

Fluency Plus 6

Teacher's guide





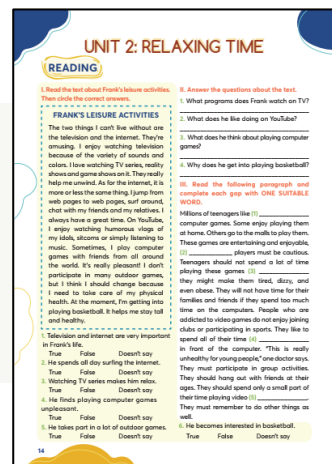
UNIT OVERVIEW

	Student's Book	Activity Book
Reading	Reading about Popular leisure activities: amusement parks, browsing the Internet, entertainment, humorous, mental, pleasant, social media, unwind	Activity book, p 14, Exercises I, II, III Unit 2, Reading, Exercises I, II, III
Grammar	Present simple vs. present continuous: usages	Activity book, p 15, Exercises I, II, III, IV, V Unit 2, Grammar, Exercises I, II, III, IV, V
Vocabulary	Words and phrases about entertainment: adventure playground, amusement park, aquarium, art gallery, concert hall, gaming café, historical building, museum, opera house, stadium Phrasal verbs: get into, hang around, keep up with	Activity book, p 16, Exercises I, II, III, IV Unit 2, Vocabulary, Exercises I, II, III, IV
Listening	Listening about movies	Activity book, p 17, Exercises I, II, III Unit 2, Listening, Exercises I, II, III
Speaking	Talking about times Discussion Pronunciation: /e/ and /æ/	Activity book, p 18, Exercises I, II, III, IV Unit 2, Speaking, Exercises I, II, III, IV
Writing	Writing an email	Activity book, p 19, Exercises I, II, III, IV Unit 2, Writing, Exercises I, II, III, IV
CLIL	Science: Forces	Activity book, p 23, Exercises I, II, III Unit 2, CLIL Science, Exercises I, II, III
International exam		Activity book, pp 20-22, Exercises I, II, III, IV Unit 2, International exam, Exercises I, II, III, IV

Student's Book



Activity Book



READING

Popular leisure activities among teenagers

Student's Book, pages 16-17

Lesson outcome

- Read the texts about popular leisure activities
- Learn vocabulary about relaxing time

Lead-in

Ask students the questions below:

1. *What do you often do in your spare time?*
2. *Do you prefer indoor or outdoor activities? Why?*

Invite students to answer. Lead students to the lesson.

Answers

Students' own answers

01 Ask students to look at the pictures and say what the activities are. Have students choose their favorite activities and talk about one of them. Teacher can let students work in pairs or in groups to make them interact with each other. Go around the class to support students with vocabulary and ideas. If students don't know how to talk about their favorite activity, suggest them answer the questions below:

1. *Why do you like that activity?*
2. *How often do you do that activity?*
3. *Who do you often do that activity with?*
3. *How do you feel after doing that activity?*

Invite some students to talk in front of the class.

Answers

Students' own answers

02 Read out the instruction. Ask students what they will do with this kind of exercise. Here are some suggested questions:

1. *What will you do first with this exercise?*
2. *Do you need to read all the texts?*
3. *What types of word forms are the highlighted words?*

Invite some students to answer, then instruct students how to do this exercise effectively:

- Read the highlighted words and the sentences before and after them, and ignore strange words.
- Identify what word forms they are.
- Match the highlighted words with definitions that are similar in meaning and word form.

Have students complete the exercise. Invite some students to answer.

Answers

- | | |
|--------------------|--------------------------|
| 1. unwind | 2. browsing the Internet |
| 3. humorous | 4. entertainment |
| 5. social media | 6. pleasant |
| 7. amusement parks | 8. mental |

03 Read out the instruction. Ask students the questions below:

1. *Which skill is used for this reading exercise? (Scanning)*
2. *Do you remember what is scanning? (Read through the texts to locate keywords and needed information)*
3. *Who can tell me the steps to do this exercise? (Underline keywords in the statements; scan the texts to find the paragraphs containing keywords; compare the statements with the texts to decide the answers)*

Tell students the difference between "Right", "Wrong" and "Doesn't say":

- If the text confirms the information in the statement, the answer is RIGHT.
- If the text contradicts the information in the statement, the answer is WRONG.
- If there is no information or it is impossible to know, the answer is DOESN'T SAY.

