



# FLUENCY PLUS 6

Teacher's guide

MAJOR EDUCATION

# INTRODUCTION

## Description of the course

**Fluency Plus 6** is designed to provide English learners of elementary level with 8 topics related to daily life. Each topic helps students enrich their vocabulary as well as get more ideas about the topic they are involved in. Additionally, this book encompasses a variety of speaking activities to deliver a diversified learning experience to students. With practical and fun lessons as our teaching philosophy, this book is a powerful tool to learn English effectively and efficiently whilst enhancing language abilities.

## Components of the course

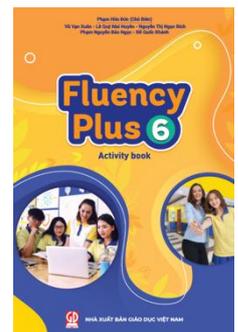
The **Student Book** contains:

- eight **teaching units**; each unit has one vocabulary section, one grammar presentation, one reading section, one listening section, one speaking section, and one writing section. There are two pages devoted to reading skills and two pages devoted to writing skills.
- four **Progress Review** after every two units and eight **CLIL** sections related to Math and Science which allows students to apply their language skills to other subjects.



The **Activity Book** contains:

- six pages of **additional practice** for each of the Student Book units. This comprises exercises for vocabulary, grammar, reading, listening, speaking, and writing.
- two pages of **Progress Review** after every two units.
- three pages of three **International Exams** including KET, TOEFL Junior, and PTE. There are different test sections in each unit.



The **Audio CDs** contains:

- all the listening material for the **Student Book** and **Activity Book**.



The **Teacher's Guide** contains:

- an introduction with information on **Fluency Plus 6**.
- **teaching notes** and **answers** for all the Student Book material.
- the **audio scripts** for the Student Book and Activity Book.
- the Activity Book **answer key**.





UNIT OVERVIEW		
	Student's Book	Activity Book
Reading	Reading about the Mid-Autumn festival: <i>reunite, mooncakes, watch the full moon, lion dance, toy figurines, banyan tree, host, legend, lantern parade</i>	Activity book, p 36, Exercises I, II, III Unit 1, Reading, Exercises I, II, III
Grammar	Past continuous: affirmative, negative, questions	Activity book, p 37, Exercises I, II, III, IV Unit 4, Grammar, Exercises I, II, III, IV
Vocabulary	Words about festivals: <i>ancestor worship, altar, folk games, fireworks, five-fruit tray, feast, candied fruit, costume, food stall</i> Phrasal verbs: <i>look forward to, dress up, give away</i>	Activity book, p 38, Exercises I, II, III, IV, V Unit 4, Vocabulary, Exercises I, II, III, IV, V
Listening	Listening about festivals in the world	Activity book, p 39, Exercises I, II, III Unit 4, Listening, Exercises I, II, III
Speaking	Talking about a festival in your country Pronunciation: /ʊ/ and /u:/	Activity book, p 40, Exercises I, II, III, IV, V Unit 4, Speaking, Exercises I, II, III, IV, V
Writing	Writing a letter	Activity book, p 41, Exercises I, II, III, IV Unit 4, Writing, Exercises I, II, III, IV
CLIL	Science: Plant diversity & animal diversity	Activity book, p 45, Exercises I, II Unit 4, CLIL, Exercises I, II
International exam	KET, TOEFL JUNIOR, PTE GENERAL	Activity book, pp 42-44, Exercises I, II, III, IV Unit 4, International exam, Exercises I, II, III, IV

04 ➤➤➤ AMAZING FESTIVALS

1 READING | Reading about Mid-Autumn festival

**Work in pairs. Answer the questions.**

- What festivals are in the pictures?
- What are the most popular festivals in your country?
- What is your favorite festival?

**Match the highlighted words or phrases in the blog posts on page 39 with the right pictures.**

A. Family eating mooncakes

B. Lion dance

C. Night festival

- What are they doing?
- How do they look?
- Do you like Mid-Autumn Festival in the city or the countryside?

