



# Fluency Plus 6

Teacher's guide





## UNIT OVERVIEW

	Student's Book	Activity Book
Reading	<b>Reading about the traditional meals in Vietnam:</b> chopsticks, cuisine, economical, experience, fried, stewed, symbolize, table manners	Activity book, p 26, Exercises I, II, III Unit 3, Reading, Exercises I, II, III
Grammar	<b>Past simple:</b> affirmative, negative, question	Activity book, p 27, Exercises I, II, III, IV, V, VI Unit 3, Grammar, Exercises I, II, III, IV, V, VI
Vocabulary	<b>Words and phrases about food:</b> food pyramid; fat/oil, salt & sugar; meat, fish & eggs; dairy products; fruits; vegetables; grains <b>Phrasal verbs:</b> boil something up, chop something up, pass something down	Activity book, p 28, Exercises I, II, III, IV, V Unit 3, Vocabulary, Exercises I, II, III, IV, V
Listening	Listening about the school lunch	Activity book, p 29, Exercises I, II Unit 3, Listening, Exercises I, II
Speaking	Giving opinions about food <b>Pronunciation:</b> -ed endings	Activity book, p 30, Exercises I, II, III, IV, V Unit 3, Speaking, Exercises I, II, III, IV, V
Writing	Writing a note	Activity book, p 31, Exercises I, II, III, IV, V Unit 3, Writing, Exercises I, II, III, IV, V
CLIL	<b>Math:</b> Sets, whole numbers and integers	Activity book, p 35, Exercises I, II, III Unit 3, CLIL Math, Exercises I, II, III
International exam		Activity book, pp 32-34, Exercises I, II, III, IV, V Unit 3, International exam, Exercises I, II, III, IV, V

## Student's Book

**03 OUR MEALS**

**1 READING** Reading about the traditional meals in Viet Nam

What do you usually eat for breakfast, lunch and dinner? Write down your own answers. Then ask some of your classmates and fill in their information.

	Breakfast	Lunch	Dinner
You			

These foods appear in the passage on the next page. Choose the correct food for each picture given.

1. Spring rolls  
2. Stewed meat  
3. Pickles  
4. Vietnamese sausages  
5. Fish cake  
6. Boiled chicken

1. The traditional Vietnamese meal, the country's culture through the years, is **interesting**.  
2. People traveling to Vietnam have the opportunity to **try** special dishes such as Pho Bo, Banh Xeo, etc.  
3. Don't eat too much **food**. It can cause health problems in the long run.  
4. **It's** important in the culture of Vietnamese people.  
5. My sister likes **beef** with potatoes and carrots.  
6. It's interesting to discover Vietnamese in Northern, Central and Southern Vietnam.  
7. People in East Asian countries always use **chopsticks** to take the food.  
8. It's more **economical** to cook at home than to go out for a meal.

## Activity Book

**UNIT 3: OUR MEALS**

**READING**

1. Read the text. Then circle the correct answers.

My name is Richard. I'm Vietnamese but was born in the United States. Last February, I traveled to Viet Nam with my parents and my brother to celebrate Tet holiday. We only get together every Tet because my parents are quite busy. It was my first time being in Viet Nam and meeting my grandmother. She taught me a lot about Vietnamese culture. At that time, I spoke very basic Vietnamese. Before New Year's Eve, I was shopping with my mom to buy some necessities. We also bought ingredients to make Banh Tet. My brother prepared banana leaves with my granny at home. In the evening, we gathered together to cook Banh Tet. It was hard but we enjoyed that moment a lot.

2. Read the text. Then find the words in the text that match the definitions.

We know that rice is a **staple** food of Viet Nam as well as many other countries. However, did you know that some countries eat different things from rice? In many Western countries, such as Britain and America, bread made from wheat is the most important item of food. In many African countries, a kind of corn called maize is the staple food. In Thailand and India, people eat a lot of different curries. The Italians eat pasta, a kind of noodles made from wheat. French food is very **popular** everywhere. It contains a large amount of oil, butter, eggs or cream.