Answers

- | | | |
|----------|----------------|----------|
| 1. Right | 2. Doesn't say | 3. Wrong |
| 4. Right | 5. Doesn't say | 6. Right |

Fast finishers

Correct the wrong statements.

04

Ask students what they will do with this kind of exercise. Here are some suggested questions:

1. *What will you read first, the questions or the texts?*
2. *Do you need to underline keywords in the questions and answers?*

Invite some students to answer, then instruct students how to do this exercise effectively:

- Read the questions and underline keywords.
- Read all choices, underline keywords, and think about the difference in meaning between them.
- Skim the texts to get the general meaning.
- When finding out the parts containing keywords, read carefully to decide the answers.

Have students complete the exercise. Invite students to answer and explain their choice.

Answers

- | | | | |
|------|------|------|------|
| 1. C | 2. B | 3. B | 4. B |
| 5. C | 6. A | 7. C | |

Extra activity

Write on the board some statements and ask students if they agree or disagree with them. Invite some students to share their opinion and explain why they think so. Here are some suggested statements:

1. *More and more children are using smartphones in their free time.*
2. *Physical health is more important than mental health.*
3. *The Internet is very useful for learning and entertainment.*
4. *Most students like spending their relaxing time with friends instead of family.*
5. *Amusement parks are only for children.*
6. *Reading traditional books is better than reading e-books on electronic devices.*

Homework

Activity book, Reading page 14, exercises I, II, III

GRAMMAR

Present simple vs. present continuous

Student's Book, page 18

Lesson outcome

- Distinguish different usages of present simple and present continuous tense

Lead-in

Prepare some pieces of paper with different sentences written on them. Divide students into small groups. Give each group the pieces of paper. Ask students to arrange the pieces of paper to make a meaningful story. Which group finishes in the shortest time will get a bonus. Here are the suggestion:

This morning I get up at 6 o'clock. I have breakfast with toast and jam. I often go to school by bus, but today I'm riding my bike to school. After school, I go home, take a shower, have dinner with my parents, and do my homework. I'm having a Maths test tomorrow so I'm staying up late tonight to study.

01

Have students read the sentences. Remind students to pay attention to the adverbs of time if any (*right now, every day, these days*). Allow students time to complete the exercise. Invite some students to answer.

Answers

- | | | | |
|------|------|------|------|
| a. 3 | b. 2 | c. 1 | d. 4 |
|------|------|------|------|

02

Ask students to repeat the structure of present simple and present continuous tense. Have students read the usages of these tenses and put them in the right blanks. Invite some students to answer, then ask them to make a sentence with each usage.

Answers

Present simple: fixed habits, facts, permanent situations

Present continuous: actions happening now, temporary situations

03 Have students complete the exercise. Invite some students to answer. Ask students to tell which words or phrases in the sentence help them know if it's present simple or present continuous tense.

Answers

1. attend
2. is playing
3. write
4. don't update
5. do you like

04 Have students complete the exercise. Invite some students to write the answers on the board. Ask students to tell which words or phrases in the sentence help them know if it's present simple or present continuous tense.

Answers

1. makes → is making
2. holds → is holding
3. is going → goes
4. is surfing → surfs
5. hang out → are hanging out

05 Explain the grammar notes about further usages of present simple and present continuous tense. Ask students the questions below to make sure they understand:

1. What tense is used to talk about a plan or a future arrangement? (Present continuous)
2. What tense is used to describe a timetable or a schedule for the future? (Present simple)

Ask students to make a sentence with each usage. Invite some students to write their sentences on the board. Have students complete exercise 5 based on the grammar point they have just learned. Go around the class to observe students' works. Invite some students to share their answers and explain their choices.

Answers

1. is booking
2. loves
3. leaves
4. stays
5. is spending
6. is visiting

Fast finishers

Identify the usage of each answer.