**Work in groups. Talk about what you did last Mid-Autumn Day.**

**What did you do last Mid-Autumn Day?**

*I watched lion dances/made mooncakes...*

**How did you feel?**

*I felt happy/wonderful...*

UNIT 4: THE MID-AUTUMN FESTIVAL

READING

**I. Read the texts about Rice-cooking Festival and Day of the Dead. Then find the words that match the following definitions.**

Rice-cooking Festival

Last week, I traveled to Vietnam with my family. While hanging around the town, we came upon a fantastic festival called "Rice-cooking." Many teenagers and adults participated in the festival. They were doing numerous activities there. Some people were rushing to the river in order to get water. Another group was making the fire in a very traditional way. I noticed they were rubbing pieces of bamboo together, which was quite strange to me. While some young people were separating the rice from the husk, others were cooking the rice. They had a lot of fun.

Day of the Dead

I went to Mexico to visit my friend, Dale, on November 1<sup>st</sup>. It was the Day of the Dead. I was really curious about this holiday. My friend explained that Day of the Dead is a holiday traditionally celebrated on November 1<sup>st</sup> and 2<sup>nd</sup> when families gather to honor and remember loved ones who have passed away. When I first came to his house, his parents were decorating the altar with photos of the dead along with skulls and Marigold flowers - "Flower of the dead." They also put the favorite foods and drinks of the one being honored on it. In the evening, my friend took me to the cemetery. The atmosphere was like a party when we came. A lot of families were sitting, eating, and chatting around the graves of their dead ancestors. We started cleaning the graves and adding fresh flowers. After finishing cleaning up the graves, we ate, drank, sang, and danced together all night.

**II. Read the text again and circle the correct answers.**

- What is the writer's main purpose of the text?
  - To explain the origin of the Day of the Dead.
  - To show how joyful being in Mexico and Vietnam traditionally is.
  - To introduce readers to the Rice-cooking Festival and the Day of the Dead.
- Who participated in the Rice-cooking Festival?
  - Adults
  - Teenagers
  - Teenagers and adults
- What is the meaning of the Day of the Dead?
  - To reunite the living and the dead.
  - A sad holiday.
  - A party where people eat, drink and dance together.
  - The atmosphere at the cemetery was joyful.
- What were people doing at the cemetery when the writer came?
  - They were flying kites.
  - They were chatting and eating together.
  - They were cooking together.

**III. Read the text again and write R (Rice-cooking festival) or D (Day of the Dead holiday).**

- They were making the fire. \_\_\_\_\_
- His parents were decorating the altar with photos of the dead. \_\_\_\_\_
- They were running to the river. They were preparing the rice. \_\_\_\_\_
- A lot of families were sitting, eating, and chatting around the graves. \_\_\_\_\_
- They were eating, drinking, singing, and dancing together all night. \_\_\_\_\_

## READING

### Reading about Mid-Autumn festival

Student's Book, pages 38-39

#### Lesson outcomes

- Understand the texts about the Mid-Autumn festival around the world
- Know some new words or phrases about festivals

#### Lead-in

Divide the class into teams. Ask students to race to think of as many festivals as they can in a three-minute time limit. When the time is up, ask students to total how many festivals they have thought of. The team with the most festivals wins the game. Ask students to look at the unit title *Amazing festivals*. Ask them to say what they think the unit is going to be about (festivals around the world).

01

- Students look at the pictures and discuss the questions in pairs. Ask individual students the questions.
- Elicit answers from different students around the class.

#### Answers

Students' own answers

02

- Ask students to complete the exercise. Set a three-minute time limit to encourage them to read quickly. Elicit answers in open class.

#### Mixed ability

- With a **weaker class**, discuss what they can see in each picture. With a **stronger class**, ask them to think of the definitions of the words/phrases in English. Ask a few students to say the definitions with the class.

#### Answers

1. reunite
2. legend
3. toy figurines
4. mooncakes
5. lantern parade
6. watch the full moon
7. lion dance
8. banyan tree
9. hosts

03

- Show the pictures of Mid-Autumn Day in rural and urban areas in Viet Nam and ask students what they can see in the pictures.
- Students answer the questions in pairs. Ask individual students the questions and elicit some possible answers.
- Ask a confident student to summarize the differences between two pictures.

