABULARY Find words in the text to do with accidents and injuries. Then complete gaps 1–7 below.

Accidents and injuries

Verbs

burn / cut / hurt / ¹in_____e yourself / your hand, etc.

fall / ²tr__p / slip over

³b_____k your arm / finger, etc.

bleed sprain your ankle / wrist

hurt (e.g. *my leg hurts*)

Nouns and phrases

⁴bl_____d a broken arm / finger, etc. ⁵a b_____se

⁶a b_____n a cut ⁷an in_____y a sprain pain

Another example: Reading lesson of unit 2

Similarly, I introduced the text to the students

26 A dream holiday turned into a nightmare for an American brother and sister, Dan and Kate Suski. During a fishing trip in the Caribbean, their boat sank.

The weather wasn't brilliant that day, but Dan had caught a huge fish! He was trying to pull it onto the boat when the captain realised water was coming into the cabin. The boat was sinking fast. The captain used his radio to send a message for help. Then he shouted, "Jump out!"¹ _____ They were about 15 km from land.

The captain said that help was coming. The weather was now awful, but they were wearing life jackets. After an hour, the captain and the Suskis lost each other, and there was no sign of rescue.² _____ They were both thinking the same terrifying thought: sharks!

A helicopter appeared, but nobody saw Dan and Kate in the water. Day turned to night and the Suskis swam for fourteen hours. Finally, they saw some cliffs; they were near land!³ _____ There were dangerous sharp rocks. By now, they were exhausted. Eventually, they reached a sandy beach.⁴ _____

Then they found a town and picked some green bananas. Finally, they met a young farm worker.⁵ _____ He also gave them some tragic news: the captain was lost at sea. After a few days in hospital Dan and Kate were fine. Their story had another happy ending: a rescue boat found the captain after 23 hours in the water!

Then I taught them some keywords in the text and gave them a Reading Strategy and an amount of time to skim the text before they discuss it in the group. As a result, students do the exercises quickly and correctly.

Lastly, I could ask students to write a short passage about their own nightmare. This is my own idea of teaching Reading Lessons. I would like to receive ideas from my colleagues in the department.

HOW TO PUT WORDS TO WORK

Ms. Nguyễn Thị Thùy Nhung

CONTENTS:

- I. In which skills words are taught and learnt*
- II. How to put words to work*
- III. Conclusion*

I. In which skills words are taught and learnt

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

A large vocabulary helps develop other language skills. “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.”

However, how to put words to work is the whole problem.

II. How to put words to work

A) Integrating new knowledge into old (Tích hợp kiến thức mới vào kiến thức cũ)

Traditionally, the presentation of new language items would swiftly be followed by the practice of these items. This practice would typically take the form of some of the kind of oral repetition, such as a drill. This notion of mechanical practice underlies the popular belief that “practice makes perfect”. However, simply repeating newly learned words is no guarantee that they will move from the short-term memory store into long-term memory. **New knowledge -**

i.e. new words - needs to be integrated into existing knowledge - i.e. the learners' existing network of word associations, or what we called the **mental lexicon**. There is a greater likelihood of the word being integrated into this network if many 'deep' decisions have been made about it. In other words, to ensure long-term retention and recall, words need to be 'put to work'. They need to be placed in **working memory**, and subjected to different operations. Such operations might include: being taken apart and put back together again, being compared, combined, matched, sorted, visualized and re-shuffled, as well as being repeatedly filed away and recalled (since the more often a word is recalled, the easier recall becomes).

Applied lesson: Unit 5- lesson 1 (5A) (Friend Global)

+ some job vocabulary is taught first. (Ex: pilot, paramedic...)

+ Then some describing job adjectives are taught later. (stressful, challenging, rewarding...)

+ These two groups of words can be integrated by the following task:

Work groups, ask and answer about jobs, using the adjectives

Q: Which job is the most **creative** and **rewarding**?

A: →I think **pilots** are the most creative and rewarding?

Q: Can you think of other jobs where people need to be creative,...? What are they?

Yes, they are **architects** and **programmers**.

B) Decision making tasks

There are many different kinds of tasks that teachers can set learners in order to help move words into long-term memory. Some of these tasks will require more brain work than others, roughly arranged in an order from least cognitively demanding to most demanding:

Tasks in which learners make decisions about words can be divided into the following types,

B.1 Identifying words simply means finding them where they may otherwise be 'hidden', such as in texts.

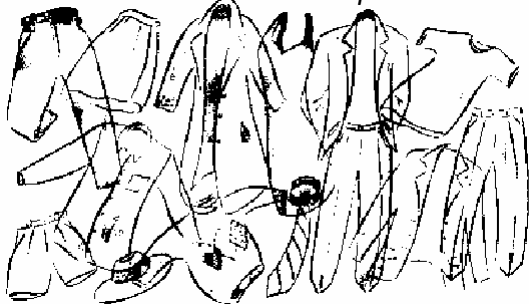
Listening out for particular words in a spoken or recorded text is also a form of identification activity. Below is a selection of identification tasks based on this text. Teachers can choose one of them:

Applied lesson: Introduction -IC (Friend global)


| 1. Katniss Everdeen has got long brown hair. She's wearing a brown jacket and a black T-shirt. | <p>a) List all the words describing hair and clothes items that you hear.</p> <p>Answers: + words describing hair: long brown, wavy hair...</p> <p>+ clothes items: (brown) jacket, (black) T-shirt..</p> | | | | | | | | | | | |
|--|---|---|-----------------------|---------------|-------------------------|--|--------------------|---|-----------------------|---|-------------------|--------------------------|
| 2. Black Widow has got long wavy hair. She's wearing a black jacket and black trousers. | <p>b) Raise your hand when you hear a clothes item.</p> <p>c) Put these clothes items in the order you hear</p> <p>d) Tick the items that you hear:</p> <p>blouse coat shoes tie shorts skirt suit shirt socks jeans jacket hat T-shirt dress trousers waistcoat</p> | | | | | | | | | | | |
| 3. Newt Scamander has got long curly hair. She's wearing a waistcoat, a bow tie and a long coat. | <p>e) Listen for the words describing hair and clothes words and write them in the correct column:</p> | | | | | | | | | | | |
| 4. James Bond has got long fair hair. She's wearing a suit and a tie. | | <table border="1"> <thead> <tr> <th data-bbox="914 1310 1170 1409">words describing hair</th> <th data-bbox="1179 1310 1432 1409">clothes items</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 1409 906 1507">Katniss Everdeen</td> <td data-bbox="914 1409 1432 1507">long brown (brown) jacket (black) trousers</td> </tr> <tr> <td data-bbox="638 1507 906 1606">Black Widow</td> <td data-bbox="914 1507 1432 1606">long wavy (black) jacket (black) trousers</td> </tr> <tr> <td data-bbox="638 1606 906 1745">Newt Scamander</td> <td data-bbox="914 1606 1432 1745">long curly waistcoat bow tie (long) coat</td> </tr> <tr> <td data-bbox="638 1745 906 1837">James Bond</td> <td data-bbox="914 1745 1432 1837">long fair suit tie</td> </tr> </tbody> </table> | words describing hair | clothes items | Katniss Everdeen | long brown (brown) jacket (black) trousers | Black Widow | long wavy (black) jacket (black) trousers | Newt Scamander | long curly waistcoat bow tie (long) coat | James Bond | long fair suit tie |
| words describing hair | clothes items | | | | | | | | | | | |
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| Newt Scamander | long curly waistcoat bow tie (long) coat | | | | | | | | | | | |
| James Bond | long fair suit tie | | | | | | | | | | | |