06  2.01

Read out the instructions. Have students read the table, underline keywords, and guess what can be filled in the blanks. Play the audio. Have students complete the exercise. Invite some students to answer. Play the audio again and check the answers one by one.

Track 2.01

5. Lucy is planning an activity for the weekend and asking her friend to join it. Listen to the conversation and fill in the table below.

Lucy: Hello Kevin. I am watching a movie on Saturday evening. Do you want to join me?

Kevin: Oh, what are you planning to see?

Lucy: *The Bad Guys*. It's an animated movie.

Kevin: That sounds great. Where are you watching it?

Lucy: At Galaxy Cinema.

Kevin: What time does the movie begin?

Lucy: It starts at 8:30 pm.

Kevin: Great. I'll see you there at 8:00.

Answers

Activity: watching movie

Location: Galaxy cinema

Movie: The Bad Guys

Type of movie: animated movie

Time: 8:30 pm

Date: Saturday

07 Have students think of their plan for the weekend and write it down on the table. After finishing, students can talk with a partner about their plan. Invite some students to share their plans in front of the class.

Answers

Students' own answers

08 Have students read the useful languages. Ask students which one is a question, suggestion, agreement, or rejection. Have students talk with a partner. Go around the class to support students. Invite some pairs to perform in the class. Give feedback on students' grammar, vocabulary, and pronunciation.

Answers

Students' own answers

Extra activity

Ask students to write about a day in their life with present simple and present continuous tense. Invite some students to tell their stories in front of the class. Give feedback on the way students apply present simple and present continuous tense in their stories.

Homework

Activity book, Grammar page 15, exercises I, II, III, IV, V

VOCABULARY

Entertainment

Student's Book, page 19

Lesson outcome

- Remember and apply some words and phrases about entertainment in real-life context
- Understand three phrasal verbs: get into, keep up with, hang around

Lead-in

Board race game

Divide students into four teams. Give each team a marker. The students will run to the board and write as many words as possible about places of entertainment in 5 minutes. Any words that are unreadable or misspelled are not counted. Which team has more correct words will win.

Answers

Students' own answers

01 Have students look at the pictures. Point to each picture and ask them: *What can you see in the picture?* Then repeat the answers:

Picture 1: Sydney Opera House

Picture 2: sea creatures, people

Picture 3: a hall, a piano, many rows of seats

Picture 4: a Ferris wheel, castles

Picture 5: slides, climbers

Picture 6: many pictures

Answers

- | | |
|-------------------------|-------------------|
| 1. opera house | 2. aquarium |
| 3. concert hall | 4. amusement park |
| 5. adventure playground | 6. art gallery |

02 Have students read all the activities. Explain some new words to students:

swinging: the action of moving back and forth or from side to side while suspended or on an axis

roller coaster: a fast train that goes up and down very steep slopes and around very sudden bends

parade: a large number of people walking or riding in vehicles

sculptures: works of art made from materials like stone, metal, ceramics, or wood

Ask students to complete the exercise. Invite some students to answer.

Answers

- | | |
|-------------------|----------------|
| 1. amusement park | 2. art gallery |
| 3. stadium | 4. aquarium |

03 Have some students read aloud the dialogue examples. Ask students to brainstorm some activities in other places which aren't mentioned in exercise 2. Invite some students to share their opinion. Here are some suggestions:

1. *concert hall:* listen to music, enjoy different performances, meet famous artists

2. *opera house:* enjoy dances, plays, operas, and other musical events

3. *gaming café:* play the latest games, experience the latest hardware consoles

4. *historical building:* explore historical events, discover different cultures and architectures, perform religious activities

5. *museum:* learn about the past, see artworks and physical objects from the past

Answers

Students' own answers

04 Have students work in pairs to talk about their favorite places. Suggest students use the phrase in the book. Emphasize that students can talk about a place which is not mentioned in the book. Go around the class to support students with vocabulary and ideas. Invite some students to talk in front of the class.