#### Answers

1. They're playing on the street.
2. They look happy and excited.
3. Students' own answers

04

- In pairs or as a group, students complete the exercise.
- Elicit ideas from around the class and encourage them to talk about their last Mid-Autumn Day in detail.
- Pay attention to the tense when students are speaking. Remind them to use the past simple tense.

#### Answers

Students' own answers

05

- Ask students to complete the exercise.
- A good strategy is to highlight keywords and phrases in the descriptions. This will help students focus while scanning the text. Remind them to ignore unknown vocabulary and focus solely on keywords, phrases, and ideas. They then read that section more intensively and compare it with the description so they can decide whether it is an accurate match. If students have time, they should repeat this step.
- Check answers in open class and elicit the keywords that helped them decide on their answers (synonyms). Elicit key vocabulary for each option in the questions and blog posts.

#### Answers

1. C
2. B
3. A
4. B
5. A
6. C

06

- Ask students to complete the exercise. Set a two-minute time limit to stop them from reading in too much detail at this stage.
- Elicit answers in open class.

### Answers

1. B                      2. A                      3. C

07

- Go through the instructions together. Students read the blog posts again. Focus on the key information.
- Students do the exercise in pairs or individually. Circulate, monitor, and help as necessary. If there is time, ask a few students to share their partner's answers with the class.

### Answers

1. True                      2. False                      3. True  
4. True                      5. False                      6. True

### Extra activity

Students work in pairs. One student says the name of a festival. The other says the activities you can do in that festival.

### Homework

Activity book, Reading page 36, exercises I, II, III

## GRAMMAR

### Past continuous

Student's Book, page 40

### Lesson outcome

- Understand the correct usage of the present continuous tense
- Practice using of the present continuous tense

### Lead-in

Give examples about an event in the past, in which shorter events took place. For example, "stay at home" is the long event. While you were staying at home, you ate, watched TV, did homework, etc.

01

- Ask students to complete the task.
- Check answers in open class and ask them where they can find the answers on page 39.
- Students look at the words/phrases they have underlined. Elicit them to write the form of past continuous tense.
- Focus on the notes on page 40. Explain each usage of the tense.
- Remind students that they can find more information in the Grammar reference, Unit 4, page 95.
- Remind students that stative verbs cannot be used in any continuous tenses.

### Answers

1. were making/were decorating  
2. was watching/were buying  
3. were preparing/were hanging

### Extra activity

- In pairs, students make sentences similar to the examples above for each point in the NOTES box.
- Ask them to read out their sentences in open class. If appropriate, ask students to come up and write them on the board and discuss them as a class if they are correct.
- Encourage them to make questions and negative sentences from their examples.

02

- Ask students to complete the exercise.
- Have them compare in pairs before you check answers in open class.
- Check their answers and ask them to explain their choices.
- Go over differences in usage between the past simple and past continuous. Point out that the past continuous tense focuses on a specific moment in the past.
- Go around the class, check students' pronunciation and intonation while they are practicing the conversation. Call some pairs to practice the conversation.

## Answers

1. was going
2. Were you riding
3. was you going
4. was heading
5. was ordering
6. wasn't sitting

03

- Focus attention on the photos. Then elicit verbs that could describe them.
- In pairs, students look at the photos and answer the questions in the instructions.
- Encourage students to answer with full sentences.
- Ask a few students to share their ideas with the class.

## Mixed ability

- With a **weaker class**, go through the things in the photo together and pre-teach any unknown vocabulary: *take a picture, prepare, decorate, pine tree, wrap a present,...*
- The Five Ws (and one H) is a concept used in speaking and is a very useful formula for developing a full description of a photo in a minute. The maxim of the Five Ws (and one H) is that information is only complete when we can answer a checklist of six questions: *Who? What? Where? When? Why? and How?* With a **stronger class**, encourage students to describe the pictures in detail.

## Answers

1. They were decorating the pine tree.
2. She was taking a picture.
3. She was making cakes.
4. She was wrapping the presents.
5. She was preparing for the party.
6. He was skiing.