Identification is also the process learners apply in tasks in which they have to unscramble anagrams (such as *utis, snaje, eti* - for *suit, jeans, tie*), or when they have to search for words in a 'word soup',

such as the following:

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| S | H | I | R | T | O | S | I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| J | A | C | K | E | T | H | L | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | T | C | J | N | J | O | T | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| T | R | O | U | S | E | R | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | D | A | M | W | A | T | H | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E | X | T | P | U | N | S | I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| O | D | R | E | S | S | J | R | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | K | I | R | T | U | P | T | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S | U | S | U | I | T | J | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

B.2 Selecting tasks are cognitively more complex than identification tasks, since they involve both recognizing words and making choices amongst them. This may take the form of choosing the 'odd one out', as in this task (again, based on the lexical set of clothes):

 Choose the odd one out in each group:

| | | | | |
|---|----------|-------|--------|----------|
| 1 | trousers | socks | jeans | T-shirt |
| 2 | blouse | skirt | tie | dress |
| 3 | T-shirt | suit | shorts | trainers |

Note that with this kind of activity, there is no 'right' answer necessarily. What is important is that learners are able to justify their choice, whatever their answer. It is the cognitive work that counts - not getting the right answer.

Here is another open-ended selection task, with a personalized element:

Applied lesson: Global Friend Unit 5- 5G Speaking:

Work in pairs. Choose five words to describe yourself or a person you admire. Use a dictionary if necessary.

| | | |
|--|--|--|
| <p>Enthusiastic flexible friendly reliable hard -working patient honest good at communicating physically fit</p> | <p>Think of other words you can use. <i>optimistic, serious, thoughtful...</i></p> <p>Discuss your choice of words with your partner. <i>/ think I'm usually enthusiastic. And I'm always honest!</i></p> <p>Does he/she agree with you?</p> | <p>Think of three people you admire very much. They can be politicians, musicians, sports personalities etc. or people you know personally.</p> <p>Choose the person you admire most and think of three adjectives to describe this person.</p> <p>Then choose the second and third person you admire and think of three more adjectives</p> |
|--|--|--|

| | | |
|--|--|---------------------------------|
| | | for each person to explain why. |
|--|--|---------------------------------|

Another useful selecting task that can be applied to any vocabulary lesson is:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Choose five words to describe yourself. Think of how you will demonstrate - in the next class - that you have learned them. |
|--------------------------|---|

The same kind of task can be applied to any text that the learners have read or listened to. And, as a way of recycling vocabulary items from previous lessons, learners can select words from their notebooks to 'test' their classmates at the beginning of each lesson.

B.3. A matching task involves first recognizing words and then pairing them with - for example - a visual representation, a translation, a synonym, an antonym, a definition, or a collocate. As an example of this last type, here is a verb-noun matching task:

WORD PAIR RACE

Applied lesson: Unit 3 -3F Reading

In five minutes, write as many correct pairs of verb + noun phrases as possible.

| | |
|--|---|
| <p>VERBS</p> <p>express take part in get cause have have make</p> | <p>NOUNS</p> <p>concern opinion a positive / negative effect online games a benefit (good) grade at school a decision</p> |
|--|---|

Pelmanism is a memory game which involves nothing but matching. Word pairs (or picture- word matches) are printed on individual cards which are placed face down in a random distribution. Players take turns to pick up a card and then search for its partner. If they correctly locate the partner (initially

by guesswork, but, as the game progresses, by remembering where individual cards are located), they keep the pair, and have another turn. If not, they lay the cards face down where they found them, and the next player has a turn. The player with the most pairs at the end of the game is the winner.

Typical pairs might be:

- Synonyms (*continue– carry on, delay-put off, think up come up with, stop-give up,...*) ([Friend Global - Unit 4-4E-phasal verbs](#))
- Prefixes (*co- + operate, ex- + wife, over- + estimate, etc.*) ([Global -Unit 5- 5E -Prefixes](#))

B.4. Sorting activities require learners to sort words into different categories. The categories can either be given, or guessed.

Word field: characteristics

[Applied lesson Friend global-Unit 1- 1A](#): Put these adjectives into two groups: positive and negative.

| | | | |
|--------------|----------|------------|-----------|
| ashamed | envious | cross | proud |
| embarrassed | relieved | suspicious | shocked |
| disappointed | envious | confused | delighted |

Here is an activity in which learners (at a fairly advanced level) decide the categories themselves:

Put these words into four groups of three words each. Then, think of a title for each group.

Now, can you add extra words to each group?

III. Conclusion

Teachers have a pivotal role to play in making the decision about which strategy to adopt in relation to the background, experiences and exposure of their learners to the target language. Every context of learning and teaching would demand specialised study of the variables for achievement of the desired outcome. Additionally, the issues presented on vocabulary learning and teaching should raise teachers’ awareness of the challenges posed by the task and should deepen their knowledge of the future course of vocabulary teaching. Insights gained from research in vocabulary learning and teaching helps strengthen teachers’ and learners’ quest for better teaching and control of the vocabulary of the target language.

HOW TO TEACH WRITING EFFECTIVELY

FRIENDS GLOBAL - GRADE 10

Ms. Hồ Thị Trang

CONTENTS:

- I./ Why writing is so important.
- II./ Some methods to teach writing effectively.
- III./ Some example lessons in Friends Global 10
- IV./ Conclusion.

I/ Why Writing is so important.

English writing is considered to be an essential skill for success in the modern global economy. Many experts would go as far to say that without the basic knowledge of English reading skills and English writing skills, one's career life would be handicapped. Therefore, it is recommended that English writing become a necessity for any person who wishes to advance his or her career in the global marketplace.