In recent years, **fast food** - sometimes called 'junk food' - has become very popular all over the world. It was **invented** in the USA, and the first fast food was the hamburger, which is usually made from ground beef. Today, there are restaurants and take-away places selling hamburgers in most cities of the world.

Perhaps the most **international** food is Chinese. There probably isn't a city in the world without at least one Chinese restaurant. There are varieties of dishes from so many different parts of China that give a lot of choices to everyone who loves their favorite kind of food is.

1. basic and important  
2. global  
3. food that can be made and served quickly  
4. well-known  
5. made for the first time  
6. beef that has been finely chopped

3. Read the text again and answer the questions.

1. Where is Richard from?  
2. What is a staple food?  
3. Where was fast food invented?  
4. What meat is usually used for hamburgers?  
5. What kind of food gives choices to everyone?

1. Richard comes from...  
A. Viet Nam.  
B. the U.S.A.  
C. the U.K.  
2. Richard visited his grandmother...  
A. once a year.  
B. twice a year.  
C. three times a year.  
3. When Richard first came to Viet Nam, he...  
A. couldn't speak Vietnamese at all.  
B. spoke a little Vietnamese.  
C. spoke Vietnamese very well.  
4. He gathered together and brother prepared...  
A. bananas.  
B. banana leaves.  
C. banana plants.  
5. Richard thought Banh Tet...  
A. was not delicious.  
B. was very easy to make.  
C. was hard to make.

## READING

### Reading about the traditional meals in Viet Nam

Student's Book, pages 28-29

#### Lesson outcomes

- Become familiar with the names of some Vietnamese dishes
- Practice a multiple-choice cloze task

#### Lead-in

Ask students to look at the pictures at the beginning of the unit and discuss in pairs to write down the names of these foods.

#### Suggested answers

- Steamed broken rice (*Cơm tấm*)
- Vietnamese bread
- Fried fish
- Stuffed pancake (*Bánh cuốn*)
- Vietnamese beef noodles (*Phở bò*)
- Roast pork
- Rice, stir-fried vegetables, fried eggs, vegetable soup, spring rolls

01 Ask students to look at the table and think of different foods they have for breakfast, lunch and dinner. Then write down their own information in the table. Also allow students to go around the class and interview their classmates and fill in the information.

#### Answers

Students' own answers

#### Extra activity

In pairs, students ask and answer the question: *What do you usually have for breakfast / lunch / dinner?* Elicit answers from different students around the class and raise another question to encourage students to give their opinions: *What is the most important meal of a day?*

#### Answers

Students' own answers

02 Ask students to look at the words in the box and match them with the correct pictures. Allow students time to prepare their answers with a partner.

#### Answers



mắm



dried fish



spring rolls



fish soup



pickles



boiled chicken



Vietnamese sausages



fish soup



stewed meat

03 Ask students to complete the exercise. Have students compare in pairs before you check in open class.

#### Answers

- |               |                  |
|---------------|------------------|
| 1. chopsticks | 2. symbolizes    |
| 3. fried      | 4. experience    |
| 5. economical | 6. cuisine       |
| 7. stewed     | 8. table manners |

04 Ask students to complete the exercise. Check answers in open class.

#### Answers

- |               |                  |
|---------------|------------------|
| 1. symbolizes | 2. experience    |
| 3. fried      | 4. Table manners |
| 5. stewed     | 6. cuisine       |
| 7. chopsticks | 8. economical    |

#### Fast finishers

Ask students to write their own sentences using the words in Exercise 3.

#### Answers

Students' own answers

## EXAM ADVICE

### Multiple-choice cloze

- In this part of the test, there is a text with numbered spaces.
- Read the words/phrases before and after the spaces to decide the parts of speech we need for the spaces.
- Choose the answer which is grammatically correct and fits the meaning.

Ask students to read the tips for multiple-choice cloze. Remind students that once all the gaps are completed, they should read the whole text again to make sure it makes sense.