04

- Elicit what they were doing one hour before last Christmas Eve. Ask students to work with their friends and complete the exercise.
- Encourage students to answer in detail and write more than two activities.

- Students take turns to present. Teacher summarize students' answers by writing keywords/ phrases on the board.
- Elicit students' ideas. Ask them if they find anything interesting about their friends' ideas.
- After calling some students, ask the class with voting activity. For example, *who was making the food one hour before last Christmas Eve?* Find out what the most popular activity is.

## Answers

### Students' own answers

### Extra activity

- Teacher says a name of a festival or festival activities. They can be Tet holiday, New Year Eve,...
- Students work in pairs. List all the activities they were doing one hour before last ...
- Give students 3 minutes for each question to work in groups and list the activities.
- Teacher checks students' answers and gives points. Then, continue with another question.

05



- Tell students they are going to read and listen to a paragraph about a flower festival.
- Ask students to predict words or phrases they might hear in the recording. Explain what kind of word forms they can write in the blanks.
- Play the audio for students to listen and complete the exercise. Have them compare in pairs before you check answers in open class.
- Encourage students to give reasons for their answers. Focus on the uses and forms of the tenses they used.
- Ask students to close their books and retell the trip of the speaker in exercise 5.

## Answers

1. was happening
2. were walking
3. were taking
4. rained
5. enjoyed
6. was also amazing

## Homework

Activity book, Grammar page 37, exercises I, II, III, IV

## VOCBULARY

### Words about festivals, phrasal verbs

Student's Book, page 41

#### Lesson outcomes

- Know more words/phrases about festivals
- Know how to use words/phrases about

#### Lead-in

- Write *festivals* in the circle on the board and elicit words for *festivals* students may already know, e.g. cake, game,.... To brainstorm before the lesson.
- Around the circle, write *nouns*, *verbs*, and *adjectives*.
- Teacher asks students to take turns going to the board and writing all the words they know about *festivals* with suitable categories related to the topic.
- Elicit ideas. Teacher gives students 5 minutes to practice writing.
- After the finishing, teacher checks students' words and phrases on the board.
- Ask students to read all the words or phrases again. Correct any pronunciation problems as you monitor.

01

- Ask students to look at the pictures and write the words/phrases in the box under the right pictures.
- Give students 3-5 minutes to do the exercise. Go around the class to help students in need.
- In pairs, students discuss the meanings of the words/phrases before checking answers as a class.
- Call some students to give the answers. Correct their answers as a class. Monitor and help, check for potential pronunciation problems.

#### Mixed ability

- Ask some **confident students** to explain the words/phrases definitions in English.

- **Weaker students** need a lot of guidance. The teacher needs to explain the words clearly. Have students give make sentences with the words/phrases in exercise 1.

02

- Tell students that they are going to practice the words/phrases they have learned by doing exercise 2.
- Have students preview the task. Have students preview the task. Tell them to work individually.
- Give students enough time to complete the exercise.
- Check answers as a class. Have students explain their answers.
- Encourage students read the whole sentence when giving the answers.

#### Fast finishers

- Ask students to share their opinions about these questions:
  - *What do you usually do in Halloween?*
  - *What do people do on Tet holiday?*
  - *What do Vietnamese people do before New Year's Eve?*
- Check students' answers.

03

 4.02

- Tell the class that they are going to hear five dialogues about activities for holidays.
- Read through the sentences with the class and encourage them to underline the keywords.
- Elicit ideas from different students around the class.
- Play the audio for students to listen to and complete the exercise.
- Ask students to compare in pairs before checking in open class.

## PHRASAL VERBS

- Ask students to look at the pictures in the box and say what they can see in each picture.
- Explain each phrasal verb's meaning and ask students to give some examples for the phrasal verbs.
- Remind students to use a noun or gerund after "look forward to".

### Extra activity

- Ask students to work in pairs, asking and answering the questions:
    - *Are you looking forward to doing this summer?*
    - *What are you looking for this summer?*
    - *How often do you usually dress up?*
    - *Do you usually give away clothes to homeless people?*
    - *What do you usually give away?*
  - Give students a few minutes to think about their answers before discussing them in pairs.
  - Students share their ideas in front of the class.
  - Check students' ideas and pronunciation.
- 03
- Have students preview the task.
  - Give students time to read the paragraph.
  - Remind students to pay attention to the words/phrases/sentences before and after each blank.
  - Assist students if necessary.
  - Check the answers as a class.

