



Fluency Plus 6

Teacher's guide





UNIT OVERVIEW

	Student's Book	Activity Book
Reading	Reading about young people's dream jobs: interest, universe, surface, install, software, appearance, audience, professionally	Activity book, p 58, Exercises I, II Unit 6, Reading, Exercises I, II
Grammar	Tenses contrast: Will vs. Be going to	Activity book, p 59, Exercises I, II, III, IV Unit 6, Grammar, Exercises I, II, III, IV
Vocabulary	Words about occupations: waiter, postman, hairdresser, security guard, vet, lawyer, receptionist, mechanic, manager Phrasal verbs: apply for, familiarize somebody with something, get ahead	Activity book, p 60, Exercises I, II, III, IV, V Unit 6, Vocabulary, Exercises I, II, III, IV, V
Listening	Listening about the jobs descriptions	Activity book, p 61, Exercises I, II, III, IV Unit 6, Listening, Exercises I, II, III, IV
Speaking	Talking about students' future plan Pronunciation: /ɑ:/ and /ʌ/	Activity book, p 62, Exercises I, II, III, IV, V Unit 6, Speaking, Exercises I, II, III, IV, V
Writing	Writing an application letter	Activity book, p 63, Exercises I, II, III Unit 6, Writing, Exercises I, II, III
CLIL	Science: Energy	Activity book, p 67, Exercises I, II Unit 6, CLIL Math, Exercises I, II
International exam		Activity book, pp 64 - 66, Exercises I, II, III, IV, V Unit 6, International exam, Exercises I, II, III, IV, V

Student's Book

06 FUTURE CAREERS

1 READING | Reading about young people's dream jobs

Look at the pictures above and tell your friends what the jobs in these pictures are. Then work in pairs, ask and answer the questions.

- What is your father's / mother's job?
- Does he / she like his / her job?
- What do you want to do in the future?

Order the correct occupation for each description below.

- He / She sings songs in front of the public.
receptionist / singer
- He / She prepares and sells medicines in a pharmacy.
chemist / mechanic
- He / She writes articles for newspapers or broadcasts them on TV.
journalist / engineer
- He / She works in an office, writes emails, makes phone calls, and arranges meetings for a person or an organization.
secretary / hairdresser
- He / She works in a spacecraft and travels in space.
travel agent / astronaut
- He / She is responsible for the computer networks in a company.
builder / IT engineer

EXAM ADVICE

Multiple matching

- Read the question and underline important words.
- Remember to look for words in the text that have a similar meaning to the underlined words in the question.
- Circle the information related to the question and check carefully if that part of the text answers the question.

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Activity Book

UNIT 6: FUTURE CAREERS

READING

1. Read the texts about Vivian's and Jackson's dream jobs. Then find the words / phrases in the texts that match the following definitions.

Hi, I'm Vivian. My dream job is to become a vet because I love animals. I want to take care of animals and help them when they are sick. Like humans, it's important for animals to have good doctors to keep them healthy. To be a vet, I must graduate from university and pass a special test to get a license. Besides, I need to be patient and pay attention to small details. To make my dream come true, I hope my dream will be real someday.

Hi, my name is Jackson. I dream of being an astronaut when I grow up. I'm interested in the solar system. I will have a chance to work in a spacecraft, travel through space and visit other planets. It's challenging to get into this subject. Now I'm spending more time studying the universe. I try to be good at math and science at school. I hope my dream will be real someday.

- To get a degree from a university or college
- An official document that gives you permission to do something
- able to accept difficulties without becoming angry
- To watch, listen to or think about something carefully
- The sun and the planets that move around it
- A vehicle that travels in space
- Difficult in an interesting way that tests your ability
- Actually existing or happening

Read the texts again and tick (✓) the correct box.