**05** Ask students to complete the exercise. Students compare in pairs before you check in open class.

### Answers

- |      |      |      |
|------|------|------|
| 1. C | 2. A | 3. B |
| 4. B | 5. A | 6. C |
| 7. C | 8. B |      |

**06** Ask students to look at two pictures first and discuss in pairs to choose the correct answer. Check in open class.

### Answers

B

### Homework

Activity book, Reading, page 26, Exercises I, II

## GRAMMAR

### Past simple

Student's Book, page 30

### Lesson outcomes

- Understand the correct forms and usages of past simple
- Practice using the verbs in past simple correctly

## Lead-in

### A Normal Day vs. Yesterday

Divide the board into two parts. Write *Usually* at the top of one part and *Yesterday* on the top of the second.

Write some daily activities in the first part and the similar sentences in the past simple in the second part.

#### Usually

*I get up at 6:30 am.*

*I have breakfast at 7 am.*

*I eat sandwiches and drink milk for breakfast.*

*I go to school by bus.*

*I go home at 5 pm.*

#### Yesterday

*I got up at 8 am.*

*I had breakfast at 8:30 am.*

*I ate fried rice and drank juice for breakfast.*

*I went to school by bike.*

*I went home at 6:30 pm.*

Now ask students to talk about their previous day's activities in pairs.

**01** Ask students to read the sentences and write down *past*, *present* or *future* at the end of each sentence. Remind students that there are words and phrases to help them choose the answers. Check in open class.

### Answers

1. future (*is planning, next year*)
2. past (*started, three years ago*)
3. present (*prefer*)

**02** Read out four usages and each example for students to do the task. Call students to give the answers individually in front of the class. Explain and correct any errors.



### Answers

Completed actions in the past

A series of completed actions in the past

Past habits

Past facts

### Fast finishers

Ask students to write down their own examples for each usage of the past simple in the textbooks. Check the answers individually.

**03** Put the students into pairs and ask them to try to finish the words in Column A and Column B quickly. Have students check their answers together. You ask some students to write down the answers on the board.

### Answers

played	caught
prepared	made
used	found
looked	ate
remained	put
dried	took
gathered	sat
tried	understood

**04** Ask students to look back at the Exercise 3 and point out the similarity of the words in the same column. Then elicit the difference between the verbs in two columns. Remind students to remember two kinds of past simple verb forms. Have students add more verbs to each column.

### Answers

Column A: Regular verbs

Column B: Irregular verbs

**05** Ask students to complete the exercise. Check the answers in open class.

### Answers

1. gathered, sat, prepared, used

2. caught, dried

3. made, found

4. put

5. ate

6. tried

### Language note

Remember to put *didn't* before the infinitive verbs to make negatives and use *Did + S + Verb...?* in questions.

**06** Have students look at the example and show them the ways to form negatives and questions in the past simple. Then ask students to complete the exercise. Check the answers in open class.

### Answers

1.

- Kerry's mother *didn't* make Vietnamese sausages on her own.

- Did Kerry's mother make Vietnamese sausages on her own?

2.

- My grandmother *didn't* bake a birthday cake on my last birthday.

- Did your grandmother bake a birthday cake on my last birthday?

3.

- Lily *didn't* experience Vietnamese dishes last year.

- Did Lily experience Vietnamese dishes last year?

4.

- She *didn't* find it interesting to use chopsticks.

- Did she find it interesting to use chopsticks?

**07** In pairs, students ask and answer the questions. Elicit answers in open class.

### Answers

Students' own answers

### Mixed ability

Ask more confident students to work in groups talking about their previous day, week or month. When they have finished, each group presents in front of the class.

### Homework

Activity book, Grammar, page 27, Exercises I, II, III, IV, V, VI

## VOCABULARY

### Words about food, Phrasal verbs

Student's Book, page 31

### Lesson outcomes

Understand the correct usages of:

- words connected with food
- countable and uncountable nouns
- phrasal verbs: boil up, chop up, pass down

### Lead-in

In small groups, students look at the food pyramid and think of names of the foods. Ask each group to write down their answers on the board and check in open class.

