

# Fluency Plus 6

Teacher's guide





## UNIT OVERVIEW

	Student's Book	Activity Book
Reading	<b>Reading about travel experiences:</b> souvenirs, seeing, view, pictures, sky, trekking, a tent, tickets, sightseeing, a night out	Activity book, p 70, Exercises I, II, III Unit 7, Reading, Exercises I, II, III
Grammar	<b>Present perfect:</b> affirmative, negative, questions	Activity book, p 71, Exercises I, II, III, IV Unit 7, Grammar, Exercises I, II, III, IV
Vocabulary	<b>Words about traveling:</b> jet lag, get lost, crowded, peaceful, ancient, cultures, sunrise, sunset <b>Phrasal verbs:</b> check in, check out, look around	Activity book, p 72, Exercises I, II, III, IV, V Unit 7, Vocabulary, Exercises I, II, III, IV, V
Listening	Listening about vacations	Activity book, p 73, Exercises I, II, III Unit 7, Listening, Exercises I, II, III
Speaking	Talking about vacation pictures <b>Pronunciation:</b> /ʃ/ and /tʃ/	Activity book, p 74, Exercises I, II, III, IV Unit 7, Speaking, Exercises I, II, III, IV
Writing	Writing a postcard	Activity book, p 75, Exercises I, II, III Unit 7, Writing, Exercises I, II, III
CLIL	<b>Math:</b> 2D Shapes, Points, Lines & Line Segments	Activity book, p 79, Exercises I, II, III Unit 7, CLIL Math, Exercises I, II, III
International Exams		Activity book, pp 76 - 78, Ex I, II, III, IV, V Unit 7, International exam, Ex I, II, III, IV, V

## Student's book

**07 PERFECT VACATIONS**

**1 READING | Reading about travel experiences**

**Match the pictures with the types of trips below. Then listen and repeat.**

**1** a city trip      **2** a trip abroad  
**3** a camping trip      **4** a theme park trip  
**5** a cruise trip      **6** a trekking & hiking trip  
**7** a beach trip

**In pairs, give the descriptions for each trip above and guess the types of trips.**

**I like nature, I want to sleep in a tent and listen to birds chirping in the morning.**

**A camping trip!**

**Complete the phrases with the words or phrases in the box. Then circle them in the texts on page 73.**

souvenirs    seeing    view    photos    sky  
trekking    a tent    tickets    sightseeing    a night out

**1.** book      **2.** go  
**3.** a stunning      **4.** go  
**5.** have      **6.** a starry  
**7.** put up      **8.** take  
**9.** buy      **10.** worth

**EXAM ADVICE**

- Always read the whole text before trying to fill in the gaps.
- Read the sentences before and after the gap carefully, and think about what each option means before you choose one.
- When you have filled the gaps, read the text again to make sure it makes sense.

## Activity Book

**UNIT 7: PERFECT VACATIONS**

**READING**

**I. Read the texts and match sentences A-i with gaps 1-7 in the text. There are two extra sentences.**

**MY TRIP TO NHA TRANG CITY**

**Saturday**

At 11:00 am, my family went to Noi Bai International airport. (1) \_\_\_\_ After a 2-hour flight, we finally arrived in Nha Trang. We collected our luggage and took a taxi to our hotel. We booked a five-star hotel overlooking the sea. It didn't take long to get there. When I first came into the hotel, I was impressed with its great view and service.

(2) \_\_\_\_ After checking in, my parents were tired so they took a nap. Meanwhile, my brother and I went online to search for some must-visit places in Nha Trang. In the evening, we had a buffet dinner at the restaurant on the top floor of the hotel. I tried lobsters and oysters which were my favorite seafood. They were really tasty.

We woke up early to prepare everything for our tour. (3) \_\_\_\_ After arriving at Long Phu tourist wharf, we got on the boat to go to Orchid Island which was our first destination. It took us 25 minutes to get there. It is a perfect place for those who love nature and fresh air. (4) \_\_\_\_ We took many pictures of them. We also enjoyed different activities on the island like riding jet skis and canoes. At 11:30 am, we had lunch at Hung Lan restaurant and took a rest at the beach tents. (5) \_\_\_\_ There were various wild monkeys and they were quite friendly. We could make friends with them by giving them food. After walking around the island, my brother and I went snorkelling. (6) \_\_\_\_ I was so excited. At 3:00 pm, we watched an animal circus of all kinds. My favorite ones were elephants and monkeys. They were very clever and funny. (7) \_\_\_\_ It was one of the most memorable trips that I've ever had.

**Sunday**

A. We took a taxi to a tourist wharf near our hotel.  
B. The staff were very hospitable and made us feel at home.  
C. At 1:30 pm, we continued to take the boat to Monkey Island.  
D. I was extremely excited because that was the first time I'd travelled by plane.  
E. There were so many colorful coral reefs and sea creatures under the sea.  
F. There were lots of precious forest orchids on the island.  
G. My parents preferred diving to swimming.  
H. At 8:00 am, the tour bus driver picked us up at the hotel.  
I. We went back to the city at 4:30 pm.