	Vivian	Jackson
1. Who is fond of helping animals?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who thinks it's necessary to have doctors for animals?	<input type="checkbox"/>	<input type="checkbox"/>
3. Who wants to set foot on other planets?	<input type="checkbox"/>	<input type="checkbox"/>
4. Who knows it's difficult to enter this job?	<input type="checkbox"/>	<input type="checkbox"/>
5. Who intends to get a special test?	<input type="checkbox"/>	<input type="checkbox"/>
6. Who plans to read more about living things?	<input type="checkbox"/>	<input type="checkbox"/>
7. Who is studying everything that exists in space?	<input type="checkbox"/>	<input type="checkbox"/>

58

READING

Young people's dream jobs

Student's Book, pages 60 - 61

Lesson outcome

- To read and understand different young people's dream jobs
- To guess the meaning of the words/phrases in context
- To read and match the information with the right person

Lead-in

Divide the class into 4 groups to race for jobs listing. Students might have learned many jobs previously in the early grades. The teacher prepares the alphabet so each group will brainstorm and one by one student writes on the board 1 job for each letter in alphabetical order. The group with the most non-repetitive jobs in the right sequence wins the game. Check the spellings of all the words that students write and review them again with class.

01

- Teacher asks students to look at the pictures and do as instructed.
- Students work in pairs to think about the questions and then share their answers with the class with a time limit of 3 - 5 minutes.
- From the previous lead-in, students may already have many options to choose from. Therefore, teacher should suggest they pick any that they are familiar with, so the conversation can be smooth and fluent.
- Teacher then fixes any grammar errors that may occur and give some sample answers.

Answers

Students' own answers

02

Read out the instructions. Ask students to read the sentence to comprehend what kind of jobs the sentence is talking about. Here are some suggestions to help them find out key words to finish this exercise easier.

- Look at the verbs. Many jobs will include specific types of tasks. Sometimes the job title will also include the verb with it, e.g., singer – sing.
- Ask them to pay attention to the nouns and locations where people do that kind of jobs.
- If they know exactly what job does what and it doesn't sound right with the sentence. Another option will be the right one they look for.

Have students complete the exercise. Explain any new words where they're not familiar with.

Answers

- | | | |
|--------------|--------------|----------------|
| 1. singer | 2. chemist | 3. journalist |
| 4. secretary | 5. astronaut | 6. IT engineer |

Fast finishers

Ask students to share their ideas if they know the description of the other jobs which are not the answer. Widening their knowledge about jobs will help them in the future. The teacher then gives them an easy explanation about those jobs.

03

Have students read the instructions of the exercise and exam advice about multiple matching types in reading skill examination.

Repeat all the steps:

- Underline keywords and important words in the definitions.
- Scan the texts to find the highlighted words, then read the whole sentence to get the ideas.
- Underline keywords in the sentence to find clues that help students understand the meaning of new words, then try matching them to the given definition.

Invite students to answer and explain their choice. The teacher then gives corrections and explanations.

Answers

- | | |
|---------------|-------------------|
| 1. appearance | 5. audience |
| 2. install | 6. surface |
| 3. software | 7. professionally |
| 4. interest | 8. universe |

04

Have students read the questions and highlight keywords. This time student may need to read through the text carefully to have an in-depth view about these 3 people. Teacher then calls students to answer and explain which part of the text includes the information they need to answer.

Answers

- | | |
|-----------|-----------|
| 1. George | 5. Vivian |
| 2. Vivian | 6. George |
| 3. Chloe | 7. Chloe |
| 4. Chloe | 8. Vivian |

05

This exercise includes 3 questions that need a deeper understanding about the text. Teacher needs to explain any part of the text that students may not understand yet, so they can do this exercise successfully. Ask students to read questions carefully and find any statements relating to the questions and look around them. This is not a short answer question so students have to give full sentence answers. Ask them to pay attention to the subject in the questions.

Answers

1. Because she's always had an interest in the scientific study of the universe and the objects naturally existing in space.
2. He's going to register for classes in learning computer software.
3. She will attend SuperStar Academy to train her voice and learn to dance.

Extra activity

Students also discuss their favorite jobs, why and how they can achieve them in the future, what kind of things they will do in that job. The class share their answers.