Writing as a communicative skill

Writing is a skill that is highly required nowadays. Written communication, for example, is the most common form of business communication. Emails and formal letters fulfill conversational-like purposes that the students have to master if they were to integrate into today's job market. Writing serves not only communicative purposes in professional activities but also in social ones. In our everyday lives, we write or reply to invitation letters, thank-you letters, text messages, etc. Even journals carry a social-communicative load. Journal writers try to communicate their thoughts and feelings to themselves.

In the above definition five elements are of paramount importance:

1. The writer (who)
2. The content (what)
3. The purpose (why)
4. The audience (for whom)
5. The medium (signs and symbols)

II/ Some methods to teach writing effectively.

1. Build sentence and paragraph structure

-Building sentence and paragraph structure ensure that the writing is as clear and understandable as possible. It primarily consists of forming sentences and paragraphs with the appropriate tense and placing modifiers and verbs in the right place. Teaching students the importance of having a beginning, middle, and end in their paragraphs is important for their progression to more advanced writing skills, such as essays and articles.

2. Encourage journaling

Asking students to write journal entries about their day-to-day activities may turn writing into an enjoyable routine activity. Writing about themselves can make them feel liberated and satisfied. It can also improve their writing skills.

3. Explain the different types of writing

A comprehensive understanding of the different types of writing is an important part of learning how to write. The four types of writing are narrative, descriptive, persuasive and expository writing. Besides regular writing assignments, you can provide your students with creative writing assignments to hone their creativity and solidify their writing skills.

4. Teach students techniques for writing effectively for different purposes

Students also must learn to use techniques that are specific to a purpose of writing. When developing a persuasive essay, for example, students can use the TREE (Topic sentence, Reasons—three or more, Ending, Examine) technique, whereby they make a plan for their paper that includes what they believe, reasons to support their beliefs, examples for each reason, and an ending.

5. Motivate peer work

Brainstorming and planning in pairs is ideal for practicing writing. This not only helps to pool the students' resources but also helps to build confidence. Students can also peer-read and review each other's first drafts. This may necessitate some encouragement and planning on your part. For example, the teacher could ask students to identify several things they liked about their partner's writing, such as vocabulary or descriptions, and some aspects they could improve.

Process writing: “...*process writing in the classroom may be construed as a program of instruction which provides the students with a series of planned learning experiences to help them understand the nature of writing at every point.*” Anthony Sewo, 2002, p.315

In this approach, the students are encouraged to go through different stages before producing their final version. Generally speaking, four stages are identified in this process:

- ◆ Planning
- ◆ Drafting
- ◆ Revising
- ◆ Editing

1. Planning

At the pre-writing stage, the students are encouraged to gather as much information about the topic as possible through activities such as:

- brainstorming
- quick write
- answers to questions
- discussions

2. **Drafting**

Drafting is the first attempt at writing. When the students have gathered enough ideas about the topic, they start writing the first draft paying attention to the following points:

- At this stage, the focus is on fluency in writing;
- The learners should not be preoccupied too much with accuracy;
- While drafting, the audience should be taken into consideration because having the audience in mind gives direction to the writing. There might be some kind of **response** to the students' drafts either from other peers or from the teacher. This can be in the form of a quick oral or written initial reaction to the draft.

3. **Revising**

Revising is not merely checking for language errors. It is rather a look at the overall content and organization of ideas. Using the feedback from their peers or from the teacher, the learners check whether their writing communicates meaning effectively to the intended audience. For example, some ideas may be discarded while others may be improved. The structure of paragraphs might also be affected during revision and the overall organization may be refined to convey coherent content.

4. **Editing**

Once the students have finished revising, they start tidying up their drafts. This can be done by the learners themselves (i.e. self-editing) or with the help of their peers (i.e. peer editing). The focus is on elements like:

- diction (choice of words)
- grammar (tense, sentence structure, prepositions...)
- mechanics (punctuation and capitalization)

III./ Some example lessons in Friends Global 10

1. **An example lesson for deductive method in unit 3 H – Friends Global**

You are going to do the task in exercise 2. Plan your letter using the prompts below and your own ideas. Write your letter using the plan.

1. Title of film, whom you went with
2. Your opinion
3. Later activity
4. A suggestion to do something

Model answer:

Thanks for your letter and sorry I didn't reply sooner.

I went to see a great film at the cinema last weekend - Hotel Transylvania.

I went with my sister because he loves animated films. It is a new film aired in March and it was definitely worth seeing. The plot of the film was very interesting and the soundtrack was very attractive. I really loved the film as it had a happy ending.

After the film, we met some other friends at a pizza restaurant next to the cinema. The food was so delicious and we had a fun time.

Do you fancy going to the cinema next week? They're having a season of action films, including all the Batman series. Let me know and I'll book the tickets!

Anyway, I'd better go now. Ring me and let me know about the cinema.

Love,

Tom

2. An example lesson for deductive method in unit 2 H – Friends Global

Write an invitation (100-120 words) to a party that includes outdoor activities.

Remember to include:

- the reason for the party (birthday, end of exams, etc.).
- the date, time, and place of the party.
- any instructions (what the person should bring, wear, etc.).

Model answer:

Dear C,

I'm having a costume party to celebrate Halloween at my house. It's on 31 October and starts at 6 p.m.

We're having a BBQ in my garden, with loads of food and music too. We're also playing some interesting board games.

Don't forget to dress up as a scary character to scare everyone because it's a costume party. We're having some great rewards for the person with the most impressive costume.

Please let me know if you can come.

IV. / Conclusion.

Writing is a difficult skill to master. However, introducing writing from the very beginning is a great way to prepare your students to write confidently.

I hope my primer on teaching writing has given your ideas to teach writing to ESL students.

APPROACHING AND TEACHING ENGLISH 10 FOLLOWING TO THE NEW STUDY PROGRAM -2018

Ms. Nguyễn Thị Thu Hà

I. INTRODUCTION:

1. Reason: According to the Party's policy of fundamental and comprehensive renovation of education and training set forth. Aiming at industrialization and modernization of the country and international integration. The teaching of English at secondary and high schools is receiving attention, but there are still many issues to discuss about awareness, facilities, teachers, teaching methods, etc. Because of that, English is always considered an important subject that is the key to help each of us open the door to the future. Stemming from the above issues, along with my teaching experience, I would like to discuss with my colleagues with the topic "How to approach and teach English 6, 7 and 10 following to the new study program -2018".

2. New point of the topic:

This is a completely new topic, applied to the teaching and learning of English in secondary and high schools in order to initially bring about effective teaching and learning of English.