**II. Read the texts again and circle O (Orchid Island) or M (Monkey Island).**

1. watched coral reefs      O / M  
2. rode a canoe      O / M  
3. fed an animal      O / M  
4. enjoyed lunch      O / M

**III. Answer the questions about the texts.**

1. Where did they stay?  
2. How long did it take to go to Orchid Island from Long Phu tourist wharf?  
3. What time did they go to Monkey Island?  
4. What did they do at 3:00 pm?

## READING

### Travel Experience

Student's Book, pages 72 - 73

#### Lesson outcome

- Read the texts about travel experiences
- Understand the main idea of the text

#### Lead-in

Teacher asks students to answer some questions:

- *Did you go anywhere far away with your family before?*
- *How did you get there?*
- *Did you have a good time with your family in the trip?*

Teacher lets students share their answers with class to have their feelings intrigued with this topic.



Teacher asks students to look at the pictures and the listed words in Exercise 1. Ask students whether they know what these pictures mean. Teacher explains the new words and gives students 3 minutes to match the pictures with the words from their understanding. Then teacher plays recording 7.01 so students can listen and repeat, simultaneously teacher should ask students which picture number is that word and correct their answers.

#### Answers

a city trip: 5

a trip abroad: 6

a camping trip: 4

a theme park trip: 3

a cruise trip: 1

a beach trip: 2

a trekking & hiking trip: 7

#### Track 7.01

1. a cruise trip
2. a beach trip
3. a theme park trip
4. a camping trip
5. a city trip
6. a trip abroad

02

Teacher gives students 5 – 7 minutes to think about the description of each trip according to the teacher's explanation of the words and the pictures and do as instructed. Teacher calls up pairs of students to do the task.

#### Answers

##### Students' own answers

03

Read out the instructions. Teacher will teach students about collocations, some words or phrases that usually go together.

- Firstly, teacher explains the definition of the words in the box.
- Go + V-ing is one of the basic types of collocation. Ask students if they can guess what goes after the verb "go".
- Ask students to look through the text to find words from the box and circle as instructed, then look before the words to find words that form a phrase with them.

Have students complete the exercise.

#### Answers

1. tickets

2. sightseeing

3. view

4. trekking

5. a night out

6. sky

7. a tent

8. pictures

9. souvenirs

10. seeing

#### Fast finishers

Ask students to remember and think of different words that can also pair with those verbs, such as *go shopping*, *have a cold*, *take selfies*, etc.



Have students read the exam advice about fill-in-the-blank type of questions. Students must remember some notes:

- General verbs can form collocations with many words, so students must read the whole text before filling in the blank.
- Answers must also have the same meaning as the text provided.
- Definition of one phrase or word could be

changed according to the context.

Ask students to read and do the exercise individually. Teacher invites students to answer, then plays recording 7.02 for students to check.

Teacher invites students to answer, then plays recording 7.02 for students to check.

### Answers

1. buy souvenirs    5. take photos    9. have a
2. book tickets    6 a starry sky    night out
3. go sightseeing    7. worth seeing    10. go
4. a stunning view    8. put up a tent    trekking

### Track 7.02

1. "buy souvenirs" is to use money to get something that you bring back for other people when you have been on vacation.
2. "book tickets" is to buy a ticket in advance.
3. "go sightseeing" is to visit interesting buildings and places as a tourist.
4. "a stunning view" is a beautiful scene.
5. "take photos" is to create images with a camera.
6. "a starry sky" is a sky full of stars.
7. "worth seeing" is important, good, or pleasant to see.
8. "put up a tent" is to build a tent to stay in.
9. "have a night out" is to spend an evening enjoying yourself away from home.
10. "go trekking" is to make a long or difficult journey on foot.

05

Ask students to read the listed features in the questions, underline keywords of those features then scan the texts to find the information. Invite students to answer and explain their choice. Here are some suggested questions:

1. *Where can you find the information?*
2. *Which passage is the information in? Which lines?*

### Answers

1. R                      3. B                      5. B
2. B                      4. R                      6. R                      7. B

06

Have students discuss the questions in pairs and underline keywords in the questions. Remind students to pay attention to the word limits of the answers. Invite some students to answer and read out the sentences in the text that help them attain the required three words.

### Answers

1. five minutes/5 minutes
2. by horse/horse
3. bought souvenirs
4. walking and trekking
5. in a tent
6. mostly clear

### Mixed ability

In case **weaker students** don't know how to compact the answer into 3 words, teacher may allow them to answer in full sentences or give sentences in the text that they think could be the answer. On the other hand, ask **stronger students** to answer exactly as instructed. Also ask more questions related to themselves, for example:

1. *Do you prefer the beach or mountains for the vacations? Why?*
2. *What will you need to prepare if you are going to another country?*
3. *Do you prefer to go on a vacation with family or school and friends? Why?*

Students share their answers with class and the teacher helps them with vocabulary and ideas.