### Suggested answers

- oil, cake, candy/sweets, donuts
- meat, fish, eggs, beans, nuts
- milk, cheese, cream
- grapes, bananas, apples
- bell peppers, carrots, tomatoes, celery
- rice, bread, wheat, cereal, pasta

### Words about food

**01** Have students look at the food pyramid again and name the different steps of the pyramid. Students compare in pairs before you check in open class.

### Answers

1. Fat/oil, salt & sugar
2. Meat, fish & eggs
3. Fruits
4. Dairy products
5. Vegetables
6. Grains

### Fast finishers

Ask students to explain the importance of the food pyramid and give suitable portions of each food group to stay healthy.

**02**



3.01

Ask students to put the words in the box in the correct group and ask them to write down the answers on the board. Then play the audio and check in open class.

Track 3.01

### 2. Complete the food lists with the words in the box. Then listen and check.

My nutrition food pyramid is a useful tool for having a balanced diet. Let's see how to stay healthy with each food group. First, grains should be taken as the main sources. They include bread, rice, wheat, pasta, and more. Next, eat more fruit and vegetables like coconuts, peaches, celery, bell peppers and more. Then, remember to have a moderate amount of fish, meat and eggs like lobster, salmon, lamb, pork and dairy products such as cheese, cream, butter, and yogurt. Finally,

### Answers

- Fruits and vegetables: peach, coconut, celery, bell pepper
- Fat/oil, salt & sugar: sugar, crisps, sweet, soft drinks
- Grains: rice, wheat, bread, pasta
- Dairy products: butter, cream, yogurt, cheese
- Meat, fish & eggs: pork, lobster, lamb, salmon

**03** Have students to look at the box again and write C if the food is a countable noun and U if the food is an uncountable noun. Remind students that there are some foods that are both countable and uncountable nouns. Ask students to check in pairs before you check in open class.

#### Answers

sugar (U)	butter (U)	peach (C)
rice (U)	cream (U)	coconut (C)
celery (U)	pork (U)	crisps (C)
yogurt (U)	lobster (C/U)	sweet (C)
soft drinks (C)	bell pepper (C)	lamb (C/U)
wheat (U)	salmon (C/U)	
bread (U)	pasta (U)	cheese (U)

**04**  3.02

Ask students to read the words in open class. Then play the audio for students to listen and complete the exercise. Check in open class.

Track 3.02

#### 4. Listen and tick (✓) what Kevin bought at the market.

I went to the market to buy food for the weekend. I chose some apples, peaches, and lychees for dessert. I also got carrots, cucumbers, broccoli, and bell peppers. Then, I bought a kilo of beef and some salmon. I intended to stir-fry beef with vegetables and make fish soup. For drinks, I took two cans of milk and a bottle of orange juice.

#### Answers

<input checked="" type="checkbox"/> lychees	<input checked="" type="checkbox"/> broccoli	onions
<input checked="" type="checkbox"/> milk	<input checked="" type="checkbox"/> salmon	<input checked="" type="checkbox"/> beef
lemonade	pasta	

**05** Give students some questions about how to stay healthy and elicit the answers in open class. Then ask students to look at the text and complete the exercise. Students compare in pairs before you check in open class.

#### Answers

1. salt & sugar
2. fruits
3. vegetables
4. lamb
5. lobster

#### Fast finishers

Ask students to think of some pieces of advice on how to keep fit and tell their partners. Try to use the words learnt in previous exercises.

#### Phrasal verbs

Look at the phrasal verbs, the definitions and examples, explain each phrase verb to students. Ask them if they have any questions.

#### Language note

Remind students that phrasal verbs have two parts: a main verb and an adverb particle. Many phrasal verbs take an object. In most cases, the particle may come before or after the object if the object is not a personal pronoun.