Answers

Students' own answers

05 Have students look at the pictures. Ask them: *What do you see in picture 1/2/3?*

Picture 1: a family watching movies together

Picture 2: newspapers and online newspapers

Picture 3: people gathering and chatting

Ask students to guess the meaning of each phrasal verb based on the picture, the explanation, and the example. Invite students to share their opinions. Explain each phrasal verb, then ask students to make sentences with them. Have students complete exercise 5. Check students' answers.

Answers

1. around 2. into 3. up with

Extra activity

Have students work in groups. Each student takes turns to ask others a question about a place of entertainment, and the others will have to guess what that place is. For example:

1. *When people want to admire famous artworks, where will they go?* – Art gallery

2. *Where are sporting events held?* – Stadium

Invite some students of different groups to ask and answer.

Homework

Activity book, Vocabulary page 16, exercises I, II, III, IV, V

LISTENING

Movies

Student's Book, page 20

Lesson outcome

- Listen about movies
- Listen for the same meaning words

Lead-in

Divide students into four teams. Give each team 8 flashcards about different types of movies – each team must have the same flashcards. Teacher says all the flashcards one after another.

Students listen without touching their flashcards. In the end, when teacher says "Put the flashcards in the correct order", each team has to arrange their flashcards in the right order. Remember to write down the order before saying them in order not to forget. Here are some suggestions: *comedy, thriller, documentary, romantic movie, cartoon, science-fiction movie, action movie, adventure movie*.

01 Have students discuss the questions in groups. Each student takes turns to ask and answer. Go around the class to support students with vocabulary and ideas. Remind students to explain their preference in question 3. Invite some students to answer.

Answers

Students' own answers

02  2.02

Read out the instructions. Have students read the list of films and the speaker's opinions. Ask students to discuss the meaning of each adjective with a partner, and think of their synonyms. Invite some students to share their opinion. Emphasize there are two extra adjectives. Play the audio. Have students listen and complete the exercise. Invite some students to answer and explain their choice. Play the audio again and check the

Track 2.02

2. You will hear Romeo talking to his friend Helen about the movies he has watched recently. How does he describe each movie?

Helen: Hi Romeo. Have you watched any good movies these days? I'm going to rent a DVD tonight.

Romeo: You should get Big Hero 6. It's fascinating. It's an animated adventure by Walt Disney Pictures.

Helen: Good idea. The movie made box office records internationally. Uh, what about Long Way North? I heard it attracted millions of viewers, too.

Romeo: Well, I think it's ordinary, but the actors are great and the animation is really beautiful.

Helen: Hm. Have you ever watched The Boss Baby? Many people said it was worth a try.

Romeo: Yes, I have seen it twice. It's so humorous that I laughed a lot during the movie.

Helen: I know. Carla suggested watching Goosebumps.

Romeo: Goosebumps? It sounds good if you love horror fiction. I think it's terrible because I'm scared of something frightening.

Helen: Oh, I see. What do you think about The Magic Show? You watched it, right?

Romeo: Yes, it's not what I expected. It's the most unsatisfying movie I've ever seen.

Helen: That's too bad. Ah, I almost forgot... Vivo is on.

Romeo: Oh, this animated musical is amazing and it has some great songs, too.

Helen: Yeah, that sounds like a good idea. I will get Big Hero 6 and Vivo. Thanks.

Romeo: Don't mention it. I hope you have an enjoyable night.

Answers

- | | | |
|------|------|------|
| 1. C | 2. G | 3. H |
| 4. E | 5. D | 6. F |

Mixed ability

In case weaker students have missed some information, replay the audio until they can finish the exercise.



Explain the exam advice about listening for the same meaning words. Have students listen to track 2.02 again and write down the synonym of the adjectives. Invite some students to write the answer on the board.

Answers

- | | | |
|-------------|----------------|-----------------|
| 1. amazing | 2. fascinating | 3. unsatisfying |
| 4. terrible | 5. ordinary | 6. humorous |



Read out the instructions. Instruct students how to do listening multiple-choice questions:

- Read the questions, identify what is being asked, and underline keywords.
- Look at the different options and underline any keywords that help you tell the difference in meaning.
- Think of any synonyms or paraphrases.
- Predict the answer.

Play the audio. Have students listen and choose the correct answers. Invite some students to answer and explain their choice. Play the audio again and check the answers one by one.