### Homework

Activity book, Reading page 70, exercises I, II, III

## GRAMMAR

### Present perfect

Student's Book, page 74



## Lesson outcome

- Understand how to form present perfect tense in positive, negative, and questions with a past participle.
- Learn purposes of present perfect as well as the signal words of the tense.

## Lead-in

Ask students the questions below:

1. *Did you visit Vung Tau or Da Lat before?*
2. *Was the time you stayed there long?*
3. *Did you do your homework last night?*
4. *Can you finish your homework right after you start?*

Invite some students to answer, then help them to understand the importance of tense in English when each tense has its own purposes to fulfill in order to form a good conversation with all kinds of expressions.

## Answers

### Students' own answers

01

- Explain the grammar notes. Emphasize the usages, verb forms, signal words, and obscure time expressions when using the present perfect.
- Ask students to give examples. Elicit some verbs that are familiar to students. The past participle list is on page 98.
- Then have students do Exercise 1 to form affirmative sentences as instructed, then correct their answers. Let students turn to page 97 for grammar reference.

## Answers

1. He has packed his luggage.
2. He has eaten a cake.
3. He has found his shoe.
4. He has washed his car.
5. He has changed his clothes.

02

After all examples and grammar explanations, teacher asks students to finish the table of verb past forms and the formula. Teacher prompts students that there are both regular and irregular past forms of the verbs and they must keep in mind and remember those irregular verbs throughout the time they learn English. The answers can be found on page 98.

## Answers

- |    |        |         |         |
|----|--------|---------|---------|
| 1. | eat    | ate     | eaten   |
| 2. | find   | found   | found   |
| 3. | wash   | washed  | washed  |
| 4. | pack   | packed  | packed  |
| 5. | change | changed | changed |

Subject + have / has + Past Participle

03

7.03

Teacher lets students read the 5 listed activity, then instructs them to pay attention to Lucy's female voice to finish the task. Play recording 7.03 and let students answer yes or no after teacher reads out each activity.

## Answers

1. ☒ 2. ☐ 3. ☒ 4. ☐ 5. ☒

### Track 7.03

1. **Man:** Have you booked the ticket yet, Lucy?  
**Woman:** Yes, I have. I booked them last Sunday.
2. **Man:** How about your camera? Do you have one?  
**Woman:** No, I don't. I'm going to borrow a camera from my brother.
3. **Man:** You've already had your passport, right?  
**Woman:** Yes, I have. It's in my wallet over there!
4. **Man:** What a nice swimsuit! Is it new?  
**Woman:** No, it isn't. I'm going to buy a new swimsuit this evening.
5. **Man:** How about your plan for the trip?  
**Woman:** It's here. I have found lots of information about the places, activities and the cultures there. It's going to be an amazing vacation!

04

Teacher gives students 3 -5 minutes to complete the task. Check and correct their answers.

### Answers

1. She has booked tickets.
2. She hasn't prepared a camera.
3. She has got a passport.
4. She has planned for the trip.
5. She hasn't bought a swimsuit.

05

Teacher asks students to work individually and finish this task in 5 – 7 minutes. Teacher reminds students to look at the subject to choose the auxiliary verb carefully and look at the end of the sentence to look for question mark. Check students and correct their answers.

### Answers

1. have been
2. Have you heard
3. haven't had
4. haven't decided
5. haven't finished

06

Teacher asks students to practice the conversation in pairs, then calls up some pairs to speak out loud in front of class. Check our usual pronunciation errors.

07

Teacher lets students do the survey individually. Explain to students about any unclear activities and what guessing, and facts mean. Students are also free to tick their own experience as another fact's column. Teacher should suggest they think about the one next to them so it's easier to practice in the next exercise.

### Answers

Students' own answers

08

Teacher now has students work with their partners to ask and answer using present

perfect tense. Remind them to use both Yes/No and full sentence questions. Provide them with some extra grammar points that students use "ever" in question to ask for experiences and "never" for a negative answer.

### Answers

Students' own answers

### Homework

Activity book, Grammar page 71, exercises I, II, III, IV

## VOCABULARY

### Traveling

Student's Book, page 75

### Lesson outcome

- Remember and apply some words and phrases about travelling.
- Learn three phrasal verbs: "check in", "check out", and "look around".

### Lead-in

### Shaking and Nodding

Teacher asks students to volunteer for 4 pairs from the big 4 groups of the classroom to play a game. One student will mention 6 activities/tasks that should make their partner shake their heads 3 times and nod their heads 3 times. Nodding and shaking can be in any order. Teacher uses a timer to note down their finish time and checks how accurate their information is. The fastest team with correct shaking and nodding activities expression wins the game.