*You should **take** your shoes **off** when you come in the house. / You should **take off** your shoes when you come in the house.*

If the object is a personal pronoun (me, you, him, us...), we always put the pronoun before the particle.

*Remember to **pick me up** after work.*

**06** Have students to complete the exercise. Students compare in pairs before you check in open class.

#### Answers

1. passed, down
2. chopping, up
3. boil, up

#### Mixed ability

Ask more confident students to write their own sentences using the phrasal verbs. Give less confident students words or phrases to put in the correct order to make meaningful sentences. Check the answers individually.

#### Homework

Activity book, Vocabulary, Page 28, Exercises I, II, III, IV, V

#### LISTENING

##### Listening about the school lunch

Student's Book, page 32

#### Lesson outcomes

- Listen for information to fill in the gaps
- Practice predicting what the speaker will say before listening to a recording

### Lead-in

Revise some foods that students usually eat for lunch by asking students in groups to think of the foods and write the answers on the board. Check in open class.

**01** Have students work in pairs and discuss the questions. Elicit answers from different students around the class and open out a class debate about the benefits of school canteens.

### Answers

Students' own answers

### **02** 3.03

Have students look at the school menu and elicit the answers around the class. Remind students that they should write one word or a number for each gap.

Play the recording for students to check their suggested answers. Ask students to write the answers on the board before you check in open class.

Track 3.03

**2. Listen to some secondary students talking about their school menu for lunch at the canteen. Write one WORD or a NUMBER for each gap.**

Hello, welcome to Star International Secondary School. Let's take a tour around our canteen. Here is the menu for this week, from the fifth to the ninth of September. They serve different foods throughout the week.

Lunchtime is usually from 11 am to 12 pm. Here are some students talking about the menu.

1. My name is Karen. My favorite menu for lunch at my school canteen is on Monday. We have fried rice, chicken and salad with eggs. It's so delicious. I also have fresh apples for dessert. It costs \$2.

2. I'm Mark in Grade 7. On Tuesday, I will have my favorite menu with rice and fish, vegetable soup, and yogurt. At only \$1.90, we have a nutritious meal. Yummy!

3. I'm Jenny. I love going to school on Wednesday because I enjoy lunch on that day. The canteen serves my favorite Vietnamese dish. I can choose *phở bò* or *phở gà* with aromatic herbs and watermelons for dessert. The price for this meal is \$2.30.

4. I'm Alice from Grade 9A. On Thursday, I can choose spaghetti or rice with meatballs and vanilla cupcakes for \$2.50. The canteen sells beef burgers or sandwiches served with chips and ice cream on Friday. I have to pay \$3 in total. It's super-tasty. Also, I can order extra drinks. The canteen serves water for free, soda for \$1, fruit juice for \$1.15 and chocolate milk for \$1.20.

### Answers

- |                    |              |
|--------------------|--------------|
| 1. 9 <sup>th</sup> | 2. 11        |
| 3. chicken         | 4. vegetable |
| 5. watermelons     | 6. 2.30      |
| 7. meatballs       | 8. beef      |
| 9. chocolate       |              |

### **03** 3.04

Ask students to look at the words in the box and read the sentences first. Have students suggest the answers before you play the audio for them to listen and check again. You correct the answers in open class.

Track 3.04

**3. Max wants to make a salad for lunch. Listen and complete the descriptions using the words in the box.**

Hello, I'm Max. Today I'm trying to make a fresh salad for lunch. First I chop up 4 cucumbers. Then I cut 2 onions into small pieces. If you don't like eating raw onions, you can boil the onions in the water for 2-3 minutes. Next, I put them in a large bowl and add some salt, sugar, a little bit of water and garlic. After that, I mix them together. I sit the bowl of salad in the fridge for an hour before serving

### Answers

- |             |         |
|-------------|---------|
| 1. chop     | 2. boil |
| 3. put, add | 4. mix  |

### Exam Advice

Have students read the tips in the exam advice and remind them that predicting the main ideas and looking at the words before or after the gap will help them when they do gap-fill tasks.



