



Fluency Plus 6

Teacher's guide





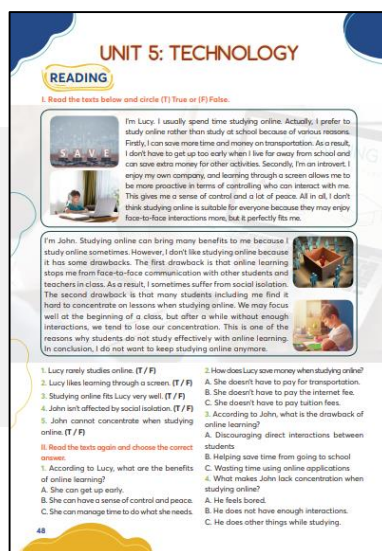
UNIT OVERVIEW

	Student's Book	Activity Book
Reading	Reading about the top 5 most popular social media platforms in Viet Nam: <i>entertainment, benefits, app, privacy, various, generation, striking, filters</i>	Activity book, p 48, Exercises I, II Unit 5, Reading, Exercises I, II
Grammar	Comparison: Comparatives & Superlatives	Activity book, p 49, Exercises I, II, III, IV Unit 5, Grammar, Exercises I, II, III, IV
Vocabulary	Words and phrases about technology: <i>portable phone charger, earphones, cell phone, headphones, computer, speaker, laptop, printer, email address, cell applications, digital camera, text messages, computer software, MP3 player, voice messages, video calls</i> Phrasal verbs: <i>sign up, reach out, catch up with</i>	Activity book, p 50, Exercises I, II, III, IV Unit 5, Vocabulary, Exercises I, II, III, IV
Listening	Listening to teenagers and technology	Activity book, p 51, Exercises I, II, III Unit 5, Listening, Exercises I, II, III
Speaking	Making comparison Pronunciation: /ɒ/ and /ɔ:/	Activity book, p 52, Exercises I, II, III, IV, V, VI Unit 5, Speaking, Exercises I, II, III, IV, V, VI
Writing	Writing a paragraph	Activity book, p 53, Exercises I, II, III, IV, V Unit 5, Writing, Exercises I, II, III, IV, V
CLIL	Math: Tables, Bar Graphs & Pictographs	Activity book, p 57, Exercises I, II Unit 5, CLIL Math, Exercises I, II
International exam	KET, TOEFL JUNIOR, PTE GENERAL	Activity book, pp 54-56, Exercises I, II, III, IV, V Unit 5, International exam, Exercises I, II, III, IV, V

Student's Book



Activity Book



READING

Reading about popular social media

Student's Book, pages 50 - 51

Lesson outcome

- Understand the texts about top five social media platforms in Viet Nam
- Know some new words about features of modern tools and technology.

Lead-in

Divide the class into teams. Ask students to race to list as many modern technologies they know as possible in a three-minute time limit. When the time is up, ask the team to show their list of devices they have thought of. The team with the most non-repetitive items wins the game. Ask students to look at the unit title *Technology*. Ask them to say what they think the unit is going to be about (This should be one of their favorites).

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 and think critically. Reading the details is not necessary to get the answers.

Mixed ability

- With a **weaker class**, discuss what they can realize in the picture and first sentence. With a **stronger class**, ask them to spot the available figures in each text and make a ranking for the top 5 in any order they like.

Answers

1. Facebook
2. Zalo
3. YouTube, TikTok and Instagram

03

- List all the highlighted words from the text on the board in random order, asking them whether anyone feels familiar with any words.
- Let students try reading and answering these questions in pairs. Ask a few pairs for their answers and elicit some difficult words using exclusion from easier ones.
- Ask a confident student to reason why they match those words together, keywords.

Answers

1. benefits
2. app
3. entertainment
4. generation
5. filters
6. various
7. striking
8. privacy

- Explain to students about the exam advice.
- Sometimes answers can appear very quickly before we read the whole text.
- Underlining keyword is important so students do not lose track of what they have read.
- Double checking the answer is always necessary.