01

Teacher explains the meaning of the words in the box to students and lets them complete the task. Teacher gets their answers and corrects if any mistakes occur.

## Answers

	
learn new languages know new cultures make new friends watch the sunrise and sunset	get lost lose the wallet get injured get jet lag

## Fast finishers

Ask students which one is the most negative and which one is the most positive to them and tell them to think of some more negative and positive traveling experiences of their own.

02

Explain the meaning of those adjectives to students. Teacher then gives students 3 – 5 minutes to read through and finish the task as instructed. Remind them to underline some keywords and explain why they circle that answer. Have students complete exercise 2. Check students' answers.

## Answers

- |              |                |
|--------------|----------------|
| 1. crowded   | 5. interesting |
| 2. peaceful  | 6. relaxed     |
| 3. boring    | 7. terrible    |
| 4. dangerous |                |

## Mixed ability

- For **weaker students**, make sure they understand the new words clearly, especially when it is inside context. Explain to them about the differences between V-ing and V-ed adjectives.
- For **stronger students**, ask them about the differences between V-ing and V-ed adjectives. Also request students to make sample sentences with other adjectives which are not the answers (ancient, modern).

03



7.04

Teacher lets students read through the text first, then analyze the gap to guess the part of speech

of the missing word. The recording will be identical to the text so prompt students to pay attention to the pronunciation and encourage them to fill in anything they hear. Teacher then plays recording 7.04 once. Check out students answers and replay once more if needed. Correct all the answers and explain any unfamiliar words to students and ask them to repeat again for pronunciation adjusting.

## Answers

- |              |              |
|--------------|--------------|
| 1. apartment | 4. ride      |
| 2. views     | 5. souvenirs |
| 3. swimming  |              |

## Track 7.04

These are some pictures of my vacation in Los Angeles. We stayed in a cool apartment. It was on the 35th floor so we had fantastic views of the city. Yesterday, we took a bus to Santa Monica beach. We went diving and swimming in the sea. It was great fun! We also went to Universal Studios. I rode on a dinosaur model. Tomorrow, we'll walk down Rodeo Drive. There are many interesting souvenirs to buy on this famous street!

04

Have students look at the pictures and discuss the meaning of them in pairs. Go around the class to support students with sentence structures, vocabulary and ideas. If students don't know how to make a smooth paragraph, teacher helps them to make simple sentences using easy words, and gives them questions to answer. Here are some suggestions:

1. *How did Amy/John go there?*
2. *Where did he/she stay?*
3. *Why is she looking at the map with the question mark?*
4. *What did they do in the mountains with their family?*

Invite some students to answer.

## Answers

Amy

- She went to the beach by plane.
- She stayed at the hotel.

- She swam and dived in the sea.
- She got lost.
- She felt happy at the beach, but she felt scared when she got lost.

#### John

- He went to the mountain area by car.
- He put up a tent in the forest.
- He had a picnic with his friends.
- He felt excited because he had a great

### PHRASAL VERBS

- Teacher asks students to look at the pictures.
- Teacher explains the meaning of the three new phrasal verbs.
- Teacher distinguishes to them that these 'check in' and 'check out' have many different meanings and this may not be the meaning they have known for 'check in' on Facebook or to examine things.
- The literal meaning of "in" and "out" can help students understand easily to widen their meaning not just for hotel but anywhere else.
- Ask them to read examples and try to make some sample sentences using these phrases.

05

- Ask students to read through and finish the task as instructed.
- Teacher reminds them to try putting their answers in and translate to see if the meaning of the sentence makes any sense.
- Students give their answers, and teacher corrects and explains.

#### Answers

1. looked around
2. check out
3. check in

06

- Set up the classroom into many groups of 3 or 4 to play Taboo Words.
- Teacher can make a list of new words students have learned today and few taboo words besides them.
- One group will take the paper with clues from

teacher and help the other groups guess the word without using the taboo words.

- Teacher observes the clue giving groups and assist them with some words to speed up the game if students feel struggling.

#### Answers

Students' own answer

### Homework

Activity book, Vocabulary page 72, exercises I, II, III, IV, V

### LISTENING

#### Vacations

Student's Book, page 76

#### Lesson outcome

- Listen about vacations
- Listen for details such as date and time, important information.

#### Lead-in

### Agree or Disagree

Give each student a piece of paper with "agree" written on one side and "disagree" on the other side. Read aloud some statements related to the travel locations and experiences students have learned, and have each student hold up their paper showing the agree or disagree side depending on their opinion. Choose some students from each side to explain their position. Here are some suggested statements:

1. Going to the beach such as Vung Tau is the best choice for summer.
2. Da Lat is a good choice for hot seasons so we can run away from the sun.
3. Traveling by plane is faster but less exciting than traveling by car.