Homework

Activity book, Reading page 58, exercises I, II

GRAMMAR

Will vs Be going to

Student's Book, page 62

Lesson outcome

- To distinguish the differences between *Will* and *Be going to*
- To apply *Will* and *Be going to* in real-life conversations

Lead-in

Ask students to remind them how they can talk about something in the future, and which kind of structure they have learned in the previous grade to do so. And what do they usually use, *will* or *be going to*? Do they think those are different?

01

Have students read the instructions, words in the box and the notes. Ask students to read the given examples carefully to understand the meaning. Because of the grammar, *at* and *before* can't go after on to end a sentence, students can make choices of "facts" and "personal opinions" for the first two blanks of 2 columns and "at" or "before" for the last 2 blanks.

Answers

WILL: personal opinions, at

BE GOING TO: facts, before

Teacher then gives clear explanations about these 2 differences through examples. Emphasize the usage of the two in everyday contexts and daily conversations. *Will* usually has more functions than *be going to*, such as making an offer, a promise, a threat or a refusal, while *be going to* doesn't have that many functions with it and most things are based on evidence or facts instead of feelings or experiences.

02 Students now based on the knowledge they learned previously to do this exercise. Students do the task individually and answer with an explanation whether the sentences are built on facts or personal opinions, and whether statements are decided “at” or “before” the moment of speaking.

Answers

1. will 2. is going to 3. will
4. am going to 5. will

03  6.01

Students read through and listen to finish the three sentences. Remind them to listen to keywords and fill in the blanks with accurate grammar that fits with the sentence, not filling in exactly the words they hear. Repeat the recording once if needed then check the answer with the class.

Answers

1. improve, skills 2. find a math 3. surprising

Track 6.01

I'm Jane. Summer is coming, so I hope to have a wonderful time. I'm going to spend my summer improving my English skills. I plan to become an English teacher when I finish school. Also, I will help my sister find a math teacher. It's surprising that she has decided to take the entrance exam to the Gifted High School. Wow, this will be the best summer ever!

04 Students now complete the sentences using *will* or *be going to* and correct verb form in the blank. This time students will learn the fact that both structures use infinitive verbs only, so they just need to choose the correct grammar without worrying about word form. Students will have about 5 – 7 minutes to finish the task, then read out the answer so the teacher can correct it with the class.

Answers

1. is going to attend 2. will pass
3. is going to rank 4. won't tell
5. will receive 6. am going to get

05

Students are already provided with exact word form with tense, so teacher asks students to focus on the meaning of the verb to fit the sentences. The blanks are also given with an extra sentence before to help students understand the context of the conversation. Students do this task individually. Teacher makes a pair so they can make these questions become conversation practicing, check their answers after.

Answers

1. am going to attend
2. will do
3. am going to study
4. will show

06

- With all the previous exercises, teacher can now give students time to work in pairs and make small talks using *will* or *be going to*.
- Teacher gives some students clues about when they can use these two kinds of grammar.
- For example: a future holiday, an upcoming schedule, a prediction about something that may occur later after present time.
- Give students 5 – 7 minutes to discuss about how to make those small dialogs, then call students to stand up and present their conversations.

Answers

Students' own answers

Extra activity

Let students write a whole paragraph about their future next year, their favorite activities, what they want to do, where they want to go to using both *will* and *be going to*. Then share the writing with their friends.

Homework

Activity book, Grammar page 59, exercises I, II, III, IV

VOCABULARY

Words about occupations

Student's Book, page 63

Lesson outcome

- To learn more words/phrases about different occupations
- To understand the duties of different jobs
- To learn and apply phrasal verbs in the specific situations

Lead-in

Let students prepare a piece of paper, then write down all the jobs they can remember before without opening the book and count the number of letters in each word. Then pick out one with the most letters in it. One who can point out the 2 longest words earliest win (security guard and receptionist).

01

Students are told to do 2 tasks in this exercise. Teacher should provide them instructions, so they don't use too much time finding the words in the alphabet box.