04

- Ask students to complete the exercise.
- Strategy for multiple choices is to highlight keywords and phrases in both questions and multiple-choice options. Focus solely on information relating to the question. When students found the area which is relevant to the questions, read that part extensively to pick out the most accurate choice.
- Questions with the figure-kind answers are usually easier to spot, numbers cannot trick the brain.
- Answer which includes many other choices should be checked more carefully for all other information whether they are all included in the text.

Answers

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

Extra activity

Students work in pairs. Let students make some comparisons between each platform using comparatives or superlatives. This also gives them a reminder about the grammar before moving on to the next part.

Homework

Activity book, Reading page 48, exercises I, II

GRAMMAR

Comparatives & Superlatives

Student's Book, page 52

Lesson outcome

- Understand the correct usage of the comparatives and superlatives, confront common mistakes.
- Practice using comparatives and superlatives to compare different things and situations against the old time

Lead-in

Tell students to read the note and the examples, and explain some common mistakes between these two types of comparisons:

- Students usually forget the basic rules of -er/-est with short adjectives, and more/most with longer adjectives:

E.g.: He is **more rich** than me. (→ *richer*)

- They may form 'double' comparisons
E.g.: She is **more cooler** than him. (omit **more**)

- Students often omit "the" before superlatives, use "of" instead of "in" with superlatives, and "that" instead of "than" in comparatives.

E.g.: He is **shortest of the class**.

(Correction: He is the **shortest in the class**.)

01

- Ask students to complete the task.
- Check the answers with a few students, ask them if there are still some students who get this wrong, and help them distinguish between the two comparative methods.

- Some unfamiliar words in the sentences may need explanation in a simpler definition for students.

Answers

1. A
2. A
3. A
4. A



- Tell students that they are going to listen to the full sentence and fill in the blank what they hear.
- Instruct students to read carefully before listening and pay attention to words right after the blank.
- "the" "more" and "most" are usually the parts that help students detect the comparative method and distinguish the long and short adjectives.
- Play the recording for students to read, listen and complete the sentences. Play it again if needed.
- Call for volunteers to answer and read the whole sentence, and check their pronunciation and intonation.

Answers

1. more professional
2. the oldest
3. the best
4. more interesting

- The answer includes the word: *best*, which is the irregular superlatives form of *good*.
- There are only a few irregular comparatives forms so students need to remember them all the time: *good, bad, many, much, few, little*.

Track 5.01

1. They usually use email instead of messenger because it is more professional.
2. This is the oldest video on YouTube. It was uploaded in 2006.
3. TikTok is the best social media platform to watch short videos because there are a huge number of short videos on various topics.
4. Teenagers nowadays prefer surfing the internet to doing outdoor activities because it is more interesting.

03

- Focus attention on the photos. Ask some students whether they know what those in the images are.
- Elicit some adjectives that describe those items, and remind students that not only adjectives can be used for comparative structures. Nouns and adverbs can also be used to compare things and situations.
- Ask students to work in pairs to generate 4 sentences of their own. Answers can be widely different amongst class members.
- Ask a few students to share their ideas with the class. Only fixing if there is something wrong with grammar as this activity has no specific answers. The main subject can be both now and then targets.

Answers

1. Now: TVs are more modern and have larger screens.
2. Now: Mobile phones are thinner, more modern, and more beautiful.
3. Now: Watches are more useful and modern.
4. Now: Children spend more time staying indoors and using smartphones.

Mixed ability

- With a **weaker class**, go through the things in the photo together, and choose easier adjectives for students to make sentences. They may try to make comparative clauses instead of using comparative and superlative adjectives on a single clause.
- With a **stronger class**, encourage students to compare from both sides with different structures and adjectives. Now and then is already a criterion for comparison and contrast of the same subject.

04

- Students work in pairs to answer those questions, using the previous reading to help answer question 1.
- Why questions are usually for reasoning. This is a chance for students to practice comparatives to emphasize some features of their preferred choices.
- Go around the class to listen to their answers, then pick some groups to let everyone hear their answers. Ideas and choices are varied.