II. CONTENT:

1. Status:

Teachers have been trained in replacing textbooks as well as fostering teaching methods, so they have had access to active teaching methods, along with modern equipment and teaching aids. For students: English is a difficult subject for most students. However, they are aware of the importance of this subject to society, they have made great efforts and have the right attitude of motivation to study. In fact, the effectiveness of teaching and learning English is still limited, but there have been some initial results.

2. Some initial solutions to bring effectiveness in teaching and learning English:

- Clearly define the goal of the active teaching method, which is to promote the students' positivity, self-discipline and creativity.
- Guide and teach students' self-study and self-practice skills.
- Perform well the role of organizing and guiding students to perform well the learning tasks of the teacher during class hours.

Specially, we should focus on the following issues:

A. Prepare well before coming to class: The lesson must clearly show the content of knowledge of each part of the lesson, the activities of teachers and students, and allocate a reasonable time for each lesson content, and knowledge for each student in a particular classroom.

B. Teaching methods:

- Create a fun and serious start to a class with greetings in English, using commands in English to help students easily remember vocabulary, and creating an environment and habit of using English in communication.
- Motivate and encourage the students to participate in lively speeches, and especially the students who is not good at studying English can make great efforts. This helps them feel more confident and bolder.
- The content of this subject's knowledge requires students to use many senses as well as their experience, so we need to pay attention to the rich and diverse forms of teaching and experience. stimulate the senses to participate in the perceptual process.

- Using the support of "power point" software, and interactive whiteboard to create opportunities for children to practice and enjoy participating.
- Let the children practice together and discuss in groups, do self-study exercises, through which the teacher can check spelling errors, how to apply structures to the lesson.

C. Experiences through teaching 4 skills:

Unit1 : Feelings : 1A – VOCABULARY (Textbook -Page 10)

1 .**Purpose:** The children can use some adjectives to describe human emotions.

2. **Teaching methods and techniques:** Using software support "power point", pictures, crossword games, group activities.

3. Practice 4 skills:

* Practice vocabulary memory skills:

Find adjectives describing how people are feeling with given words through situations, synonyms.

Example :

- I was d_____ when I got a new smartphone for my birthday.

I was *delighted* when I got a new smartphone for my birthday.

- angry = annoyed = (→ cross)

terrified = scared = (→ frightened)

* Practice speaking skills:

- Group activities to ask and answer emotional responses on pictures on page 8- Workbook and self-drawn pictures.

Example : How does he/ she feel ?

He/ She feels excited / frightened/

* Practice listening skills : Find words by using tapes . (Audio 1.06)

The children recognize some vocabulary from many given words after listening to 4 conversations.

* **Practice writing skills:** through situations and samples provided, students write the grammar, structures correctly .

Situation : How do you feel when you see a large spider / /?

I feel too/ rather / extremely frightened /...../ (Right)

I feel too/ rather / extremely frightening /...../ (Wrong)

Write the correct structures : - feel + (Modifying Adverb) + Adjective .

- ending Adj. (_ed / -ing)

III. CONCLUSION:

1. Meaning of the topic:

Teaching methods of English subject need to focus on the following issues: innovating teaching methods according to the specific orientation of the subject according to new textbook in order to achieve the goals well for 4 skills: listening, speaking, reading, writing; innovate students' self-study methods.

2. Results: very positive results, students no longer feel fear when they learn English.

3. Recommendations, and proposals:

- Colleagues create more opportunities to exchange experience to increase experience in teaching and improve teaching quality in a stable manner. The homeroom teachers regularly help motivate and encourage students to participate in learning.

- Facilities: I hope that the Administrative Council will consider and support the sound equipment suitably to our school.

Looking forward to your comments, thank you very much.

HOW TO TEACH SPEAKING EFFECTIVELY

FRIENDS GLOBAL - GRADE 10

Ms. Phan Thị Tuyết Trang

CONTENTS:

- I. Why speaking is so important.
- II. How to teach speaking effectively.
- III. Conclusion.

I. Why speaking is so important.

Speaking is one of the most important skills (Listening, Speaking, Reading, Writing) as everybody knows. In our daily life, we are in need of it in every corner of living space. Especially, if we are learners, knowing a foreign language can provide us huge opportunities in business life. As a global language, English is the most important and valid language in the world, so we not only understand, write or read it, but also need to speak it in a fluent way. In this point, teachers should benefit from some approaches by using their techniques.

- The focus should be on the meaning not on the form
- No use of mother tongue
- Use authentic topics and materials in your lessons
- Do NOT force them to speak
- Use late correction not to put off fluency

II. How to teach speaking effectively:

1. Speaking English by photo description.
2. Practicing
3. Expanding

PRESENTATION:

1. Speaking English by photo description.

- Teachers provide words, phrases and photos.
- Ask students to repeat words and phrases.
- Stimulate them to look at photos carefully and take a few moments to think before they start talking.

- Ask them to talk for all the time they are given. If they have one minute to do the task, use every second.

- Encourage them to practice the useful language provided to describe photos.

2. Practice:

- **Task 1:** Match two or more of the pieces of equipment below with each photo A-C

Sports equipment: boots helmet dinghy life jacket paddles
 poles rope rucksack safety harness



Key:

A. rucksack poles boots

B. paddles life jacket dinghy helmet

C. safety harness rope

Task 2: Work in pairs, take turn to describe how people are feeling in photos A and B.

Students can use the words below or other adjectives from lesson 1A page 10.

- scared, angry, bored, calm, excited, nervous, relaxed, shocked

Speculating about feelings:

- She's probably feeling ...and ...

- I expect they are feeling, but maybe a bit ...

- Judging by her expression, I'd say....

- To me, they look as if they are feeling...

Key:

A. Judging by her expression, I'd say she is excited and relaxed.

B. I expect they are feeling excited but maybe a bit nervous and scared.

C. He's probably feeling calm and excited.

3. Expanding:

Teachers play the recording and ask students to complete the phrases.

1. Well, basically, you can see it in their faces.
2. _____, no, I wouldn't.
3. _____, the worst thing would be that I couldn't stop.
4. _____, I went on a bike ride with a friend of mine.
5. _____ it was a really good day out.
6. _____ that's the last time I did an outdoor activity.

Key:

2. To be honest 3. For me 4. A while ago 5. In fact 6. I suppose

III. Conclusion:

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

HOW TO APPLY GAMES TO THE LESSONS

Ms. Nguyễn Thị Mỹ Nương

Ms. Nguyễn Thị Quỳnh Châu

I. Definition of games

In this part of the topic, we are going to define what a game is and we are going to establish a possible classification of games for linguistic learning.