#### Answers

Students' own answers



01

Teacher lets students finish the task in 2 – 3 minutes. Call students to list all options they can see and make their own choices. Check students answer for wrong spelling words.

### Answers

#### Students' own answers

02

Teacher lets students work in pairs to practice asking and answering the questions in the previous exercise. Teacher informs students that they must give explanation for their choices. Teacher calls some pair to speak up in class.

### Answers

#### Students' own answers

03



7.05

Teacher gives students a few minutes to read the instructions and the provided information. This is the conversation between two people. Teacher informs students to pay attention to the one who asks the questions to know what information comes first. Play recording 7.05, then students give answers and teacher corrects the answers with class.

### Answers

Traveling with who: 2    Name of the man: 4  
Phone number: 5    Check-in time: 6  
Place for vacation: 1    Room view: 3

#### Track 7.05

**3. Listen to the conversation and write the numbers in the correct order.**

**Man:** I want to book a room near the Southern beach.

**Woman:** Yes sir, we have several rooms available for this weekend. What is the date of your arrival?

**Man:** The 24th of this month.

**Woman:** How long will you be staying?

**Man:** I'll be staying for two nights.

**Woman:** How many people are the reservation for?

**Man:** 3 people. My wife, my son, and me.

**Woman:** Great! And would you prefer to have a room with a view of the ocean?

**Man:** I would love to have an ocean view. What's price of the room?

**Woman:** Your room is six hundred and eighty dollars per night. OK. What's your name?

**Man:** Michael Clarke.

**Woman:** Could you spell your name please?

**Man:** Sure. M-I-C-H-A-E-L C-L-A-R-K-E. **Woman:** And what number can I reach you?

**Man:** My cell phone number is 985-369-016.

**Woman:** Alright. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us. **Man:** Great! Thank you so much.

**Woman:** My pleasure. We'll see you soon. Have a nice day.

04



7.06

Teacher reads out the exam advice and explains to students how important figure information is such as dates time and money and they need to be correct. Teacher reminds students about how to read dates, numbers, and name spelling. Start playing recording 7.06, replay once if needed, then have students answer and correct the answer with class.

### Answers

1. Monday                      4. Christopher Fernsby  
2. 8 and 12                    5. 15<sup>th</sup> of June, 1972  
3. \$30                            6. 07854201849

#### Track 7.06

**4. Listen to the conversation and fill in the blanks.**

**Man:** Good morning.

**Woman:** Good morning, welcome to the Carnival Hotel. How can I help you?

**Man:** We're going to stay here for a few days. We'd like to book two rooms.

**Woman:** OK, sir. So for how many nights is that?

**Man:** Let me see.... I'll check out on Monday. That's... 4 nights.

**Woman:** Who are the rooms for?

**Man:** I'm here with my wife and two kids. They

are 8 and 11. Sorry, 8 and 12. So we'd like one room for the kids and another room for my wife and me.

**Woman:** OK, well, we have two rooms available.

**Man:** How much are they per night?

**Woman:** Let me see... \$30 per room for one night.

**Man:** How much is the total?

**Woman:** You booked two rooms for 4 nights. That will be a total of \$240.

**Man:** OK. I'll pay in cash.

**Woman:** Thank you. That's fine. I need some of your information. Can you give me your full name?

**Man:** Yes, it's Christopher Fernsby.

**Woman:** Can you spell your name, please?

**Man:** That's ... C-H-R-I-S-T-O-P-H-E-R F-E-R-N-S-B-Y.

**Woman:** What's your date of birth, please?

**Man:** The 15th of June, 1972.

**Woman:** What's your phone number?

**Man:** 07854201849.

**Woman:** Great! Everything has been completed. Thank you for booking. Have a nice vacation!

**Man:** Thank you.



Students now must answer in full sentences. Teacher guides them to answer of these questions according to the information they hear. Remind them to follow the grammar of the questions and not right down what they heard. Teacher plays recording 7.07. Replay once more if necessary, then ask students to write their answers in full sentences on board then correct their answers.

### Answers

1. She will go to New York City.
2. It took about an hour to fly there.
3. He's going to visit his brother who lives there.
4. Every person is friendly and the food is fantastic.
5. He will check in at 2 pm on 24<sup>th</sup> December and check out at 12 pm on 28<sup>th</sup> December.

### Track 7.07

1. I just bought a ticket to New York City.
2. It takes about an hour to fly there
3. I'm going to visit my brother who lives there.
4. Every person here is friendly and the food is fantastic.
5. I will check in at 2:00 pm on December 24th and check out at 12:00 pm on December 28th.



Teacher plays recording 7.08 and encourages students to write anything they can hear in full sentences. Check students' answers.