Answers

Students' own answers

Extra activity

Ask students to split the class into two big groups, and pick out eight students in each group. Two groups racing with this specific roles and orders: 4 students write 2 short and 2 long adjectives; 4 students make sentences for the 4 previous short and long adjectives of their groups. Two big groups have 5 minutes to discuss their members and pick the words. The last four members should be strong students. The fastest group with correct sentences wins the game.

05

- Create groups of 4 or 5, give students 7 – 10 minutes to make a paragraph describing their favorite gadgets.
- Explain to students what gadgets are and give them some familiar examples: gadgets can be anything quite small and useful for a specific purpose: clock, lamp, phone, etc.
- This is an open space for strong students to shine, pushing their grammars limits and encourage them to try applying comparatives or superlatives in their paragraph whenever possible.

Answers

Students' own answers

Homework

Activity book, Grammar page 49, exercises I, II, III, IV

VOCABULARY

Words connected with technology, compound nouns, phrasal verbs

Student's Book, page 53

Lesson outcome

- Know more words/phrases about modern gadgets, devices formed by compound nouns.
- Understanding three phrasal verbs: sign up, reach out, catch up with.

Lead-in

- Ask students whether their parents allow them to use any electronic devices, and what they are.
- Let students volunteer to raise their hands and tell the class what it is and whether they like it or not.

01

- Ask students to look at the pictures and try matching the names to their pictures. Giving clues that they may have heard the words before or part of the word can tell them the meaning: "ear", or "head".
- Give students 2-3 minutes to do the exercise. Go around the class to help students in need.
- Read aloud first so students acquire the sound, and learn how to pronounce the words.
- Call some students to give the answers. Correct their answers, and check for potential pronunciation problems.
- Explain the meaning of the words to everyone, and develop their thinking by asking them if they know what these devices are used for.
- Learning more verbs from nouns – printer to print, charger to charge.
- For stronger students, ask them whether they know what people can do with a cell phone and laptop because these devices can do many different things instead of 1 specific action.

Answers



02

- Let students read the questions and choose the correct answer individually.
- Prompt students to pay attention to the extra information around the blank, remind them how those items are used.
- Check students answer and ask them why they choose that option, the keyword that made them decide to pick their answer.

Answers

- | | |
|------|------|
| 1. A | 4. B |
| 2. B | 5. B |
| 3. A | |

Fast finishers

- Ask students to share their opinions about these questions:
 - *What is your favorite gadget? Why?*
 - *How often do you use it a week?*
 - *Do you use the Internet to talk to your friends online?*
- When all students have finished the exercise, share some answers from different students around the class.

- There are 8 compound nouns provided in the box, read out loud and explain their definitions and how they are formed from 2 separated words to 1 compound noun.
- Compound nouns can be formed from many different combinations, however with the current level of students, Noun – Noun and Adjective nouns are the most popular.
- Make a group of four or five students and give them time to complete the task – around 5 to 7 minutes. Again, prompt students to pay attention to the front and the back of the blank to figure out any relevant information.
- Check students' answers, and encourage them to read the whole sentence so we can help them with pronunciation and unfamiliar words, students usually remember things longer when they were readjusted during learning.

Answers

1. video calls
2. digital camera
3. voice messages/text messages
4. mobile applications
5. email address
6. MP3 player
7. computer software

Mixed ability

- With **weaker classes**, focus on their understanding of the new word when using context, explaining separated words that form a compound noun if necessary.
- With a **stronger class**, try asking them to remind them if there were any other compound nouns they have learned before. Ask students whether they can form other compound nouns using the current nouns they are learning.
- Suggested answers: home address, computer application, phone camera, video messages, CD player, DVD player, voice calls, etc.

PHRASAL VERBS

- Ask students to look at the pictures in the box of phrasal verbs.
- Ask students: "What do you see in the pictures?"
- Explain each phrasal verb's meaning and asks Students to give some examples for the phrasal verbs.
- Remind students to use a noun or gerund after "catch up with".
- Give students additional practice by asking them to give some short sentences with phrasal verbs.
- Another activity is working in pairs, asking and answering the questions:
 - *Did you sign up on Facebook or TikTok before?*
 - *How can you reach out to a teacher when you are not at school?*
 - *Do you usually reach out to your parents when you have a bad time at school?*
 - *When did you sign up for your first account on the Internet?*
- Give students a few minutes to think about their answers before discussing them in pairs.
- After pairs discuss, have students share their ideas in front of the class.
- Check students' ideas and pronunciation.