Track 2.03

4. Listen to Violet talking about her favorite movie. Then choose the correct answers.

Hello, I'm Violet. I love watching Disney cartoons. My favorite cartoon is Finding Nemo. It has a touching story about the journey of a father fish to find his son. Nemo is a young clownfish. He's very eager to go to school and explore the world outside his house. His father, Marlin, is overprotective. Marlin's scared of the big sea and wants to keep Nemo by his side. Nemo's so frustrated and it leads him to be captured by a human. Nemo's taken to a fish tank in the office of a dentist in Sydney. With a father's love, Marlin overcomes his fear and has a long journey to search for his son. With the help of a new friend, Dory, Marlin learns that his son is in Sydney. He and Dory swim a long way to get there. They run away from a big shark and an anglerfish. Then they stumble into a swarm of jellyfish. Both of them finally arrive in Sydney Harbor with the help of a group of turtles and a big blue whale. Nemo hears about his father's journey and it gives him the courage to escape the fish tank. Nemo succeeds in finding the

way to the sea and reuniting with his father. They all go back home safely. Marlin's now more confident and lets Nemo go to school and learn new things.

Answers

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

Mixed ability

In case weaker students have missed some information, replay the audio until they can finish the exercise.

Extra activity

Blindfold walk

First, teach students the commands below:

Go forward (1, 2, 3, etc.) steps

Go backward (1, 2, 3, etc.) steps

Turn right / turn left

Then place a blindfold on a student and direct him/her around the room to pick up an object related to the topic "Movies" like a poster or ticket. For example, "*Go forward 2 steps, turn right, go forward 5 steps, now go backward 2 steps, turn left*". Finally, have students work in pairs – one blindfolded and one giving directions. They will have to pick up what the teacher says.

Homework

Activity book, Listening page 17, exercises I, II, III

SPEAKING

Talking about times

Discussion

Student's Book, page 21

Lesson outcome

- Talk about opening hours of some places
- Discuss leisure activities
- Pronounce two sounds /e/ and /æ/

Lead-in

Invite some random pairs to come to the front. At every turn, give one student a picture of a place of entertainment. He/she must describe the picture for his/her partner to draw on the board. Which pairs draw the correct picture will get a bonus.

01 Ask students what phrases they use to tell the time. Invite some students to answer, then repeat the correct way to say time:

7:00 – 7 o'clock

7:30 – half past seven / seven thirty

7:15 – a quarter past seven / seven fifteen

6:45 – a quarter to seven / six forty-five

Have students read out the examples in the book.

Explain the exam advice about telling the time.

Introduce some more prepositions of time outside the exam advice. Ask students the questions below to make sure they remember:

1. Which preposition is used before clock times or exact times of day and night? (at)

3. Which preposition is used before days or dates? (on)

4. Which preposition is used before months or years? (in)

Let students work in pairs to discuss the opening hours of some places. Invite some students to answer.

Answers

1. museum: 8:00 am – 5:00 pm
2. amusement park: 8:00 am – 6:00 pm
3. coffee shop: 6:30 am – 11:00 pm
4. art gallery: 9:00 am – 9:00 pm
5. bookshop: 8:30 am – 9:00 pm
6. shopping mall: 9:00 am – 10:00 pm
7. post office: 7:30 am – 5:00 pm

02 Have students look at the pictures and complete the questions, then practice questioning and answering with a partner. Invite

Answers

2. What time does the talk show finish?
It finishes at 8:00 pm.
3. What are the opening hours of the café?
Its opening hours are 8:00 am to 8:00 pm, Tuesday to Sunday.
4. How long does the ballet performance last?
It lasts two hours.

03

Explain the exam advice about discussing. Have students discuss the questions in groups. Each student takes turns to express their opinions. Go around the class to support students with vocabulary and ideas. Invite some students to answer.