### Answers

1. dressed up
2. gave away
3. looking forward to

### Homework

Activity book, Vocabulary page 38, Exercises I, II, III, IV, V

## LISTENING

### Listening about festivals in the world

Student's book, page 42

### Lesson outcomes

- Listen for information about the festivals
- Listen for key words, expect what words will appear, and guess the answer.

### Lead-in

- Divide class into small groups (4 students).
- The teacher chooses a key-word festival.
- Then, groups will describe as many activities you can do in that festival as possible (either through speech or writing).
- Monitor and help if necessary. Groups that can accurately describe the most activities win.

01

- Divide class into small groups. Direct them to look at the pictures, then answer the questions.
- Select random groups to give their opinion. Correct any grammatical errors.

### Answers

#### Students' own answers

02  4.03

- Direct students to look at the blank spaces. Discuss what answers or type of answers do they expect to appear in these blanks. For example, answer 1 is very likely to contain date. Answer 2 will very likely be a number, and expected to hear words like "snacks and drinks".
- After discussing, play the audio and let students fill in the blanks. Invite the whole class to speak out answers.
- Explain how expecting answers first hand will help students notice the correct answers.

## Answers

1. 20<sup>th</sup> of May
2. 20
3. [www.ymfes.com](http://www.ymfes.com)
4. 10:00 am

### 03 4.04

- Give students 2 minutes to read the questions and answers. Advise them to circle key words in the questions and answers.
- Play the audio. Invite students to answer.
- Replay the audio and check the answers. Ask students who got all correct answers how they know when the answer will appear.

## Mixed ability

For weaker classes, play the recording twice or three times. Teacher may suggest key words after the first play of the audio.

## Answers

- 1.C    2.B    3.B    4.A    5.B

### 04 4.05

- Introduce the topic of the conversation. Firstly, ask students to find relevant words to the Halloween topic (Ex: costume, candy, trick and treat, pumpkin, ghosts, etc.)
- Direct students to look at the questions. Ask them what answers they should expect.
- After finishing preparation, begin the audio.
- Ask students to speak aloud their answers. Then, replay the audio and ask them to check again.
- Select random students. Ask if preparing the key words has helped them with listening.

## Answers

1. A ghost costume
2. Trick or treat game
3. To his school
4. Captain America

## Extra activity

- Choose another festival or special occasion. The teacher will think of 5 key words related to the festival, and ask students to take turns to guess them. The group that figures out most words wins.
- Examples:
  - 1) “Christmas” – “winter, snow, Santa, family, church, Christmas tree ,...”
  - 2) “Tet” – “Spring, lucky money, flowers, family gatherings, sticky rice cake, new clothes, *Ao dai*,...”

## Homework

Activity book, Listening page 39, Exercises I, II, III

## SPEAKING

**Talking about a festival in your country**  
**Pronunciation /ʊ/ and /u: /**

Student’s Book, page 43

## Lesson outcome

To learn and discuss the different types of festivals in Viet Nam: Tet holiday, Hung King Festival, Mid-year Festival (Worm-killing Festival)

## Lead-in

### Brainstorm activity

- Divide learners into small groups and ask them to think about what they know about Tet holiday (Lunar New Year). Make sure that teachers ask them not to open their textbooks, and encourage them to discuss and brainstorm ideas.
- Here are some questions that teachers should ask students to think about:
  1. *What activities do you and your family do before New Year?*
  2. *What activities do you and your family do during New Year?*

## Answers

Students’ own answers

01

### Introduce activities related to Tet holiday

- Use pictures/simple definitions (if necessary) to introduce New Year activities that Vietnamese people usually do on Tet (Lunar New Year).
  - *Clean the house*
  - *Buy peach blossom, apricot blossom, kumquat tree, orchid, etc.*
  - *Prepare a five-fruit tray*
  - *Buy new clothes*
  - *Visit relatives*
  - *Worship the ancestors*
  - *Receive lucky money*
  - *Go to pagoda*
  - *Go to the spring market*
- Allow students to open their student's book and repeat these phrases and tick the activities which they usually do on Tet.