- Give students time to read the provided sentences and complete the task.
- Go around the class and help the students if necessary, then check out the answer altogether.

Answers

1. reach out
2. sign up
3. catch up with

Homework

Activity book, Vocabulary page 50, exercises I, II, III, IV

LISTENING

Listening about technology

Student's Book, page 54

Lesson outcome

- To listen and understand people talking about technology.
- To determine the tenses the speakers use when they talk.
- To practice listening and choosing the correct pictures.

Lead-in

- Remind them about the 5 previous social media platforms they have learned in the reading section, as the listening will mention them.
- Ask whether any students remember the sign of past tense, present, and future tense, and explain to them that they are very important when listening to the speaker and interacting with them.

01

- Teacher asks students to look at the picture and start picking up information, every student will have different views and different amounts of information they can acquire.
- Let students work in pairs to answer the questions, give them 3 – 5 minutes to think and discuss with their partner.
- Answers are varied amongst students, try to explain question 3 and explore their reasoning.
- Check their grammar carefully to see if they use the right tense for their answer especially when they mention about their past activities.

Answers

1. They are using a tablet.
2. Students' own answers
3. Students' own answers

- Let students read exam advice, and explain to them that the tense is a core element of what the speaker wants to say in the conversation, hence students may misunderstand the meaning of the speaker if they miss the tense people use.
- Sequence words listed in the advice and many various signs of every tense that students have learned could significantly help students listen better, hence they must review the tense more often to remember them.

02

- This exercise is a good way of practicing for students to review their grammar and prepare for listening.
- Instruct students to read carefully and do as instructed, emphasizing that verb is the indispensable part of a sentence and the way it looks will easily tell the reader or listener how to react to the source.
- Because students do not learn complex sentences yet, full stop is the sign of finished one sentence, "and" can add another word with the same grammatical functions of it at the front to add extra ideas (went to stores to see ... and try ...) but not the main verb.
- Call 5 students to read the sentence and choose the sequence word and verb by writing on the board or reading aloud (depending on facility). Ask them which verb is presenting which tense.

Answers

Girl: I **want** to buy new headphones. My old ones **were** broken.

Boy: I **bought** headphones yesterday. They're perfect.

Girl: Great! How **did** you choose them?

Boy: Well, first, I **went** online to search for some types. Then I **learned** more details about some potential options. Finally, I **went** to stores to see them in person and try them.

Girl: That **makes** sense. Maybe I **should** do the research now and **I'm going to buy** it this afternoon.

- Students read Exam Advice; this is an instruction for choosing a picture to answer the questions according to the recording.
- Images usually contain more information than specific descriptions or words, explain that students must understand the questions clearly so they will concentrate on what they want to get, and clear out distracting information.
- Suggested ideas and assumptions could be heard at first, yet the correct information must wait until the speakers' confirmation.
- Students should be given 1 – 2 minutes to read questions and extract necessary information relating to the question from the images.
- Teacher then plays the recordings, the five conversations should be played all at once, after the first time, invite students to share their answers, the recording is quite long so replay if necessary.

Answers

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

Mixed ability

- With a **weaker class**, listen to 5 conversations to get all answers can be challenging, replay the recording but stop at each conversation to help students spot the necessary information to choose the correct answer.
- With a **stronger class**, ask students to explain which part of the conversation helps them to choose the correct answer, students both need to understand the information and also remember the context, which will improve their academic skills.

Track 5.02

1. **Boy:** What are you going to do this weekend?
Girl: I'm going to stay at home, surf Facebook, and watch movies on Netflix.
Boy: Would you like to hang out and play video games at my house?
Girl: Great! I'd love to.
Narrator: What are the girl and the boy going to do this weekend?