Ask students to look at the ingredients first and recognize the names. Then look at the directions and suggest the steps for making vanilla cupcakes.

Play the audio for students to check their suggestions. Have students compare the answers in pairs before you check in open class.

Track 3.05

**4. Alice loves vanilla cupcakes and she wants to learn how to make them. Below is the recipe for the cupcakes. Write the missing words. Then listen to check the ingredients and then put the sentences in order.**

My grandma and I are into making cupcakes. She taught me how to make a vanilla cupcake when I was eight years old. My great-grandmother passed down the recipe to my grandma. We need to prepare these ingredients for 12 vanilla cupcakes:  $\frac{1}{2}$  cup of butter,  $\frac{3}{4}$  cup of sugar,  $\frac{3}{4}$  cup of milk, three eggs,  $1\frac{1}{2}$  cups of flour, one teaspoon of vanilla extract,  $1\frac{1}{2}$  teaspoons of baking soda, one teaspoon of salt, and  $\frac{3}{4}$  cup of milk. Then follow my directions to make delicious cupcakes.

**STEP 1:** Preheat the oven to 175 degrees Celsius. Line a 12-hold muffin tin with paper cases.

**STEP 2:** Put flour, baking powder, and salt together in a bowl.

**STEP 3:** Whisk milk, eggs, and vanilla extract together in a separate bowl.

**STEP 4:** Beat the sugar and butter in a mixer until light and fluffy.

**STEP 5:** Stir all the ingredients just until mixed. Spoon the mixture into the paper cases.

**STEP 6:** Bake in the preheated oven for 18-22 minutes.

## Answers



butter



sugar



milk



eggs



flour



salt



vanilla extract



baking soda

## Directions:

**5.** Stir all the ingredients just until mixed. Spoon the mixture into the paper cases.

**4.** Beat the sugar and butter in a mixer until light and fluffy.

**2.** Put flour, baking powder, and salt together in a bowl.

**6.** Bake in the preheated oven for 18-22 minutes.

**1.** Preheat the oven to 175 degrees Celsius. Line a 12-hold muffin tin with paper cases.

**3.** Whisk milk, eggs, and vanilla extract together in a separate bowl.

## Extra activity

Have students think of their favorite dishes and write down the ingredients and steps to make the dishes. Elicit the answers around the class and have students discuss with a partner before presenting in front of the class.

## Homework

Activity book, Listening, Page 29, Exercises I, II

## SPEAKING

### Giving opinions about food

Student's Book, page 33

#### Lesson outcomes

- Describe different foods
- Express preferences about food
- Pronounce -ed endings

#### Lead-in

#### Board race

Divide the board into four equal columns and write on the top of each column a food group, e.g. *vegetables, fruits, meat and seafood, or sweet foods*. Divide students into four teams. Assign each team to one food group. The students must then write as many foods belonging to their food group as possible in the form of a relay race. In 5 minutes, which team has more correct answers without spelling mistakes will win.

#### Answers

##### Students' own answers

**01** Invite some students to read out and explain the meaning of the adjectives. Explain unfamiliar adjectives to students:

**melted:** *having turned soft or into a liquid*

**greasy:** *covered with or full of fat or oil*

Have students work in groups to choose the characteristics of each food. Invite some students to share their opinions. Teacher can ask students to think of some more foods which have the same characteristics as those in the book or ask them to make a sentence with each adjective.

#### Answers

Watermelon: *sweet, tasty*

Chocolate: *hard, melted*

Bánh chưng: *sticky, soft, salty*

Lemon: *sour, bitter*

French fries: *greasy, salty*

Salmon: *soft, fishy*

**02** Explain the exam advice about expressing personal preferences. Ask students the question below to make sure students understand:

1. *Do you need to explain why you like/dislike something?*

2. *Can you tell me about your favorite food?*

Invite some students to answer. Have students discuss the questions in Exercise 2 in pairs. Go around the class to support students with vocabulary and ideas. If students are not able to answer Question 5, suggest some traditional foods for students like *Bánh mì, Phở, Bánh Chưng*, spring rolls, pickled scallion, etc. Have some students answer the questions.