### Answers

My name is Roger Connor. R-O-G-E-R C-O-N-N-O-R. I want to find a room with a mountain view in Da Lat city. There are 4 of us: My wife, my daughter, my son, and me. I would like to go for a week from Friday 28th of October to Saturday 6th of November.

### Track 7.08

My name is Roger Connor. R-O-G-E-R C-O-N-N-O-R.

I want to find a room with a mountain view in Đà Lạt city.

There are 4 of us: my wife, my daughter, my son, and me.

I would like to go for a week from the 28th of

### Homework

Activity book, Listening page 73, exercises I, II, III

### SPEAKING

#### Talking about vacation pictures

Student's Book, page 77

#### Lesson outcome

- Talk about travel activities, feelings and opinions.
- Learn how to describe a photo.
- Pronounce two sounds /j/ and /tʃ/.

### Lead-in

Teacher asks students to list as many places as possible that they have been, including overseas cities. Student with the most visited places will be chosen and he/she will tell everyone where his/her favorite spot and share some pictures next time they come back to class.

### Answers

#### Students' own answers

01

Have students look at the pictures. Teacher elicits a few ideas about them, then asks students to answer questions using their own words or provided vocabularies in the box. Teacher checks both the ideas and grammar of the answers.

### Answers

#### Students' own answers

02

Teacher explains the required information that students need to fill in. Then teacher has them to talk about their last vacations using their own data. Teacher goes around the class to assist any students struggling with making sentences. Asking them where they went to provide some useful keywords. Call students to make a talk then check their answers with class. Spot out any errors at the end of their talk.

### Answers

#### Sample answers:

Alex had a trip abroad to England. He has stayed there for a month. He went sightseeing and cycling. The city is ancient and it's very interesting. He felt relaxed.

Lucy had a cruise trip. She has spent a week there. On the cruise trip, she listened to live music and watched the sunrise and sunset. The cruise trip was expensive, but it was really modern. The views were stunning, and he felt excited.

### Mixed ability

- For **weaker students**, focus on making simple sentences and link all of them to become a simple and easy talk. Check the grammar and coherence in their talk carefully.
- With **stronger students**, teacher expects them to present the talk smoothly without many major grammar and vocabulary errors. Teacher also gives another set of data about his/her vacation for them to describe.

03

Teacher lets students work in pairs to answer the questions. Read out the exam advice first and explain to students why they need to be consistent in their grammar when describing photos. Present tense is the most common for description. Simple past is used for describing past activities. Students share their answers and teacher supports their ideas with extra information.

### Answers

#### Students own answers

04



Write the minimal pair **ship and chip** on the board. Pronounce each word slowly and ask students to listen and find the differences between them. This is the first consonant pair after all previous unit they have learned vowel sound so student may need some time to adapt. Invite some students to answer. Instruct students to pronounce these sounds correctly:

#### Sound 1: /ʃ/

/ʃ/ is a fricative consonant sound from a 'consonants pairs' group. It's called 'Voiceless palate-alveolar sibilant'. It means sound is made through mouth and it is unvoiced. To pronounce this /ʃ/ sound, clench your teeth together lightly and pull your tongue away from them, then push air through them.

#### Sound 2: /tʃ/

/tʃ/ is an affricate consonant sound from a 'consonants pairs' group. Its technical name is

‘Voiceless palato-alveolar affricate’. It’s also an unvoiced sound like /ʃ/ but shorter. To pronounce this sound, press the middle of the tongue between your alveolar ridge and the soft palate, then quickly move your tongue downward while forcefully pushing air out. The air in the mouth should stop before it’s released.

Ask students to pay attention to the teacher’s mouth. Run the track 7.09 and have students listen and repeat. Invite some students to pronounce the words and correct their pronunciation.

#### Track 7.09

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

/ʃ/ /ʃ/ ship     /tʃ/ /tʃ/ chip  
 /ʃ/ /ʃ/ shoes     /tʃ/ /tʃ/ choose  
 /ʃ/ /ʃ/ cash     /tʃ/ /tʃ/ catch  
 /ʃ/ /ʃ/ wash     /tʃ/ /tʃ/ watch

05

Teacher lets students practice reading the sentences as instructed. Teacher prompts students to pay attention to the final sound and pronounce distinctively between tʃ and ʃ. Call some students to read out with class to listen and teacher corrects their pronunciation.

#### Answers

#### Students own answer

06



7.10

- Teacher firstly pronounces all the words for students to listen.
- Call some students to repeat the words, check out their pronunciation.
- Teacher then plays recording 7.10. Students finish the task as instructed.
- Teacher corrects their answers.