- Look at the pictures first and try to remember the job. Students may have learned them before.
- Give students some clues if possible so they can guess the job. E.g., *He works in the post office, she takes care of animals.*
- Students then try to look for the jobs in word search box. This will enhance their ability of word forming as a game, make learning new words more fun.
- Remind students that the answer can also stay in diagonal line, not just horizontal or vertical lines.
- Check the total number of the words corresponding to the number of pictures.

Answers

r	e	c	e	p	t	i	o	n	i	s	t	c	w
p	r	c	b	x	h	p	n	c	k	f	i	g	a
n	m	f	e	v	p	q	l	u	z	n	w	m	i
e	u	h	t	o	g	l	r	s	a	x	y	a	t
h	l	a	w	y	e	r	c	h	h	c	z	n	e
c	d	r	r	n	h	e	c	l	o	e	i	a	r
h	a	i	r	d	r	e	s	s	e	r	y	g	n
y	s	m	n	a	m	t	t	s	o	a	n	e	g
p	o	s	t	m	a	n	l	e	r	v	n	r	p
i	s	i	o	n	k	i	m	j	f	t	j	e	l
c	h	i	n	g	w	q	s	y	m	j	b	p	r
s	e	c	u	r	i	t	y	g	u	a	r	d	e
t	a	n	t	a	c	c	o	u	n	q	v	e	t



waiter



postman



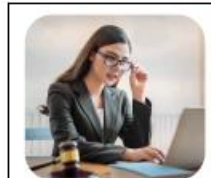
hairdresser



security guard



vet



lawyer



receptionist



mechanic



manager

02

Students work individually to finish this task. If teacher already explains about the jobs clearly before, students may finish this quickly. Tell them to underline the workplace and the verbs relating to those jobs. Students share their answer on board or by teacher's call.

Answers

1. security guard
2. mechanic
3. hairdresser
4. lawyer
5. manager
6. postman

Split class in groups. Discussion times should be around 10 minutes for all groups to ask and find answers for all jobs in exercise 1. There are 6 jobs already provided the information they need in exercise 2. Teacher encourages students to answer in full sentence and give extra information if they can. Elicit some ideas about *receptionist*, *vet* and *waiter* if students can't find any.

Answers

1. A postman works in a post office.
2. Their duties are collecting, sorting, and delivering letters and packages to homes and businesses.

Fast finishers

There are also some other jobs students have learned in previous sections: *singer*, *journalist*, *chemist*, *explorer*, *builder*, *travel agent*, *secretary*. With their current understanding of the jobs, teacher lets students guess where those people may work. Teacher then explains and shares the answer.

PHRASAL VERBS

- Teacher asks students to read the phrasal verbs box and their meaning.
- Teacher explains the meaning of those words to students.
- Teacher should remind students that *familiarize* need to use with the exact structure to form a correct sentence

04 Students may quickly choose the words they just learned as the correct answer. Teacher should ask them to explain the meaning of the sentence in their own way and why they choose so.

Answers

1. A

2. B

3. B

Homework

Activity book, Vocabulary page 60, exercises I, II, III, IV, V

LISTENING

Job descriptions

Student's Book, page 64

Lesson outcome

- To listen and understand people talking about job descriptions
- To practice multiple-choice questions in listening
- To practice listening and filling the gaps

Lead-in

Ask students to recall the previous learned jobs, then answer these questions:

- Did you see anyone who did those jobs before, for example, a singer, journalist, security guard, hairdresser ...?
- Where did you see them? What do they look like? Do they have any tools with them?
- Who do you think their outfit is the best of all? Why?

Students share their opinions and ask the class to raise their hands if they also think one job's outfit is better than all the others.

- Students have a look at the pictures and let them guess where that could be first.
- The classroom and restaurant in the pictures may be different in different countries. Ask students to see what objects they are in those images.
- Scales of the answer may get bigger as school and students may have different answers like a security guard or chef. The teacher should limit their view to just classroom and dining area of a restaurant. Check students' answers

Answers

Teachers work in a school and waiters work in a restaurant.