#### Answers

##### Students' own answers

**03** Prepare a wheel and bring it to the class if possible. Otherwise, teacher can ask students to put a short pencil on the wheel in the book, then spin it. Have students do the activity in pairs or groups. Suggest students use the adjectives in Exercise 1. Go around the class to support students with vocabulary and ideas. Invite some students to spin the wheel and say in front of the class.

#### Answers

##### Students' own answers

#### Mixed ability

With stronger classes, teacher can divide students into two teams. At every turn, one student of each group will take turns to spin the wheel and say. Students mustn't say the same ideas as the previous ones.

**04**  3.06

Write on the board three regular verbs **needed**, **played**, and **stopped**. Pronounce each word slowly and ask students to listen and find the differences between them. Invite some students to answer. Explain that the pronunciation of -ed endings depends on the final consonant sound. Introduce the rules to students:

### Sound 1: /ɪd/

We pronounce the -ed as /ɪd/ after /d/ and /t/. For example, *started, decided, visited*, etc.

### Sound 2: /d/

We pronounce the -ed as /d/ after voiced consonants, except /d/. For example, *boiled, changed, dried*, etc.

### Sound 3: /t/

We pronounce the -ed as /t/ after unvoiced consonants, except /t/. For example, *baked, passed, chopped*, etc.

Have some students pronounce the words in the three columns. Ask students to complete exercise 4. Invite some students to give answers and pronounce those words. Correct students' pronunciation. Run the track 3.06 and have students listen and check.

#### Answers

/ɪd/: melted, tasted, added, grated

/d/: boiled, stirred, fried, peeled

/t/: mixed, chopped, whipped, sliced

#### Extra activity

Ask students to survey five friends about foods they like and dislike, then present the results to the class. Students can follow the table below.

Names	Favorite foods	Hated foods	Reasons
1.			
2.			
3.			
4.			
5.			

#### Homework

Activity book, Speaking page 30, exercises I, II, III, IV, V

### WRITING

#### Writing a note

Student's Book, pages 34-35

#### Lesson outcome

- Be able to understand and write a simple note containing enough information

#### Lead-in

Teachers prepare a stack of sticky notes. At the beginning of the lesson, show it and ask students if they know what it is. Ask if they have used, or seen any family members used them.

- 01 Divide class to groups of 4. Read the questions and give them 3 minutes to discuss. Then, select random groups to answer.

#### Answers

##### Students' own answers

- 02 Teachers give students 2 minutes to read the note from John and underline important words. Ask one student to speak up his/her answer, and explain why those words are chosen. After that, elicit the answers.

#### Answers

Lily, Mom told me that you already came by the supermarket to pick up some foods and drinks.

I want to know:

What did you buy?

What are you going to cook for dinner?

Can I invite my best friend, Sue?

John

- Teachers instruct students to write a reply (25-35 words) to John's note, following the exam advice given below. One student then reads his/her reply and teachers give opinions.

#### Mixed ability

- For weaker classes, explain that important words are words that contain information that you want to know. Similarly, the reply should contain information that John wants to know.
- For stronger classes, students in pairs exchange writings and evaluate each other.

03 Give students 1 minute to read both writings and determine the better response. Choose 1 student. Ask why he/she chose that version.

### Answers

Reply 2 is better because it appropriately answers John's questions. Reply 1 did not address John's first question, and sentences are too short.

04 Give students 30 seconds to read the note below. Teachers then play the audio for students to fill in the blanks. (Once or twice depending on the class)

Check the answers in open class.

### Answers

A note from Mom

- ☐ Mom is busy at work
- ☐ Go home late
- ☐ Cook dinner tonight
- ☐ Go to the store for a bottle of fish sauce, some potatoes, pork and a kilo of kiwis
- ☐ Some food left in the fridge
- ☐ Make one more dish
- ☐ Have kiwis for dessert

05 Give students 2 minutes to read the writing task and answer the questions. Ask some students to answer in front of the class.