#### Answers

1. wish	<input checked="" type="checkbox"/>	witch	<input type="checkbox"/>
2. shin	<input type="checkbox"/>	chin	<input checked="" type="checkbox"/>
3. cheat	<input checked="" type="checkbox"/>	sheet	<input checked="" type="checkbox"/>
4. shop	<input checked="" type="checkbox"/>	chop	<input type="checkbox"/>
5. share	<input checked="" type="checkbox"/>	chairs	<input checked="" type="checkbox"/>

#### Track 7.10

1. Let’s make a wish!
2. She has a lovely chin.
3. Please put the sheet on the table.
4. Anna is in a cloth shop.
5. There are twenty chairs in the room

07

Have students prepare a piece of paper to play Bingo. The ways to set up the game are:

- Students need to sketch a table as in the book, which is 3x3 size for 9 words. Teacher may allow a bigger table such as 4x4 for 16 words to be used.
- With all the words from exercise 4 and 6, students have 18 words to play. Teacher asks students to fill in the table with one word randomly in each cell and they all must be non-repetitive. This table is their Bingo card.
- After every student has finished their bingo card, teacher can now start instructing students how to play the game and get them ready to play.

#### Homework

Activity book, Speaking page 74, exercises I, II, III, IV

#### WRITING

#### Writing a postcard

Student’s Book, pages 78 - 79

#### Lesson outcome

- Understand how to write a postcard to their friends or family after a trip to share great experiences to people.

#### Lead-in

Teacher asks students some simple questions to check their knowledge about postcard:

- *Have you ever seen a postcard before?*
- *Who did you get it from?*
- *Does a postcard have images inside?*

Students answer the questions. Teacher then explains what postcard is and why students should learn how to write a postcard.

01

Have students look at the pictures and answer the question. Teacher may allow them to make 3 sentences for each picture. Check some students' answers and correct their errors.

### Answers

Danny has had a picnic, gone fishing and diving.

02

Teacher requires students to read the list of items provided first, underline the keywords. Then teacher give students 5 – 7 minute time to read through the postcard and finish the task. Students share their answers. Teacher asks them which part of the text they saw contains the information they need, then correct the answers.

### Answers

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. where he is          | <input checked="" type="checkbox"/> |
| 2. the weather          | <input checked="" type="checkbox"/> |
| 3. his favorite day     | <input type="checkbox"/>            |
| 4. things he did        | <input checked="" type="checkbox"/> |
| 5. things he likes best | <input type="checkbox"/>            |
| 6. things he hates      | <input type="checkbox"/>            |
| 7. what he will do      | <input checked="" type="checkbox"/> |
| 8. his name             | <input checked="" type="checkbox"/> |
| 9. his feeling          | <input checked="" type="checkbox"/> |
| 10. his friends         | <input type="checkbox"/>            |

03

Teacher lets students read through the postcard, emphasizes them to understand the details as most spaces are in the topic sentence. Then explain to them any unfamiliar words. Teacher calls few students on board to write their answers, then corrects and explains.

### Answers

1. This is my second day in Viet Nam.
2. the weather is lovely
3. Yesterday we looked around the city
4. We are planning to visit
5. Wish you were here

04

Teacher reads out the exam advice to students and reminds them that this kind of exercise will often be in the exam. Students must not forget full stop mark at the end of sentence and capital letter at the start. The main verbs and their tense will be the core of sentence and should not be missed. Teacher gives students 5 – 7 minutes to finish the task. Call 6 students on board to write the completed sentences, check and correct the answers.

### Answers

1. We are on vacation in the USA.
2. We are staying at a five-star hotel.
3. The people here are very friendly.
4. Last night, we looked around the city.
5. We haven't gone to New York city yet.
6. We are planning to go there tomorrow.

05

Teacher lets students work in pairs in 5 – 7 minutes to look at the pictures and describe activities by full sentence. Teacher should prompt them about using simple past to describe the past activities from images. Students' answers would be varied. Teacher checks their grammar and provides them sample answers.

### Answers

He went trekking.  
He gave clothes to children.  
He fixed the house.  
He taught children.

06

Teacher reminds students about the tenses and their signal words. Inform students to pay attention to the closest idea and sentence of the blank to find out the time that action occurs. Another note for verb form and subject relation so they wouldn't miss s/es or -ed/-ing for the tense.

Any past form of the verb can be found in the irregular form of the verb reference on page 98. Students should have about 10 minutes to read



and complete the task. Teacher calls students on board to write the answers, then corrects them and explains.

#### Answers

- |                |                 |
|----------------|-----------------|
| 1. are having  | 6. gave         |
| 2. is          | 7. repaired     |
| 3. trekked     | 8. cooked       |
| 4. have stayed | 9. are going to |
| 5. wasn't      | 10. have taken  |

07

This is a revision for students about tenses. Let them read through the usage of the tense quickly (2 –3 minutes) and finish the task. Teacher calls students to stand up and answer the tense and its use. Also let students make a sample sentence for each tense they answer. Teacher checks their examples and correct the answers.