Following Jill Hadfield (2007), a game can be defined as an activity with rules, a goal and an element of fun. So, we find that games suppose a challenge for students in which they have to interact, respecting some rules in order to achieve a final goal. Games usually involve mental or physical stimulation, and often both.

II. Functions of playing games in foreign language learning

As we have said before, games contribute to the development of multiple fields:

- Cognitive: Abilities such as attention, memory, imagination, etc. Can be developed through games. Children need to be ready and paying attention if they want to participate in games; that is why they improve their attention. Furthermore, in some games, children have to find different solutions to the same problem, so they will work on imaginative skills. Finally, games as for example matching pairs (picture and name) will require a great use of the memory.
- Physical: Games help children to develop physically as they gain control over their bodies and their actions. In relation to this, we can mention the Total Physical Response method by James Asher (1977), in which students respond physically to the verbal actions that the teacher indicates. This kind of game provides the teacher with direct information about what the children is understanding.
- Affective: According to Krashen (1981), learning is facilitated when the affective filter is low, that is, when children are relaxed and there is a tension-free classroom atmosphere, without inhibition and anxiety. Games are activities that enhance student's emotional wellbeing and consequently make input acquisition more likely.
- Social: While playing, children accept norms and rules, they become aware of themselves and of others. This way, their social behavior is developed. When interacting through games, they acquire social conventions and develop positive attitudes towards their group. So games can help to improve their social behavior.
- Pedagogical: Games bring variety and fun to learning. Even more, they create a meaningful context for language use. They improve students' intrinsic motivation and enhance students' positive attitude toward the languages. So, games constitute and unavoidable tool to develop communicative competence, which is our main aim as English teachers.
- Linguistic: A game can serve as a powerful, implicit teacher of phrases and structures. Many games give practice in all the skills and some of them can act as a disguise for repetitive structure drills that would otherwise be mechanical and boring. So, if we make a correct use of games, they can serve us to practice multiple linguistic structures.

- Cultural: students develop curiosity and positive attitudes towards the target language and its culture.

=> Advantages of the use of games

The game provides a learner-centered learning environment

- They add variety to the English lesson.
- They change the pace and rhythm of a lesson.
- They help to motivate students and to activate them.
- They improve skills as concentration or memory.
- They provide hidden practice of specific language patterns, vocabulary and pronunciation.
- They help shy students to be motivated to speak in English.
- They create a fun atmosphere.
- They provide communicative situations, in which English has a real and functional use.
- They help to reveal areas of weakness on the part of students.
- They are seen as a challenge for students, so games encourage students to use English more and better.
- They are extremely enjoyable for both, the teacher and the student.
- It provides teachers interesting information about students.
- They are considered global activities since favor the development of affective, cognitive and social skills

III. Classification of games

According to Harfield, language games can be divided into:

- LINGUISTIC GAMES: aim to develop accuracy and practice new language items like pronunciation, vocabulary, and grammar. In these games, the goal is usually to score more points than others and there is usually a clear winner. There are several types of linguistic games

+ Vocabulary games, which focus on lexical items

Ex: bingo, guessing game....

+ grammar games, which focus on syntactic pattern

Ex: Use noughts and crosses grid to learn a grammar point.

Look at the given picture and describe the people's actions in a certain time to learn about Present Continuous Tense.

+ pronunciation games, which provide practice for sounds, stress, rhythm or intonation patterns.

Ex: Phonetic bingo, Chinese whispers....

+ spelling games: which make students aware of phoneme- grapheme correspondences


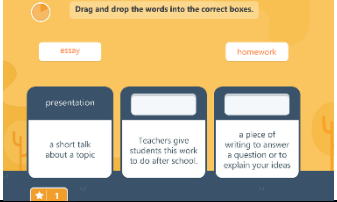
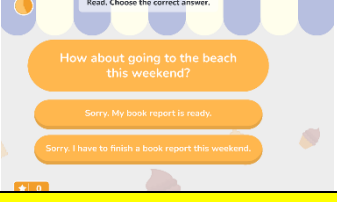
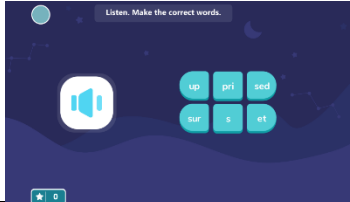
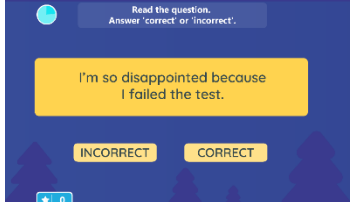
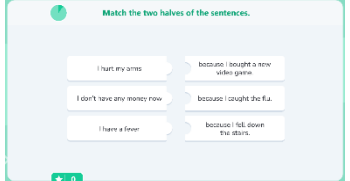
Ex: Hangman, word chains....


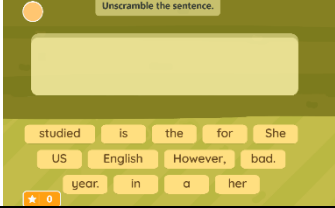
- **COMMUNICATIVE GAMES:** tend to develop fluency and collaboration with others. Students must exchange information and ideas, focusing on completing a task together, rather than just practicing language items. Therefore, the goal is for students to communicate effectively
Ex: Paragraph pass, finding differences in two pictures that look the same....

IV. Learning games in ILSW 7:

1. Eduhome.com.vn.

Most learning games in ILSW 7 are from website Eduhome.com.vn. For example, in Unit 6 Education:

| LESSON 1 | | |
|---|--|---|
| Listen and do the task | To improve listening skill and vocabulary |  |
| Vocabulary game | To improve vocabulary and reading skill |  |
| Role play | To improve speaking skill |  |
| LESSON 2 | | |
| Pronunciation game, listen and do the task | To improve listening skill, pronunciation and vocabulary |  |
| Grammar game | To practice using grammatical structure. |  |
| Grammar game | To practice using grammatical structure and reading comprehension. |  |
| LESSON 3 | | |

| | | |
|-------------------------------|--|---|
| Listen and do the task | to improve listening skill, pronunciation and vocabulary |  |
| Writing game | to improve writing skill and grammar |  |

2. Activities Files (student book)

Apart from Eduhome.com.vn, ILSW also provides 11 extra activities that focus mostly on Listening and speaking skill in Activities File.

Activity Files

File 1 LET'S GO OUT!

a. Student B, write activities and places in the table, then invite Student A. If they can come, discuss where and when you will meet and complete the table.

| | Thursday | Friday | Saturday | Sunday |
|----------------|--------------------------------|--------|----------|--------|
| activity/place | playing football/sports center | | free | |
| meet where | opposite the sports center | | free | |
| what time | 8 a.m. | | free | |

b. Make a new pair. Ask your partner what they arranged to do with their friend, where, and when they will meet them.