Answers

Students' own answer

04



2.04

Write the minimal pair **pen and pan** on the board. Pronounce each word slowly and ask students to listen and find the differences between them. Invite some students to answer. Instruct students to pronounce these sounds correctly:

Track 2.04

4. Listen to the words and sounds. Then repeat.

/e/ /e/ bed /æ/ /æ/ bad

/e/ /e/ bet /æ/ /æ/ bat

/e/ /e/ men /æ/ /æ/ man

/e/ /e/ set /æ/ /æ/ sat

Sound 1: /e/

To pronounce this sound, put your tongue in the middle part of your mouth, and stretch out your lips a little bit.

Sound 2: /æ/

When pronouncing this sound, your tongue is very low and your chin as well.

Ask students to pay attention to the teacher's mouth. Run the track 2.04 and have students listen and repeat. Invite some students to pronounce the words. Correct students'

05



2.04

Read out the instructions. Play the audio. Have students listen and complete the exercise. Invite some students to read aloud the sentences and share their answers. Remind students to pay attention to the pronunciation while speaking. Correct students' pronunciation.

Track 2.05

5. Listen to the sentences. Underline the word with the /e/ sound and circle the word with the /æ/ sound.

1. Don't forget to lock the door before you go to bed.
2. The Batman sat on the bed.
3. I bet that men hate bats.
4. I help my friend carry his bags to the factory.
5. Correct these sentences and send your letter again.

Answers

1. Don't forget to lock the door before you go to bed.
2. The Batman sat on the bed.
3. I bet that men hate bats.
4. I help my friend carry his bags to the factory.
5. Correct these sentences and send your letter again.

06

Ask students to write some words having the sound /e/ or /æ/ and make sentences with those words. Invite some students to read aloud their words and sentences. Correct students' pronunciation.

Answers

Students' own answers

Extra activity

Prepare some pictures of places of entertainment that include opening hours. Have students work in groups to describe the pictures. Remind students to talk about the opening hours and the activities of people. Invite some students to describe the pictures in front of the class.

Homework

Activity book, Speaking page 18, exercises I, II, III, IV

WRITING

Writing an email

Student's Book, page 22

Lesson outcome

- Understand how to write and reply to an informal email

Lead-in

Divide students into groups of four. Give each group a blank piece of paper and have them write the beginning of an invitation, e.g. *My sister is celebrating her birthday party this weekend*. Then, pass it to another group so they can finish the invitation. Suggest students include the date and time and participants. Invite each group to share their invitation to the class. Have students vote for the invitation they like best.

01 Have students discuss the questions in pairs. Invite some students to answer. If the students have an email address, ask them if they can share it with the class.

Answers

Students' own answers

02 Have students look at the note and say which information they have to complete. Let students read the email and complete the note. Invite some students to write the answers on the board.

Answers

1. Mia 2. Movie theater 3. 4:30 pm

03 Have two students read aloud two replies to Lisa's email. Ask students to discuss which one is better in pairs. Remind students to find the differences between the two replies. Invite some students to share and explain their choice.

Answers

The 2nd reply is better.

04 Have two students read aloud the teacher's comments. Ask them to read the two replies to Lisa's email in exercise 2 again, then match them with suitable comments. Invite some students to give their answers. Explain the exam advice about writing an email. Ask students the questions below to make sure they understand the structure of an email:

1. Which information do you need to include in your email? (receiver, sender, reasons for emailing)
2. Can you tell me how to write an email response properly? (start with Hi or Dear and the receiver's name, answer all the questions clearly, end with the sender's name)

Invite some students to answer.

Answers

1. b 2. a

05 Have students read Lisa's email again and underline three questions that Lisa writes in her email:

1. What are you doing this weekend?
2. Do you want to see it?
3. Would you like to go with us?

Have students write their reply to Lisa's email by answering those three questions. Invite two to three students to write on the board. Go around the class to observe students' writings and support weaker students.

Answers

Students' own answers

06 Have students read the questions and say which information they need to find. Let students read the email and underline them. Invite some students to answer.

Answers

1. Tom is the receiver, and Andy is the sender.
2. What are you doing this afternoon?
Would you like to go with us?
What time do you want to meet?
3. Andy goes skateboarding with Billy.

07 Have students read aloud two plans. Ask students to tell the differences between them. Have students discuss which one is more proper in pairs. Invite some students to give their answers and explain their choice.

Answers

Plan B is better.