### Answers

Students' own answers

02



4.06

Allow students time to read through the conversation between Tony and Mai talking about Hung Kings' festival and the gapped dialogue. Play the audio at least twice for students to listen and complete with the key phrases. Check answers with the class.

### Answers

1. Hung temple
2. ancestor
3. 10<sup>th</sup>
4. folk games
5. rice cooking

### Mixed ability

Have weaker students role-play and act out the dialogue. Call out 2 pairs of students randomly to practice this dialogue and correct their intonation and pronunciation. Ask stronger students some questions below:

1. *What's the festival mentioned in this dialogue?*
2. *When is the festival celebrated?*
3. *What is the purpose of the festival?*
4. *What types of activities do people do on this occasion?*

03

- Ask students if they have ever heard about the Mid-year Festival (usually called the Worm-killing Festival) or if they know anything about this kind of festival. Invite some students to give ideas.
- Have students look at exercise 3, page 43 to find out some information about the Mid-year festival by answering these questions below:
  1. *When does Mid-year Festival take place?*
  2. *What do people celebrate this festival for?*
  3. *What are some traditional foods at this festival?*
  4. *What do people do at this festival?*
  5. *Do you like Mid-year Festival? Why/Why not?*

### Answers

1. The Mid-year festival takes place on 5<sup>th</sup> of Lunar May.
2. People celebrate this festival for 3 purposes: to celebrate the successful harvest.
3. Some traditional foods are *Bánh tro*, Vietnamese rice wine dessert, Vietnamese rice wine, duck meat, and fruits.

### PRONUNCIATION

04



4.07

- Give examples of common words that can help students improve their pronunciation of the vowel sounds /ʊ/ and /u:/.
  - Teacher show the minimal pair as an example and pronounce them directly. Pay attention to your lips and tongue and explain the differences.
  - *Sample minimal pairs: pull - pool*

### Sound 1: /ʊ/

Tips: To produce this sound, round your lips a little and push them forward. The back of your tongue and your jaw should go up a little.

## Sound 2: /u/

- Tips: /u:/ is longer than /ʊ/. To produce this sound, round your lips and pull the front of your tongue back, while lifting your jaw a bit.
- Teacher runs track 4.07 and requests students to listen and practice. Then Invite some students to check their pronunciation.

/ʊ/: pull, full, foot, should

/u/: pool, fool, food, school

05

This exercise is aim to help students practice pronunciation with themselves by reading the following sentences.

1. You shool go to school on time.
2. The food in this restaurant is very good.
3. Pooll the door to get into the swimming pool.
4. I usually go to school on foot.

### Fast finishers

- Ask students if they know any words pronounced with these sounds.
- Teacher reveals the spellings of English words. They have to read these spellings and try to guess the right words. Check the answers.

### Answers

Words: cool, fruit, remove, wooden

### Extra activity

#### Run and Grab

- Have your minimal pairs on flashcards or you could simply write two (or more) words at a time on the board.
- Create two teams and then pair students up with a member of the opposite team. In turn, each pair goes to stand at the back of the room, looking down an aisle at the board.
- When calling one of the minimal pairs out, the pair races to the front to touch the correct word (the odd word out) on the board or grab the appropriate flashcard.
- Students from the winning team could have a turn at calling the words for others to run to.

## Homework

Activity book, Speaking page 40, exercises I, II, III, IV, V

## WRITING

### Writing a letter

Student's Book, pages 44-45

### Lesson outcome

To write a simple letter that includes "address and date, opening, body, closing" in order to invite someone to join a festival

### Lead-in

- Give a trick question for students: *What starts with "e" and ends with "e" but only has one letter in it?*
- This question helps students make their brains work. It doesn't matter if they can answer or not, try to encourage them to give answers which has in their mind.
- The correct answer is **an envelope**. Teacher leads in the lesson by telling them that people put a letter in an envelope and today they're going to learn how to write a letter.