File 2 How Are You Feeling Today?

a. You're the patient. Answer the doctor's questions and write down the doctor's advice.

You have a backache, your eyes hurt, and you feel tired. You watch a lot of TV and play a lot of video games. You never do exercise.

Doctor's advice
You should _____
You shouldn't _____

b. Swap roles. Student B, now you're the doctor. Ask your patient questions, complete the questionnaire, and give advice if you need to for each question.

HEALTH QUESTIONNAIRE

Patient's name: _____ Date: _____

How are you feeling today? _____

| Causes | Yes | No | Advice |
|-----------------------------------|--------------------------|--------------------------|--------|
| Do you sleep eight hours a night? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Do you do exercise every day? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Do you eat a lot of fast food? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Do you watch a lot of TV? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Do you play a lot of video games? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

- **Strength and Drawback**

1. Strength

- Games in Eduhome are designed really attractively and educationally. They are easy to play and practice. They draw students' attention and help them to revise the lesson effectively as well.
- Activities in Activity files are various. They provide a lot of different available communicative situations, so it is very convenient for teachers to use and students to practice.

2. Drawback

- Both students and teachers often have difficulty in logging in Eduhome because of systematic errors.
- There are only few learning games available without the Internet.

- **Solution**

- Teachers need to design and apply more learning games to the lessons. For example:

Vocabulary game

| | |
|---|---|
| <ol style="list-style-type: none"> essay project homework book report test presentation | <ol style="list-style-type: none"> a. a piece of writing to answer a question or to explain your ideas b. a piece of writing about a story or novel c. a short talk about a topic d. a paper with many questions to check someone's knowledge in a subject e. This is a large piece of work. It can have photos, arts and crafts, posters, and videos as well as writing. f. Teachers give students this work to do after school. |
|---|---|



Listening game

b. Now, listen and fill in the blanks.

1. Alan has to finish his _____ after school.
2. Alan has to study for a _____ on Thursday.
3. Alan is going bowling on _____.
4. Lucy has to _____ on Saturday.
5. They agree to go out on _____.



V. ADDITIONAL RESOURCES

- Interactive presentation software – Mentimeter
<https://www.mentimeter.com/>
- Kahoot! | Learning games | Make learning awesome!
<https://kahoot.com/>
- Interactive Classroom Quiz In PowerPoint - ClassPoint
<https://www.classpoint.io/>
- Wheel of Names | Random name picker
<https://wheelofnames.com/>
- Online Puzzlemaker | Create Your Own Puzzle | Discovery Education Puzzlemaker
<https://puzzlemaker.discoveryeducation.com/>
- Related Words - Find Words Related to Another Word
<https://relatedwords.org/>
- Free Design Tool: Presentations, Video, Social Media | Canva
<https://www.canva.com/>
- Word Art (*dành cho từ vựng*):
<https://wordart.com/>
- Puzzle Maker (*dành cho từ vựng & cấu trúc*):
<https://www.puzzlemaker.discoveryeducation.com/>
- Word Search (*dành cho từ vựng*):
<https://thewordsearch.com/maker/>
- VOA Learning English và Voice of America:
<https://learningenglish.voanews.com/>
- Elllo.org
<http://elllo.org/>
- Storyline Online
<http://storylineonline.net/>

- Read Works (*cần tạo tài khoản*)
<http://www.ReadWorks.org>

How to teach listening effectively in the ESL classroom

Ms. Võ Thị Mai Thy

Ms. Trương Hoàng Mỹ Linh

I. What Exactly Is “Listening”?

Even more to the point, what is the difference between “hearing” and “listening”?

“Many people use the words “hearing” and “listening” interchangeably; however, there are several important differences between the two,” a psychologist said

| HEARING | LISTENING |
|--|--|
| <p>- Hearing is a passive, involuntary, and sensory process in which we perceive sounds. It is a physiological response that involves our perception of sound. It does not require focused <u>attention</u>.</p> <p>For example, if you’re watching television, you can still <u>hear</u> the sound of traffic or sirens outside, your neighbor’s dog barking, and people laughing in the hallway.</p> | <p>- Listening is an active, voluntary, and intentional process that involves making sense of the words and sounds you hear; it requires your attention. In turn, you may develop an emotional response to what you hear. Listening with the intent to understand is referred to as <u>active listening</u>.¹</p> <p>For example, if you’re listening to someone talk about a difficult day they had at work, you will probably have your full <u>attention</u> focused on them. As they speak, you will start to understand what their experience was like and the impact it had on them. This will help you make thoughtful comments and ask relevant questions to further understand their experience.</p> |

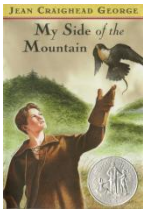
- In ESL teaching and learning, “listening” is a skill that involves more than just hearing.
- Listening comprehension is an area that many students feel they need improvement in. They feel lost when they have to deal with English outside the classroom, and don’t always feel that they are making progress fast enough.
- Teachers want students to be able to listen to English with confidence and understanding.

II. How to teach listening effectively in the ESL classroom

1. Pre-listening activities

a. Predicting and guessing

Predicting: Ask students to look at the title and / or pictures and try to identify the topic.



Lead-in Questions: Ask students to ask each other questions about the topic.

- + What is the name of film? + What is the kind of film?

Brainstorm: Ask students to brainstorm and list everything they can think of related to the topic within a set time-limit.

- + What are the other kinds of film you know?

Pre Listening Questions: Ask students to write three or four questions about the topic. As they read / hear the text, they should see if their questions were answered.