02



6.02

- Ask students to read the Exam Advice first. This is a type of listening exam questions.
- Instruct students to carefully analyze the blank, what part of speech it could be.
- Ask students to look at other words before and after the blank, words next to a comma.
- Word orders also help students to determine the correct part of speech of their answer, for example: Adj+N.
- Teacher then plays recording 6.02 for the first time for students to listen.
- Remind students to keep themselves stay on track through numbering.
- Repeat the recording if needed.
- Let students write answers on the board. Teacher corrects them all and explains the meaning of any new word.

Answers

1. restaurants 2. careful 3. secondary
 4. skills 5. creative 6. city
 7. health 8. calm
 9. (shopping) mall 10. polite

Track 6.02

1. Hello, I'm Mike. I'm a waiter at a five-star restaurant in New York. I have been working as a waiter for 3 years and I enjoy it. During my shift, I greet customers and I explain the menu, describe special dishes, and answer questions about the menu. Then, I take customers' orders. When the food and drinks are ready, I deliver them to customers' tables. As a waiter, I should have a good appearance. I am patient and careful. I also show good manners and respect others.

2. Hi, my name is Karen. At the moment, I'm working as a teacher at a private secondary school, Talent School in Chicago. My duties include planning the lessons and teaching students. I also help students in developing their abilities and skills. A good teacher must have these personality traits: smart, helpful, patient, and creative. I love my job.

3. I'm Maggie and I'm a vet at the City Veterinary Center. I provide medical care for animals, make sure they are healthy, and take care of the animals when they are ill. I enjoy working with animals. I am sympathetic and calm, and I can solve problems well.

4. I'm Lisa, a shop assistant. I'm working for a shoe shop in the central shopping mall. I am responsible for serving customers and assisting them to get what they need. Specifically, I introduce new shoes to our customers and persuade them to buy our products. To be successful in my job, I must be flexible, polite, helpful and also good at communicating with other people.

03



6.02

With the same recording, students now have another type of questions: multiple choice. Teacher now plays the recording one more time so students can now pay attention to the other area of the listening and answer multiple choice questions. Students then answer and teacher corrects the answers with the class.

Answers

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

04



6.03

- Teacher must prompt students to read the instructions carefully, especially with the blank word limit, as answers that aren't satisfying the requirements of the instruction will be marked 0.
- Sometimes there will be word with "and/or" a number which mean the answer could be one number itself or a word plus a number.
- Similarly, students must pay attention to the area before and after the gap and determine the blank space part of speech, then listen carefully to get it.
- When students hear the word around the blank, it means the answer is coming. Students must be ready to write them down as quickly as possible.
- Teacher plays the recording, gives students few minutes to check out their answers then corrects them.

Answers

1. teacher 4. knowledge
 2. shapes 5. confidence
 3. math 6. teaching

Track 6.03

My dream job in the future is to be a math teacher. I love numbers and shapes. I'm also interested in solving math exercises. In class, while watching the teachers giving lessons, I had a dream of becoming a math teacher later. Every day I always try to study hard, read books and improve my own knowledge. I know that to be a good teacher, in addition to improving knowledge, there must be patience, confidence and devotion. It is a good job but teachers have to face a lot of stress, such as grades, teaching methods, and weak students. Although this career has many challenges, I always choose to pursue my dream. It is still a long way toward my dream career, but I am sure it will become true if I try my best.

Homework

Activity book, Vocabulary page 61, exercises I, II, III, IV

SPEAKING

Talking about students' future plans

Student's Book, page 65

Lesson outcome

- To talk about future plans
- To ask and answer about one's strengths
- Pronounce two sounds /ɑ:/ and /ʌ/

Lead-in

Students work in groups; teacher gives these questions for students to discuss:

- In which year will students be 18 years old?
- How will they possibly look like at that time? Height? Appearance?
- Do any students want to study in another country? Where do they want to go?

Students discuss with each other for around 5 minutes. Share the answers with the class.