01

- Ask students to work in pairs to answer questions 1, 2, and 3.
- Invite some students to check the answers with the class.

### Answers

Students' own answers

02

- Invite a student to read out loud the letter. Ask students how many parts the letter has (*Part A, Part B, Part C, Part D*)
- Show and explain for students a letter format which includes 4 parts: *address and date, opening, body, and closing*.
- Now ask them to read the letter again and match the title (1-4) with the correct part of the letter.

### Fast finishers

- Students try to find out answers to the questions below.
1. *Where does Michelle live?*
  2. *What will Michelle plan to do on her vacation?*
  3. *How many days does she want to stay there?*

03 Explain this is a reply from Jenny but the parts of the letter are mixed. Ask students read and put them in the correct order from 1 to 7. Then, answer questions 1, 2 and 3.

### Answers

1. Dear Michelle,
2. Thanks for your letter and it was great to hear from you.
3. You asked me to come with your family this holiday and I'm very happy to join you.
4. Moreover, there is a new amusement park in the city center.
5. If you have free time, I'll take you there. I'm sure you'll like it.
6. I can't wait to see you.
7. Sincerely,  
Jenny

04 Students read the sentences and identify which sentence is shown as:

- AD (address and date)
- O (Opening)
- B (Body)
- C (Closing)

### Answers

1. I hope you're in good health. O
2. 9<sup>th</sup> October 2020 AD
3. Hoping to hear from you soon. C

4. I'm writing to tell you the plan for our camping trip next week. B
5. I can't wait to see you. C
6. 179 Great Avenue AD
7. I'm looking forward to seeing you. C
8. I'll definitely go with you. B
9. It seems a long time since your last visit. How are you? O
10. Dear Wendy, O

### Mixed ability

Have stronger students to expand more ways to open and close the letter. Then share all students some advice.

#### EXAM ADVICE

When writing a letter, think carefully about:

- How to begin the letter
- Purposes of the letter
- How to end the letter
- Before your signature, you can use: *Best wishes, Kind regards, Yours faithfully, Sincerely, Love...*

05

Ask students to read and complete the letter by using the words/phrases in the box. Then check the answers with the class. Invite a student to read the letter out loud.

### Answers

1. Dear
2. How are you
3. birthday
4. invite
5. barbecue
6. let me know
7. looking forward
8. Best wishes

06

Explain that A and B are the replies from Tiffany but there are some differences in the writings. Students read and choose which one is the best reply to the email from exercise 5.

### Answers

*The best reply is B.*

### Mixed ability

Ask strong students the reason why they choose B is the best reply. This helps them recognize how to write a formal letter. Here is a suggested answer:

*"I choose B because the way Tiffany opens the letter more politely than A and she shows her happiness when she gets the email from her friend. Besides, she also gives her parents' regards to her friend in case her parents can't come. She doesn't forget to give the wishes for her friend's birthday. But in the reply A, the way of writing is quite simple and sometimes it doesn't express emotions."*

07

- Instruct students to help Clare write a letter to invite Anna to join Christmas party with her by using some clues in the box. Remember to remind them some advice before they write a letter.
- Set a timer for this task, about 10 – 15 minutes. Have 2 students come up the board and write their own letter while other students are writing theirs.
- Correct 2 letters on the board with the class.

08

This is the writing format in KET exam (Part 9). In this part, students write a short message, a note or a postcard of 25-35 words.

- Each student comes up with a festival and write a letter to invite a classmate to join a festival.
- Teacher reminds students how to write a letter and the numbers of words in this part.
- Ask them to write a letter on a piece of paper or in their notebooks, then students hand in on the next class.
- On the next class, students will exchange their letters to their classmates.

### Homework

Activity book, Writing page 41, exercises I, II, III, IV

### Extra activity

A really fun way to review vocabulary at the end of the lesson or the week is to scramble letters of words.

Write scrambled words on the board. Students then race to identify original word. Examples:

culture	creultu
decoration	racdetoion
firework	irfework
event	nteve
gather	hegatr
parade	adpare
traditional	ditrational
celebration	cebtrleaion

## CLIL SCIENCE

### Plant diversity and animal diversity

Student's Book, pages 46-47

### Lesson outcome

To evaluate how the diversity of species affects the ecosystem.