2. **Girl:** My laptop was broken last week, but it was fixed this morning.
Boy: Mine is not broken, but it's a bit too slow. Do you have headphones that I can borrow?
Girl: I don't have headphones. How about earphones?
Boy: Great, thanks.
Narrator: What does the boy borrow from the girl?
3. **Boy:** Anna moved to another school last year. Do you keep in touch with her?
Girl: Yes, sometimes. We make video calls when we have free time.
Boy: Why don't you text?
Girl: I simply hate texting. Actually, I like direct interactions most, but she lived quite far now.
Narrator: How does the girl contact Anna?
4. **Boy:** What do you often do in your leisure time?
Girl: I often go online to browse social media sites like Facebook, Instagram, and TikTok.
Boy: For me, I really like sharing my thoughts on Facebook as well as commenting on my friend's statuses.
Girl: Actually, I love posting pictures most and Instagram is better than Facebook in terms of photos.
Narrator: What social media platform does the girl like most?
5. **Boy:** Can you send me more information about the project?
Girl: Of course! Can I have your email address?
Boy: Maybe, you can send me via my Zalo account.
Girl: Sure. It would be more convenient for both of us.
Narrator: How does the girl send the boy information about the project?

Homework

Activity book, Listening page 51, exercises I, II, III

SPEAKING

Making comparison

Student's Book, page 55

Lesson outcome

- To make comparisons of different technologies.
- To talk about the technology used in daily life.

Lead-in

Like/Not Like

Students decide whether they like or do not like the subject of this unit. Let them work in pair to talk to each other about why they have these feelings. Then students must write down 3 reasons why they like or dislike the subject. Partners exchange their pieces of paper and teachers choose some students to speak out their partner's reasons.

01

- Warm up the class with easier and more familiar questions: "Do you usually go shopping with your parents?", "Do you know about Shopee, Lazada, or Tiki?"
- Depending on students' answers, T may know how familiar is shopping online to students, then help explain to them what shopping online is.
- Students then work in pair to think about the questions provided. The topic may be difficult for their ages so give them a bit more time to think (7 – 10 minutes).
- Let volunteer students or some who understand well about online shopping platforms in previous warm-up questions answer first and keep them consistent with their grammar.

Answers

Students' own answers

02

- Introducing mind map to students, this is one of the most popular methods to teach and learn new concepts; image always trigger the brain easier than pure text paragraph.
- Students are expected to remember those 4 provided ideas and they also need to think about 2 more benefits of shopping online.
- Class may have many more than 2 ideas from each student, encourage students to write down other opinions or draw a bigger mind map into their notebooks, it will help them remember longer than they could realize.
- Give students time (5 to 7 minutes) to practice making sentences using those ideas, tell them to think a way to use comparison to persuade people switching to shopping online instead of traditional shopping.

Answers

Students' own answers

Mixed ability

- With **weaker students**, focus on advantages of shopping online and help them build up sentences to express these ideas perfectly, apply comparative method wherever possible.
- With **stronger students**, let them think about the other side where traditional shopping still stay since the beginning, elicit some ideas, and let them draw another mind map about benefits of traditional shopping.
- Set up the same discussion as why online shopping cannot immediately replace traditional shopping, using similar comparative method that we used with exercise 2.
- Students work in pairs to choose their favorite style; this kind of exercise will improve their academic skills in debate and logical thinking, which will greatly improve their speaking skills.

03

- This exercise includes general questions with 2 suggested options to answer and explain.
- Students work in pairs to discuss their choices; extra opinions are welcomed all the time as personal preferences.
- Give them 5 – 7 minutes more to think about their own favorite choice excluding those provided.
- Students share their answer and reason why they choose that option.
- Teacher must also give some of his/her perspective upon these questions so students can explore more available options.

Answers

Students' own answers

04

- This activity requires students to have much background knowledge about mobile phones and smart devices, hence, students should be allowed to do research on the internet.
- Some students may also be too young to acknowledge the traditional mobile phone Nokia. Teacher should provide specific phone names for students to look up. (*Nokia 1200, Samsung Galaxy S10, and iPhone 11 Pro Max*).
- Prices of these pieces of devices are quite big number from few hundred thousand to millions of Vietnams Dongs, students can provide approximate prices that they found.
- There are many similar functions between these three devices such as phone calls, texting, playing games, students may need instruction to spot out the differences such as bigger touch screen, capabilities to watch YouTube and access social networking, etc.
- Students work in pairs and share their answer, help them with word expression where possible.
- The comparisons can be general or specific, the level of sentence making could be varied among students.