01

- Students work in pairs to look at Phuong Anh's future plans, then ask and answer about her future similar to the example.
- Students don't have to be specific about the school if the name is too difficult for them. Just high schools, IELTS and university are efficient.
- Teacher calls some pairs to stand up and practice asking and answering.

Answers

1. What is Phuong Anh going to do when she is 15 years old?

→ She's going to study at Tran Dai Nghia School for the Gifted.

2. What is Phuong Anh going to do when she is 17 years old?

→ She's going to take the IELTS test.

02

Split class into groups. Teacher gives time limit from 5 – 7 minutes for students to discuss and take turns talking about their strength and future plans. Teacher goes around the class to listen and encourage students to research and think carefully about what they are good at and some jobs that are suitable for that strength.

Answers

Students' own answers

03

Students required to do a mini presentation to the class about their plans with specific orders. Teacher gives students about 10 minutes to work individually on their planning table. They should use *be going to* and *will* so they can be accurate and consistent in their grammar. Teacher then calls few students to present their plans, cheer them up after they finish, fix pronunciation wherever possible after they finish their talk.

Answers

Students' own answers

04



6.04

Write a minimal pair of words **heart** and **hut** on the board. Teacher pronounces each word slowly and asks students to listen and distinguish these two words. There is one long and one short vowel so the difference should be transparent for students.

Sound 1: /ɑ:/

/ɑ:/ is a long vowel sound. Its technical name is the "Open Back Unrounded Vowel". This means the tongue is low and at the back of the mouth. "Unrounded" refers to the lips because they are relaxed and not rounded, then a long-voiced sound is made by vibrating the vocal cords with mouth open. In American English, it's usually sounded

/ɑ:r/ with a very clear *r* at the end compared to British English.

Sound 2: /ʌ/

/ʌ/ is a short vowel sound. Its technical name is “Open Mid-Back Unrounded Vowel”. This means the tongue is low and between the middle and the back of the mouth, then the short-voiced sound is made by vibrating your vocal cords with the mouth open.

Ask students to pay attention to the teacher’s mouth and pronunciation. Run the track 6.04 and have students pronounce the words. Correct students’ pronunciation.

05

- Students listen to the teacher read out the 2 sentences once. Then teacher lets them finish the task as instructed.
- After 3 – 5 minutes, call students to read the sentences out. Teacher corrects their pronunciation if any errors occur.

Answers

1. I was dancing and laughing at the party when my aunt called.
2. My bother is studying art in London.

06

- Teacher asks students to have a look at the words first. Then call 2 or 3 students to read them as these are all familiar words.
- Teacher plays track 6.05. Students have 5 – 7 minutes to fill those words in the columns as they listen. Teacher may call 12 students to the board to let them put one word in the column. Teacher then corrects the answers after pronouncing all the words again.

Answers

/ɑ:/: yard, artist, watch, aunt, father, ask
/ʌ/: country, money, study, mother, uncle, Sun

Homework

Activity book, Speaking page 62, exercises I, II, III, IV, V

WRITING

Writing an application letter

Student’s Book, pages 66 - 67

Lesson outcome

- To understand the structure of a job application letter
- To understand the information in a job advertisement
- To write an application letter

Lead-in

Teacher asks students some questions:

- *Can you just speak to somebody and then you can go to school or any organization?*
- *Does a company or business have enough time to speak to everyone that wants to do the job?*

Students answer to get an understanding about the importance of job application.

01

Teacher lets students read the questions and answer them. Let them work in pairs if necessary. Teacher explains to students that job application is an essential document. The receiver can be anyone students may think of such as: manager, boss, the company, etc. Students’ answers could be varied.

Answers

Students’ own answers

02

- Teacher asks students to read the letter and do the task as instructed.
- Teacher guides students carefully to check all the items from 1 to 9.
- Give students time to complete the task. Teacher then reads out the letter and asks students what part they are.