To know the benefits of plant diversity and animal diversity.

To recognize how important to protect plants and animals.

### Lead-in

### Questions and Answers

- Break the class into groups and a student who represents the group will join this activity with the help of the others. Teacher gives them the bells.
- Teacher reads the questions and the multiple choices. Then students have to ring the bell. The student with the bell ringing first will take a right to answer. The student has only one time to give the correct one. If not correct, turn to another team.
- The group that correctly answers most questions wins.

Here are questions and answers.

1. All plants give us \_\_\_\_\_.

A. fresh air            B. fruits            C. honey

2. Which parts of the plant bring water to leaves?

A. roots            B. fruit            C. stem

3. I am the fastest land animal on Earth. I belong to the family of cats. Who am I?

A. lion            B. tiger            C. cheetah

4. Name the fastest flying insect in the world?

5. Which plant has flowers but no proper leaves?

### Answers

1. A    2. C    3. C    4. dragonfly    5. cactus

Teacher introduces the lesson which is learning about plants and animals' diversity. Explain for them what they learn about in a specific way. They will know the benefits of plants and animals, then how to protect their habitats.

01

- Ask students to take turns and read the text about plant diversity. Teacher corrects mistakes in their pronunciation, if any.
- Underline or list out all the new words which they have trouble. Explain those words for students by using definitions or the same meanings.

Glossary:

- *diversity (noun) = many different types of things*
- *refer to sb/sth (Phrasal verb) = to mention or speak about sb/sth*
- *existence (noun) = someone/something existing*
- *a variety of + noun (C/U) = different types of sth*
- *species (noun) = a set of animals of plants in which the members have similar characteristics*
- *economy = the system of trade and industry*
- *extinct (adj) = not now existing*
- *tree-free products = no fresh or recycled wood is present in the product*

Ask students to work in pairs and answer questions a, b and c.

### Answers

- Plant diversity is the existence of a wide variety of plant species in their natural environment.
- clean the air, reduce the negative effects on the environment, support human needs
- I plant more trees, protect forests (don't cut down the trees), and use free-tree products.

02

Follow activity 1 instructions.

Explain new words for students.

Glossary:

- *optimistic (adj) = hopeful = hoping that good things will happen in the future*
- *threaten (verb) = to tell someone that you will harm him/her*
- *ban (noun) = an official order that prevents something from happening*
- *illegal (adj) = not allowed by law*
- *hunt (verb) = try to catch and kill animals*
- *trade (verb) = the activity of selling and buying*

Ask students to work in pairs and answer questions a, b and c.

### Answers

- Animal diversity is the existence of a wide variety of animal species in their natural environment.
- Three benefits of animal diversity
  - Help our daily life, such as: food, materials, medicines.
  - Make our life happier
  - Make us more optimistic
- We should stop destroying animal shelters, support strict bans on illegal wild animal hunting or trading, share our ideas for wildlife conversation with our friends, our family or local people.

03 Ask students to read the comparison of plants and animals, understand the contents and fill the correct word in the gaps.

### Answers

Plants: make, sunlight, rooted, carbon dioxide

Animals: living, sense, move, oxygen

### Fast finishers

Ask students if they grow any plants at home. If yes, ask them more what benefits they get from these plants.

**PROJECTS:** This activity should be done at home. Teacher breaks the class into groups of 4 students. Explain and give instructions how to make a poster. The poster will reveal the benefits and messages of planting trees. It should be better if students decorate their posters.

Later they will show their poster and present it in front of class. Teacher will give feedback and give them plus points to encourage students.

### Extra activity

Discuss and give more information about the benefits of plants and the benefits of animals.

Divide the class into 2 groups and give each groups a topic: a. the benefits of plants, b. the benefits of animals.

Ask them to discuss and draw a mind map about the topic. Encourage students to brainstorm more ideas about the topic which is not expected in the student's book.

### Homework

Activity book, CLIL Science page 45, exercises I, II