Answers

Suggested Answers:

1. The first cell phone

- Price: it's the cheapest mobile phone.
- Functions: it has basic features such as sending and receiving messages, making phone calls, taking photos, playing simple games, etc.
- The number of users: fewer people use it nowadays.

2. The second cell phone

- Price: it's more expensive than the first one.
- Function: besides having basic functions like the first one, it has some more modern features like surfing social media sites, playing online games, watching videos, downloading different apps, etc.
- The number of users: many people use it nowadays.

3. The third cell phone

- Price: it's the most expensive one.
- Function: it has the same function as the second smartphone.
- The number of users: many people use it nowadays.

05  5.03

Write the minimal pairs **pot and port** on the board. T pronounces each word slowly and asks students to listen and distinguish the two. Like some previously learned minimal pair before, they may figure out the differences easily. Invite some students to answer and adjust their pronunciation if any mistake occurs.

Sound 1: /ɒ/

/ɒ/ is a short vowel sound. It also has a technical name "Open back rounded vowel". It means, your tongue is low and at the back of your mouth; rounded means your lips make a round shape but the mouth is open a little, then you lightly push your lips together while making a short-voiced sound.

Sound 2: /ɔ:/

/ɔ:/ is a long vowel sound. Its technical name is “Open-mid back rounded vowel”. It’s very similar to /ɒ/ sound, yet the two little dots mean that it’s a longer sound. To produce the sound, you put the tongue low and at the back of your mouth, and lightly push your lips together while making a long-voiced sound.

Ask students to pay attention to the teacher’s mouth and pronunciation. Run track 5.03 and have students pronounce the words. Correct students’ pronunciation.

Track 5.03

/ɒ/ /ɒ/ pot /ɔ:/ /ɔ:/ port
/ɒ/ /ɒ/ swan /ɔ:/ /ɔ:/ sworn
/ɒ/ /ɒ/ spot /ɔ:/ /ɔ:/ sport
/ɒ/ /ɒ/ fox /ɔ:/ /ɔ:/ forks

06

- Teacher pronounces all the words slowly so students can get the sound clearly, then they will have 3 – 5 minutes to complete the tasks.
- Call students to share their answers, let them pronounce those words followed by their choices, and correct their pronunciation.

Answers

/ɒ/: hot, knowledge, dog

/ɔ:/: store, sort, shore, more, talk, bored

07

Tongue twister is a game to practice fast speaking and sharp reading with accurate react to pronunciation. Anyone can do this with enough practice. Let students practice alone and volunteer to read it

Extra activity

Life-changing – Yes, or No?

Students work in groups to talk about how these high-tech, modern devices will potentially change their lives. They must write down five changes and tell other students. Then discuss whether all students agree on a yes or no.

Homework

Activity book, Speaking page 52, exercises I, II, III, IV, V, VI

WRITING

Writing a paragraph

Student’s Book, pages 56 - 57

Lesson outcome

- To understand a structure of a paragraph
- To learn some linking words used in a paragraph
- To write a paragraph about the benefits of some technologies

Lead-in

Divide students in groups, let them try to answer these questions when studying about this lesson today, how to write a paragraph.

- *In other subject that also trains writing skill such as literature, how can they make an idea become understandable for reader?*
- *When we started writing about one idea, finish it, then want to start another one, how can we do it?*
- *If a text is too long with many sentences, how can we make them easier to read?*

These questions will help students realize how important it is to make paragraph and a glimpse about what paragraph would be.

01

- Many students today may or may not have smartphone with them already, divide them into groups to brainstorm ideas as instruction.
- This step is extremely important for students to think about draft ideas relating to the provided topics.
- If this step goes wrong, students may face the issue of off-topic writing and results in a terrible score.
- The amount of time to brainstorm should be efficient but no longer than 5 – 7 minutes, students can share their ideas after time limit.