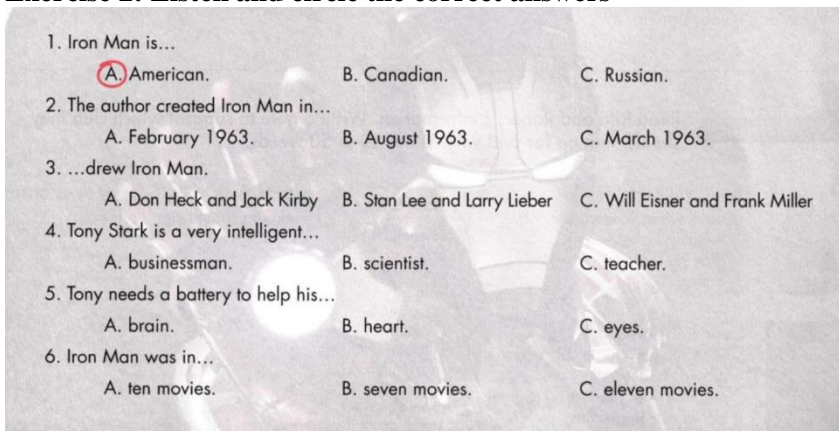
b. Vocabulary preparation

- Make a list of words from the audio that some or all of your students may have difficulty with, especially words that are key to the story. Just choose a few that are essential and teach them before playing the “text.” Of course, including one or two that they already know will probably boost their confidence, too.
- Remember: When you are introducing new words, translate only if absolutely necessary. Where possible, connect the words with pictures, actions and other English words.
 1. fantasy (n)
 2. novel (n)
 3. mystery (n)
 4. adventure (n)
 5. author (n)
 6. scary (adj)
 7. interesting (adj)
 8. exciting (adj)
 9. strange (adj)

2. During listening activities

- Give students time to complete the task, listening again if necessary, then check answers with the whole class.
 - ⇒ *Rationale*: To ensure that everyone has completed the first task and has a general understanding of the text. This could be identifying the main idea, the writer's attitude, or follow the general organization of the text.
- Listen for specific words and expressions, or even watch for specific items.
 - ⇒ *Rationale*: your students need to be listening specifically for the words and expressions you have just taught them. They should also have some words they already know to listen for, to help them focus and improve the skill of listening.
 - **Exercise 1: Listen and fill in the blanks**
 1. On the other side, there is a _____ woman. (*strange*)
 2. Grace thinks the story is _____ and a bit _____. (*interesting, scary*)
 3. Jamie thinks the novel is very _____. (*exciting*)
 4. Jamie doesn't know the name of the _____. (*author*)
 - Set further tasks to guide more detailed comprehension of the text, and give students time to do this. The nature of the task will depend on the text and should be determined by how the text would be processed in real life.
 - ⇒ *Rationale*: To help students to identify specific information, infer opinion etc. depending on the nature of the text.

- **Exercise 2: Listen and circle the correct answers**



- Get learners to check their answers in pairs.
 - ⇒ *Rationale*: To focus students on problem areas and to provide support for individuals.
- Check the answers with the class and refer back to the text as necessary.
 - ⇒ *Rationale*: To ensure that everyone understands the text and understands how the answers have been arrived at.

3. After listening activities

There is a range of options here and what you decide to do depends on the text type and the aims of the lesson. Here are some possibilities:

- Select some useful vocabulary of grammar items from the text and develop understanding of these through formal exercises or oral use.
 - ⇒ *Rationale*: To expand students' vocabulary and grammar.
- Initiate a discussion or stage a role-play based on the subject of the text.
 - ⇒ *Rationale*: To develop speaking skills and enable students to use the language of the text in other contexts.

What's your favorite book? I like *Harry Potter and the Sorcerer's Stone*.
What kind of book is it? It's a *fantasy* novel.
Who's the author? It's by *J.K. Rowling*.
Why do you like it? I think it's *very exciting*.

SOME EXPERIENCE IN TEACHING ENGLISH GRADE 10

Ms. Đặng Thị Xuân Loan

In this academic year (2022-2023), students in grade 10 have started to learn the new textbook called Friends Global. Therefore, there are some changes in the content of learning as well as the teaching methods of teachers. Being an English teacher assigned to teach English in Grade 10, now I would like to share some of my experience in teaching this new textbook.

About advantages, a lot of teaching materials such as lesson plans, teacher's books, sample tests, etc. are available for teachers to study and prepare for their teaching. Also, there are a lot of learning materials as well as reference books for students' self-study. Therefore, it is easier for both teachers and students to teach and learn in spite of the fact that the content of the new textbook and vocabulary are various and different from the old ones. The new curriculum with a lot of topics that are very familiar to students and up-to-date information contributes to making the lesson more interesting to students.

However, with the big number of students in each class and limited class time, in order to teach four English skills effectively, I often organize pair-work and group-work activities. These activities are very important in helping students to discuss some topics, exchange their ideas and prepare for their presentations. It can save class time and the teacher can make every student participate in class activities, especially in speaking lessons, all students can have a chance to practice speaking, and exchange their own ideas or opinions. That can encourage students' study and creativity and improve their communication skills.

Below are some of my ways of teaching vocabulary, grammar, and four English skills.

- *Teaching vocabulary:* I often use some ways of teaching vocabulary such as using pictures, synonyms, or antonyms, giving the definition of the new words, or introducing the new language in the context. Then I ask my students to learn how to pronounce the new words in the correct way and use the new language to make their own sentences through class activities such as practice and games. I regularly check the vocabulary my students have learned and ask them to make a mind map to learn English vocabulary and remember the new words easily.
- *Teaching grammar:* Depending on the level of students in each class, I can choose suitable methods to teach English grammar. Some methods I often use are the deductive method, inductive method or inductive-deductive method. In order to help my students use grammatical structures in the correct way and understand the lesson well, I often give them a lot of exercises to practice in class and at home.
- *Teaching four English skills:*
 - + *Listening skill:* I give my students some listening strategies that are suitable for the questions in the textbook before they listen and do the tasks. Moreover, if some tasks in the textbook are so difficult for my students, I often make other tasks instead so that they are suitable for the level of students in each class. I also prepare some more tasks such as True/ False or Gap-fill Exercises, etc. to help my students practice more.
 - + *Speaking skill:* To make all students participate in speaking activity, I divide class into groups of five or six or sometimes I allow them to work in pair. In spite of the fact that it is very noisy, working in pairs can make every student have a chance to practice speaking.
 - + *Reading skill:* Reading skill can be performed in three activities such as Pre-reading, while reading and post reading. In Pre-reading activity, I use the illustration pictures in the text book to elicit new vocabulary from students and introduce the topic of the reading passage or ask students to predict what they are going to read. In addition, I select some vocabulary and structures from the reading passage to teach to my student by using suitable techniques of teaching vocabulary. In While -reading activity, some practice activities at this stage aim at helping students understand the

content of the reading passage and check the answer to the question in the pre-reading activity. Some forms of questions I usually use at this stage consist of True-False, sentence completion, chart filling; comprehension questions. In Post-reading activity, students need to understand the general idea of the reading passage in combination with the reality, practicing and using language they have learned. Some exercises used in this activity are summarizing the text, arranging the events in the order, retelling the story or discussion.