### Answers

1. I'm writing a note to my classmate, Ken.
2. I have to mention the time we will get to the picnic site, the activities we would like to do and things we should bring to the picnic.

06

- Give students 3 minutes to prepare their notes. Teacher remind students that their notes need to answer all of Ken's questions.
- Teacher can suggest students to imagine their own picnic, or recall a class outdoor activity in which they have participated.

### Answers

#### Students' own answers

07

- Give students 5-10 minutes to write the note based on the plan they have formed earlier. Two students write on the board. Others write on their papers.
- After the time limit, teachers evaluate the writings on the board and ask students to review their own based on the checklist given.

### Answers

#### Students' own answers

### Extra activity

Students make their own notes to remind themselves what they are going to do today.

### Homework

Activity book, Writing page 31, exercises I, II, III, IV, V

### CLIL MATH

#### Sets, Whole numbers, and Integers

Student's Book, pages 36-37

### Lesson outcomes

- Understand the definition of sets, whole numbers, and integers.
- Be able to categorize elements to suitable sets.

### Lead-in

#### "Odd one out":

- Students choose an element that is different with others in a set.
- Teachers divide class into 4 groups and write A, B, C, D on the board. Teachers then read aloud or display on screen 4 elements, 3 of them are of the same category and the other is different.

Members of each group then race to the board and touch the A, B, C, D that corresponds to their answer. The student that touches the board fastest and correctly earns 1 point for the group. Group with most points win.

**Suggested options:**

Table	Chair	Mirror	Bookshelf
Bathtub	Toilet	Bed	Showerhead
Dogs	Bees	Flies	Ladybugs
Firetruck	Strawberry	Blood	Ocean
Limo	Motorbike	Train	Helicopter
Shirts	Blouses	Vest	Trousers
Rock	Piano	Jazz	Pop
Triangle	Rectangle	Square	Rhombus
China	India	Germany	Thailand
Run	Jump	Kick	Throw
Tofu	Pork	Chicken	Venison

After the game, pick an example from above and explain using the set and element definition.

**01** Introduce the definition of *sets* and *elements*:

- A **set** is a collection of objects or things. The objects in a set are called the elements of a set.
- Teachers use the example of odd and even numbers in the picture below as an example.

Introduce the definition of *whole numbers* and *integers*:

- Whole numbers are a set of numbers that contains natural numbers and zero.
- Integer is a set of numbers that include: whole numbers, negative and positive numbers.

Have students look at exercise 1. Choose two students to answer Questions a and b.

### Answers

- a. Elements of the set C are a square, a triangle, a rectangle, and a circle.
- b. Elements of the set D are an addition symbol, a multiplication symbol, an equal symbol, a subtraction symbol, and a division sign.

**02** Form groups of 4. Give students 3 minutes to separate the set of food and the set of drinks.

### Answers

The set of foods includes spaghetti, cupcake, burger, sushi, sandwich, and fried rice.

The set of drinks includes orange juice, milk tea, fresh water, smoothie, soda, and ginger tea.

### Fast finishers

Students can create their own sets of favorite foods and drinks.

**03** Teachers read the questions one by one and invite the class to answer.

### Answers

a. A    b. C    c. A    d. B

**04** Students work in pairs. Give them 3 minutes to put the stamps on the shelves.

### Answers

the set of stationery

the set of toys

the set of books

the set of clothes

the set of sports equipment

the set of jewelry

the set of souvenirs

the set of others

**05** Select random pairs to speak out what items belong to what set. Students can choose items given in the picture, or other objects as long as they fit in the category.

### Answers

Students' own answers.

### DO IT!

- Teacher may prepare a real-life model of a thermostat.
- Students work individually or in pairs to answer the questions in the picture.

### Homework

Activity book, CLIL Math page 35, exercises I, II, III, and Challenge!