Answers

Suggested answers: entertainment, study, listen to music, watch videos, catch up with news, keep in contact with friends through social media sites.

Let students read the **structure of the paragraph** textbox, this explains how a paragraph can be formed.

- This is a simple and general version of paragraph structure, yet students must know some basic facts: topic sentence must be clear and straightforward, supporting sentence must be relevant and helping topic sentence to be clearer, and concluding sentence must not be a different idea from the beginning.
- Idea must become a good paragraph to make them look like a good idea.
- Between sentences, there will be some elements that make them a fluent and smooth transition. The definition of cohesion will be introduced to students slowly until later. They will learn some linking words in this section.

02

- Students are given 8 sentences to form a proper paragraph with accurate structure as the information provided in the textbox previously
- Students must read throughout all sentences first to understand their meanings. Help them to pay attention to the first part of every sentence.
- As instructed above, students can try picking the topic sentence first which is usually very clear and precise and contain the whole meaning the paragraph wants to talk about.
- Give them time to think and try (5 – 7 minutes), then check out their answer, the results can be different among students.
- Elicits for them some ideas about the orders between easily understand adverbs, for example: Firstly, should be prior to Secondly, and then finally is where no more ideas leftover, In conclusion likely sound similar to concluding sentence.
- “As a result,” or “for example” sentences should be relevant to the idea prior to them. Finding keywords will help.

Answers

3 – 2 – 1 – 7 – 6 – 4 – 5 – 8

03

- After the last exercise, students may already get some correct answers for this one. Explain to students what sequence, effect, example, and conclusion mean in the easiest way as a category of linkers.
- “Sequence” means orders, basically what goes first, second, and so on. Students may mistake the meaning with their spellings in some provided words: “consequently” or “as a consequence”.
- Give students time to think and try to finish the task, and check their answers as this is a word learning exercise.
- Give the clear meaning of all words before giving them full answers.

Answers

Sequence: firstly, secondly, finally

Effect: as a result, consequently, as a consequence

Example: instance, for example

Conclusion: all in all, in conclusion

- Exam Advice in the textbox is very simple and straightforward, those elements are the core of a paragraph.
- Linkers help improve the cohesion of the paragraph and make it looks better and more logical, even though coherence may not be achieved, writing at this level is not strictly required.

04

- Now students are required to apply those new adverbs and linking words they just learned to accomplish this task.
- Giving them clues that those used to link sentences are normally located at the beginning of the sentence.
- The rest should be in the middle of a sentence as a lexical part that provides meaning for the sentence.
- Allowed students to think and complete the task, and check their answers.

Answers

1. benefits 2. Firstly 3. For instance 4. dangerous jobs 5. Secondly 6. As a result 7. Finally 8. work conditions 9. As a consequence

05

- Students will write ideas in full sentences with a provided plan. The amount of time for this task should be long enough for them to write properly.
- Remind them to write simply and stay consistent with their tense and grammar. Go around to help any student that looks struggling in their performance.
- Have a quick look at all ideas after they finish and choose some good answers to share with all classmates.
- Encourage the class to finish the exercise with some ideas, as it can be one of their exam questions in the upcoming test

Answers

Students' own answers

06

- Students are now required to write a full paragraph with a specific question. The table is for them to fill in ideas like the last exercise's table.
- Teacher should help them if they do not have any idea what online learning be like.
- Explaining about online studying may be required for some classes depending on student's learning environments and experiences.
- Suggested ideas: time savings, tuition fees cut, technological skill development, a huge amount of learning resources, etc.
- Relevant examples or consequences must also be provided along with the ideas.
- Remind students to use linking words that they have learned previously; orders and information must be accurate.
- Everyone needs to finish the paragraph instead of ending in the middle, as practicing with effort greatly improves skill.
- Remind students to check for spelling.