#### Answers

1. d    2. a    3. b    4. e    5. c

08

Teacher lets students read through the postcard, emphasizes them to understand the details as most spaces are in the topic sentence. Then explain to them any unfamiliar words. Teacher calls few students on board to write their answers, then corrects and explains.

#### Answers

#### Student's own answers

09

Students are now required to write a completed postcard. Teacher should provide them sufficient time to do this task (15 – 20 minutes). Go around and help students who struggling to write and ask them to look at the postcard from the previous Exercises for references. Teacher then collects their writing for errors check and marking.

#### Answers

#### Student's own answers

#### Homework

Activity book, Writing page 75, exercises I, II,

## CLIL MATH

### 2D Shapes, Points, Lines, and Line Segments

Student's Book, pages 80 - 81

#### Lesson outcome

- Identify 2D Shapes and their features.
- Learn about points, lines, and line segments.
- Apply math concepts to solving puzzles and IQ Test.

#### Lead-in

Ask students some questions to check their general knowledge about shapes:

- *How many shapes do you know?*
- *Does everything have shapes?*
- *Do you like math with numbers or shapes?*
- *Do you know how to form a shape on paper?*

Check students' answers to find out how interested they are in shapes and lines.

01

Teacher reads out names of the shape in a specific order clearly so students can listen to the pronunciation. Then teacher lets them point and read as instructed. Teacher then explains in a basic way for them to understand the shapes:

- Square has 4 equal sides with 4 equal angles.
- Circle is a round shape with no edge, no corner.
- Rectangle is similar to square but only 2 opposite sides has the same length.
- Parallelogram is similar to rectangular but 2 adjacent sides are not perpendicular.
- Hexagon is a polygon which has 6 sides and 6 angles.
- Rhombus is a special type of parallelogram whose all sides are equal.
- Equilateral triangle is a special type of triangle whose all 3 sides and angles are equal
- Isosceles trapezoid is a polygon with 4 sides 4 angles, top and bottom side are parallel,

the left and right sides are non-parallel but has the same length.

Teacher can explain together with drawing on board to help students understand about the shape easier.

### Answers

Students' own answers

02

Teacher lets students read and follow the instructions to underline the shapes. This exercise helps students to know more objects that have the shapes they just learned. Teacher asks students what shape those objects are, then students answer.

### Answers

circle      square      rectangle      hexagon  
equilateral triangle      isosceles trapezoid  
rhombus      parallelogram

03

Teacher asks students to read the definition of **points, lines, and line segments**. These are the basic theory of geometry. No shape in geometry can be formed without a line or line segment. Teacher may let students have a look at the “*Did you know*” section so they can have a simpler view of points, lines and line segments. Call some students for their examples. Answers can be varied amongst students.

### Answers

Student's own answers

04

- Teacher makes students work in pairs and fill the tables together.
- Teacher explains to students what sides and corners are.
- Then let students analyze the shape with their pairs to complete the task.
- Let students have a small talk about those shapes similar to the example at the end of the table.
- Teacher then corrects their answers if there is

any wrong answer.

### Answers

1. A triangle – 3 sides – 3 corners
2. A diamond – 4 sides – 4 corners
3. A square – 4 sides – 4 corners
4. A isosceles trapezoid – 4 sides – 4 corners
5. A hexagon – 6 sides – 6 corners
6. A parallelogram – 4 sides – 4 corners

### DO IT

There are 2 puzzles in this section. First puzzle is very typical type of IQ Test quiz that usually appears. Students need to think logically about specific rules these sets follow. Sometimes there may be more than 1 rule. Teachers can assist them with some questions. Students who answer these questions can solve the puzzles.

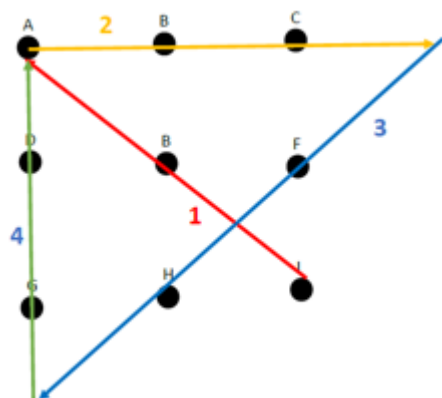
- *How many kinds of shapes are there?*
- *How many colors are there in these lists?*
- *How many pieces of each shape are there?*
- *Can you count some pieces that have less amount than the other?*

Students share their answers and explanations.

In the nine-point puzzle, teacher needs to let students use a bigger piece of paper and teacher also needs to draw the dots on big board. Teacher must remind students to draw straight lines, not using line segments to link all dots, which will make it a lot more difficult to solve. Students share their answer and teacher shows them the correct way 1

### Answers

IQ Test: C  
(Pink Circle)



### Homework

Activity book, CLIL Math page 79, exercises I, II, III