08 Have students read Andy's email again and underline three questions that Andy writes in his email:

1. *What are you doing this afternoon?*
2. *Would you like to go with us?*
3. *If you do, what time do you want to meet?*

Have students plan their own reply to Andy's email. Remind them to answer all Andy's questions. Go around the class to observe students' writings. Invite some students to write on the board.

Answers

Suggested answer:

1. Thank Andy for asking you to go skateboarding – Thank you for asking me to go skateboarding at the park this afternoon.
2. Say you agree to go – I'd love to go with you and Billy.
3. Say when you want to meet – Let's meet in front of your house at 4 pm.

09 Have students write their reply to Andy's email based on their plan in the previous exercise. Provide students with some useful phrases to use in their email, for example:

1. *If you cannot go:*
I'm sorry I can't join / go with you because...
Thank you for inviting me but I can't...
2. *If you can go:*
I'd love to join / go with you.
It's my pleasure to join / go with you.
3. *To make suggestion:*
Why don't we meet at / in...
How about meeting at / in...
Let's meet at / in...

Go around the class to observe students' writings and support weaker students. Invite some students to write on the board.

Answers

Students' own answers

10 Have students say which information they need to include. Ask students to plan their email first, then write a completed email. Go around the class to support students. Invite some students to write on the board.

Answers

Students' own answers

Extra activity

Prepare some sentences. Ask students to put the sentences in the correct order to make a meaningful email. You can add some extra sentences to make the activity more difficult.

Homework

Activity book, Writing page 19, exercises I, II, III, IV

CLIL SCIENCE

Forces

Student's Book, pages 24-25

Lesson outcome

- Identify two types of forces
- Recognize different forces in real life

Lead-in

Ask students the questions below:

1. *Do you know why we could stand still on the ground? (Thanks to gravity)*
2. *Do you know why your hands feel warm when you rub them together for a few seconds? (Thanks to friction)*

Invite some students to answer. Lead students to the lesson: *Gravity and friction belong to two main types of forces: non-contact forces and contact forces.*

01 Teach students the definition of forces:

- Forces act on everything around us. A force is a push or a pull upon an object.

Introduce two types of forces which are contact forces and non-contact forces:

- Contact forces: the forces that act between two objects that are physically touching each other, for example, frictional force, elastic force, etc.
- Non-contact forces: the forces act on an object without physically touching it, for example, gravity force, magnetic force, etc.

Prepare videos for students to understand clearly. Have students answer the questions in exercise 1. Invite some students to write the answers on the board.

Answers

1. A force is a push or a pull upon an object.
2. Two types: contact and non-contact forces.
3. Frictional force and elastic force.
4. Gravity force and magnetic force.

02 Have students choose the correct answers. Invite some students to answer. Check students' answers. Have students read the note about gravity.

Answers

- a. B b. C c. C

03 Give each pair a dice, or if you don't have enough dice, you can ask students to write numbers 1 to 6 on 6 pieces of paper, then fold them. Each student will choose a random draw in their turn. Have students play the boardgame in pairs.

Answers

What are contact forces? The forces that act between two objects that are physically touching each other.

Picture 1: gravity force.

What's a force? A force is a push or a pull upon an object.

Picture 2: frictional force.

Name some contact forces: frictional force, elastic force.

Picture 3: magnetic force.

What are non-contact forces? The forces act on an object without physically touching it.

Picture 4: elastic force.

Name some non-contact forces: gravity force, magnetic force.

Why do humans need gravity? People would float off into space and be burning or freezing without gravity..

DO IT

There are two options for this activity:

- Option 1: Do this project at home. If teacher decides to give this task at home, make sure that students have been instructed how to do it. Students will bring the final product to the class for the next time.
- Option 2: Do this project in the class. Teacher needs to ask students to bring the materials for this project in the previous class. Teacher also has to predict how much time students need to finish this project to balance the time for the whole lesson.

Extra activity

Divide students into two teams. One team discusses some activities using contact forces, and the other team discusses some activities using non-contact forces. Have two team write the activities on the board and explain their answers.

Homework

Activity book, CLIL Science page 23, exercises I, II, III