+ Writing skill: Writing is considered the most difficult of the four English skills, so students need to practice writing regularly. In the first four units, students have to write an article about a global issue (Unit 4) or write an informal letter (Unit 3) and an invitation (Unit 2) . I apply three steps such as pre-writing, while writing and post writing. In pre-writing activity, I ask my students to read a sample writing in the text book, do some tasks, and provide them with some vocabulary and structures needed for their writing or make a draft. In while writing activity, I set the time for them about 15-20 minutes. Then I go around and help them if necessary. In post writing activity, I call some of them to write their writing on the board and correct for them in front of class and then give them the feedback and make some comments on their writing.

In conclusion, after teaching the first four units of the textbook Friends Global, to some extent, I gain some experience in teaching the new program. I will highly appreciate if I can hear any feedback from my colleagues and get more advice on how to teach four English skills effectively.

SOME EXPERIENCES OF TEACHING NEW CURRICULUM

Ms. Huỳnh Thị Thanh Nga

The Friends Global' s syllabus is conducted in an easy-to-follow format, with clearly presented objectives, means that students know what is expected of them in each lesson. Teachers also get much benefit from this curriculum. Each unit has nine lessons with engaging topics and texts, a strong focus on exam topics and tasks, a clear structure, and a familiar teaching and learning approach with plenty of extra practice material that help both teachers and students achieve what they want in teaching and learning smoothly. Every skill offers useful strategy that gives practical advice on how to approach the task. Also, there is always a supported final speaking activity for students to apply what they've learned in a productive task. In addition, speaking lessons follow a step-by-step approach, offering a model to listen to, lots of language input, ideas of what to say, and plenty of opportunities to speak. The tasks are relevant to students and give them the freedom to improvise while combining all the elements learnt in the lesson. However, teachers have difficulty in controlling time because time limit of each period is just 45 minutes whereas each lesson contains many activities. It is not enough time for teachers to present one lesson in one period.

TECHNIQUES FOR TEACHING VOCABULARY

- Show images/ pictures or drawings: Because drawings and photos are easily understood by most people, this is perhaps the best way to present new vocabulary.
- Introduce new words in the context of a story or article students read: Give students time to discuss words and guess the meanings if they're not sure.
- Use translation from the students' first language.
- Use antonyms and synonyms to teach vocabulary: Using opposites to teach new vocabulary gives students the opportunity to learn twice as many words.

Different Methods Of Teaching Grammar

- **Interactive Teaching:** Very efficient methods of teaching grammar involve incorporating interactivity into lessons. By utilizing games to teach grammar, the teacher engages students and the process helps the learners to retain a lot of the content that they've learned.
- **Inductive Teaching:** This method of teaching grammar involves introducing a couple of examples that give the learners a picture of a specific concept and from which learners can observe how that concept works. The concept is not introduced beforehand, and the teachers expect the students to pick up the rules of grammar while reading and writing. This way, the teacher helps the students to learn more naturally by discovering grammar and visualizing how these rules work. The advantage of inductive learning is that the students retain more than they could by using memorization since learning is more natural than this way.
- **Deductive Teaching:** Unlike the previous method, the deductive method of teaching grammar places emphasis on giving instruction before practice. As a teacher, you have to provide the students with an explanation of grammatical concepts before they come across them on their own. After introducing the concepts to them, the learners have to mechanically practice using worksheets and exercises.

Teaching Listening Effectively: Help Students Develop a Wider Range of Listening Strategies

Teachers need to provide effective listening lessons that help students gain confidence and learn strategies that they can apply in different situations.

Teachers can help students appreciate the importance of strategies by including activities with a focus on their listening process. For example, students could discuss (in small groups or with the class) what they did to prepare for listening, follow the text, identify key points, etc. Or the class could share personal experiences with various listening tasks and develop a master list of effective strategies for different types of texts, adding to it as their strategic competence grows.

To introduce a strategy, the teacher needs to get students to realize that there is a problem and a way of dealing with it. She could model the strategy by explaining what she does and why it is helpful in this particular case, and provide multiple opportunities to practice in different listening situations. Depending on the task, she also could remind students to be flexible in their choice of strategies and to employ strategic listening outside of the class.

Some Fun And Engaging Games

Word Grab: Prepare a popular song that your students would like. Choose 10 to 18 words from the song that you want to practice. Write the words down on pieces of paper and stick them to the board in a random order. You can also make the game more difficult by putting decoy words that sound similar on the board. Next, each team stands in a line in front of the board. Play the song. When a word comes up in the song, stop the music straight after. The two students at the front of each line then race to grab the word from the board. Each student gets one chance. The first student to grab the correct word wins and keeps the word. The students at the front then go to the back of the line. It's then the next two students turn to play. Repeat the song as necessary until all the words have been grabbed. The team with the most words at the end of the game wins.

Hot Potato: This game can be played in any situation where the students have to answer questions in class, e.g. answering exercise questions. Take a small object such as an eraser. Hand the object to a student and then turn around facing away from the students. Students then pass the object around. After a few seconds have passed, shout 'Stop!' The student holding the object at that time must then answer a question set by you. If the student answers the question successfully, they score a point. If not, the game continues. When a question has been answered correctly, repeat the process. Continue until all the questions have been answered correctly. The student with the most points at the end of the game wins.

Speak Button Game: Divide the students into two teams and assign each team member with a number. Explain that the students are going to race to answer questions. Draw a circle on the board and write the words 'Speak Button' inside the circle. Ask a question and then say a number. The two players with that number run to the board and race to touch the speak button. The first player to touch the button answers the question. If the player answers the question correctly, they score a point for their team. If not, the other player gets to answer the question. The game continues until all the questions have been answered. The team with the most points wins the game.

Grammar Races: This grammar revision game is ideal for reviewing grammar, sentence structure and vocabulary. It also helps you to spot problem areas or common mistakes your students are making. Choose one student in each team to be the 'runner' and one to be the 'writer'. The writers stand next to an assigned space by the board. Give each team a different keyword. The keywords should be vocabulary or a grammar point you wish the students to revise. Each team then comes up with sentences using their keyword or grammar point. When a team thinks of a sentence, they tell the runner. The runner then goes to the board and tells the sentence to the writer who writes it on the board. After a few minutes, stop the round and evaluate the sentences. Award one to three points for each sentence, depending on the grammar, sentence structure and vocabulary usage. If you spot a mistake, the other teams race to identify and correct it. The first student to correct the mistake scores the points for their team. The team with the most points at the end of the game wins.

Spell or Draw: This spelling game can be used to review vocabulary. Call out a student number. The two students with that number come to the board. Ask the two students if they want to spell or draw. Once the students have chosen what they want to do, give them a word you want them to review. The first student to successfully spell or draw the word scores a point for their team. Then, call out another student number and so on. The team with the highest number of points at the end of the game wins.