Answers

Students' own answers

Homework

Activity book, Writing page 53, exercises I, II, III, IV, V

CLIL MATH

Tables, Bar Graphs & Pictographs

Student's Book, pages 58-59

Lesson outcome

- To distinguish the differences between tables, bar graphs, and pictographs
- To apply different graphs in real-life context

Lead-in

Prepare 5 or 6 pieces of color paper in various quantities, divide class into 4 big group, students work in group to think of a way to let someone else know how many pieces of paper of which color there are. On each group, one student goes to teacher desk to count and note down the quantity and colors of paper. Students may simply make a list of them in words. Check how each group presenting their data.

01

- Let students have a look at these graphs, these are the three way of presenting data they will learn today.
- Give them 2 – 3 minutes to analyze the data from those graphs, ask some students to answer which one he/she prefers and why.
- Next questions will be: Which one is the easiest way to get the number of fruits, which one is the easiest to create?
- Tell students about the vital role of graphs in Math, academic English, and future test for certain certificates they will take one day, such as IELTS, since describing a graph will be a part of the writing test.
- Generally, tables and bar graph for any kind of subjects and data, while pictographs can only be formed with specific subject that could be drawn or illustrated.
- Some other data such as country, cities, or number of populations from races, etc. All these data can only use legend key and word to tell reader those data meaning.

02

- Student starts answering these 4 questions according to the graphs, and they will know that comparison and comparative's structure play an important role in describing graphs.
- Give the class 3 – 5 minutes to analyze the data and answer the questions, remind them what the most, the least, and the same means.
- Check out students' answers and specific numbers of students for questions 1 and 2, this will help them improve their reading graph skill

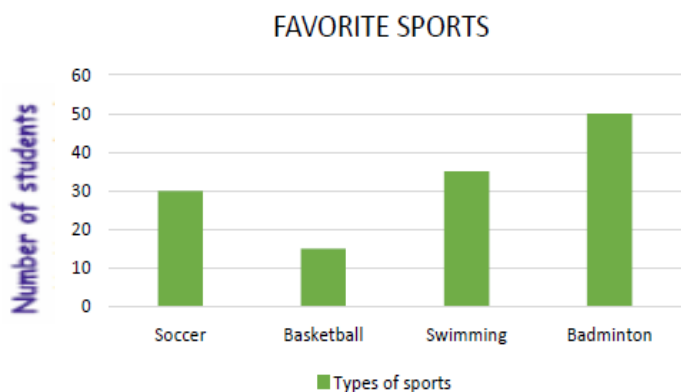
Answers

- a. I.T. b. science
c. I.T. d. history and science

03

- Once again, in this exercise, even though the task allows students to make either pictographs or bar graphs, they will learn another challenge that could occur with pictographs.
- Not just required specific targets that can be drawn, when the quantity of data getting higher, E.g., more than 20, drawing illustrations for that amount is impossible.
- Instruct students to create a bar graph with two axes, biggest number of data will help us decide how to divide the unit, horizontal axis will then the types of sports, check students drawing and provide suggestions.

Answers



04

- This time, this exercise gives students a lower number of subjects with easier-to-draw object data, ice cream.
- Instruction is straightforward, give students enough time to draw the number of ice creams according to the given data.
- After finishing the drawing, there're also four questions relating to the data for students to answer.
- Encourage students to answer in full sentences, check out their answers with everyone, and ask if there is any student who gets the data wrong so they can get assisted.

Answers

Flavor	Number of votes
mint chocolate	10
strawberry	12
chocolate chip	15
vanilla	8
blue moon	5
green tea	3

1. Blue moon and green tea

2. 21 3. 6 4. 46

DO IT

- Students are required to create bar graphs from their data collection. The teacher needs to give full instructions for this task.
- First, they need to choose 3 family members and write their first names on the yellow table like the example in the book.
- Then, they need to list all letters used in all names and count them. For example, three names are Hoang, Hung, and Long, which contain 2 letters H, 3 letters N, 3 letters G, 2 letters O, and 1 letter A and U.
- X-Axis is the number of listed letters, and Y-Axis is those used letters in any order.
- Call one representative student to draw the graphs on the board and correct them with class.

Homework

Activity book, CLIL page 57, exercises I, II