Answers

- 3 30 King Road, New York
1 July 28
6&7 Bamboo Secondary School
4 12 Bank Street, New York
5 Application for Math Position
8 Dear Sir or Madam,
9 Yours faithfully,
2 Joe Smith

03

- Students required to understand the letter completely to comprehend which part contains what meaning.
- Ask students to underline the keywords in the letter that help them understand the meaning of that part and choose the correct topic relating to it.
- Teacher calls students to answer and correct after they give all answers for 5 items.

Answers

1. E 2. A 3. C 4. D 5. B

04

- Teacher helps students with any unfamiliar words in provided sentences, then asks them to read in mind individually and think about the purposes of these sentences, categorize them.
- Let students know that all the information is required to let the company know people satisfy their demands.
- Company also needs to know the reason people want to work for them so they can arrange them in the proper position, and they can work with efficiency.
- Check students' answers and correct them, let them read Exam Advice for the very first step of writing a good formal letter. The start and the end are the most essential parts.

Answers

1. W 2. R 3. E 4. R 5. W 6. E

05

Have students read the job advertisement from Hara Shoe Shop. Remind students to underline key information such as specific duties, characteristics, contacts. Let students extract the information and answer the questions. Check students' answers.

Answers

1. HARA SHOE SHOP, 180 Violet Street, District 1
2. Shop assistant, full-time
3. 2
4. Introduce products to the customers and persuade them to buy, fill the shelves and check the stock every day
5. Requirements: Communicative, flexible, polite, fluent English
6. You apply for this job by emailing your CV to harashoes@gmail.com or dropping it off directly at the shop.

06

Students are now required to write some ideas for the job application. Teacher can explain to students that all information can be made up with their own choices. However, teacher should prompt them to provide the moderate information. Exaggerated information will make the form less appealing. Give students 5 – 7 minutes to complete their idea plan. Teacher goes around to read some students' notes and give some adjustments or suggestions.

Answers

Students' own answers

07

Teacher then gives students a minimum time of 20 minutes to complete the task. Teacher should observe to look for struggled students and help them out. Teacher can tell students to look at previous letter from the last page for reference. Checklist for students to check at the end. Collect the paper to mark.

Answers

Students' own answers

Homework

Activity book, Writing page 63, exercises I, II, III

CLIL Science

Energy

Student's Book, pages 68 - 69

Lesson outcome

- To understand the definition of energy and some forms of energy
- To distinguish the differences between two types of energy: renewable and non-renewable energy
- To apply some forms of energy in real-life situations

Lead-in

Ask students some following questions:

- *Do you have electronic toys? How can they operate? (Yes – battery)*
- *Can you study in the classroom without the fans or lights? (No – high temperature and dark)*
- *Can your smartphone run forever? (No – need charging)*

Students answer and teacher explains to them how important energy is to our lives and they will learn few types of energy in this section.

01

Teacher teaches them about energy and some forms of energy provided in the textbook. Teacher lets students answer the questions in pairs.

- Motion relating to moving of objects. Any thing that moves creates motion energy. Giving clues that students can list any things or activities that move for question 1.
- Other type of energy can be gravitational energy, electrical energy, light and heat energy.

Answers

- a. Meteors, walking, skateboarding, throwing a ball, falling, flying an airplane, etc.
b. Gravitational energy, light energy, electrical energy, heat energy

- Let students read and understand why people need to save energy.
- Human still depends on non-renewable because the facilities to setup for using renewable energy is expensive.

02

Students discuss with their partner to find out more ways to save energy at home and school. Some suggestions would be: plant more trees, unplug rarely used devices, use energy saving devices, take a quicker shower, etc. Let students share with class and encourage everyone to put more effort on doing it.

Answers

Students' own answers

03

Students have 3 sets of 3 pictures to pick up the odd one out of 3 pictures. Teacher gives clues about what kind of energy categories they are and find the different one. Check students' answer and explain.

Answers

1.



2.



3.



04

DO IT

Students may already be asked to bring all material to class before or they may try to make this toy at home as instructed. Teacher explains that students should make more handcraft toys to play and save battery for the better world.

Homework

Activity book, CLIL Science page 67, exercises I, II