



Fluency Plus 6

Teacher's guide





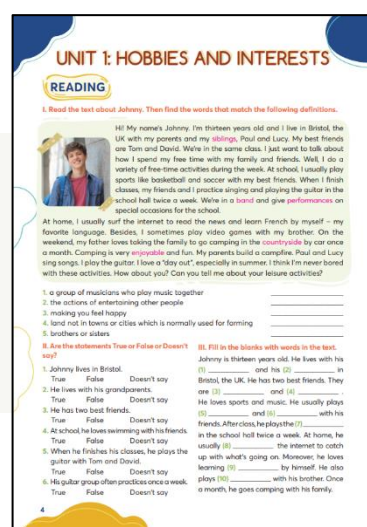
UNIT OVERVIEW

	Student's Book	Activity Book
Reading	Reading about Unusual hobbies: carve, collect, meaningless, minerals, ornament, riverbank, unusual	Activity book, p 4, Exercises I, II, III Unit 1, Reading, Exercises I, II, III
Grammar	Present simple: affirmative, negative, questions	Activity book, p 5, Exercises I, II, III, IV, V Unit 1, Grammar, Exercises I, II, III, IV, V
Vocabulary	Words and phrases about hobbies: collecting, craft, fishing, gardening, music, reading, sports, travelling, video games Phrasal verbs: stay in, stay over, stay up	Activity book, p 6, Exercises I, II, III, IV, V, VI Unit 1, Vocabulary, Exercises I, II, III, IV, V, VI
Listening	Listening about teenagers' hobbies	Activity book, p 7, Exercises I, II, III Unit 1, Listening, Exercises I, II, III
Speaking	Talking about yourself Interviewing Pronunciation: /ɪ/ and /i:/	Activity book, p 8, Exercises I, II, III, IV, V Unit 1, Speaking, Exercises I, II, III, IV, V
Writing	Transferring information	Activity book, p 9, Exercises I, II, III, IV Unit 1, Writing, Exercises I, II, III, IV
CLIL	Math: Fractions	Activity book, p 13, Exercises I, II, III Unit 1, CLIL Math, Exercises I, II, III
International exam		Activity book, pp 10-12, Exercises I, II, III Unit 1, International exam, Exercises I, II, III

Student's Book



Activity Book



READING

Unusual hobbies

Student's Book, pages 6-7

Lesson outcome

- Read the texts about unusual hobbies.
- Understand the main idea of the text.

Lead-in

Bingo game

Teacher and students write down three uncommon hobbies on a note. Which student has the same choice as the teacher will win. Here are some suggestions: *fork bending, tattooing vehicles, train surfing, ghost hunting, tree shaping, etc.*

Answers

Students' own answers

01 Ask students to look at the pictures and discuss the questions in groups. Go around the class to support students with vocabulary and ideas. Invite some students to answer.

Answers

1. Hiking, painting, exercising, playing soccer, basketball, video games, guitar, reading, music, skating, and doing yoga
2. Football / badminton / ...
3. Students' own answers
4. Students' own answers
5. Students' own answers

02 Allow students time to observe the pictures and answer the questions. Ask the questions below to support students:

1. What can you see in the pictures?
2. Where are they?
3. What are they holding?

Answers

1. In the first picture, he/she is collecting rocks. In the second picture, he/she is carving a flower on the soap.
2. Students' own answers

03

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

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

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

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

Have students complete the exercise.

Answers

1. meaningless
2. unusual
3. riverbank
4. collect
5. ornament
6. carve
7. minerals

Fast finishers

Ask students to write the antonym of the highlighted words if any, then make sentences with those words.

04

Have students read the exam advice about reading for the main idea. Ask students the questions below:

1. Which reading skill is used? (Scanning)
2. What is scanning? (Read through the texts to locate keywords and needed information)

Repeat all the steps:

- Underline keywords in the statements.
- Scan the texts to find the paragraphs containing keywords.
- Compare the statements with the texts to decide the answers.

Ask students to do the exercise individually. Invite students to answer and explain their choice.

Answers

1. False
2. True
3. False
4. False
5. True
6. False
7. True

Fast finishers

Correct the false statements.

05 Ask students to read and underline keywords in the note, then scan the texts again 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. collecting rocks and minerals
2. riverbank
3. more than 500
4. soap carving
5. a bar of soap, a pencil, and a small knife
6. a beautiful flower or ornament

06 Have students discuss the questions in pairs. Go around the class to support students with vocabulary and ideas. Invite some students to express their opinions.

Answers

Students' own answers

Mixed ability

In case weaker students don't know any unusual hobbies, teacher can suggest some hobbies and ask them which one are unusual. On the other hand, ask stronger students more questions related to themselves, for example:

1. *Do you want to pick up that unusual hobby?*
2. *What will you need to prepare if you pick up that hobby?*

Extra activity

Guessing game

Write different hobbies on different pieces of paper. Divide students into two teams. Each team takes turns to have a student go on the board, pick up a piece of paper, and use non-verbal language to describe the hobby written on it. Other teammates will try to guess what the hobby is within one minute. Which team has more correct answers will win.

Homework

Activity book, Reading page 4, exercises I, II, III

GRAMMAR

Present simple

Student's Book, page 8

Lesson outcome

- Understand present simple: affirmative, negative, questions
- Distinguish different adverbs of frequency

Lead-in

Ask students the questions below:

1. *What do you do every morning?*
2. *What do you do every evening?*
3. *What temperature does water boil at?*
4. *Where does the sun rise?*

Invite some students to answer, then ask them which ones are about habits and which ones are about facts.

Answers

Students' own answers

01 Have students read out the sentences and match them with usages a or b.

Answers

1. b
2. a

02 Explain the grammar notes. Emphasize the usages, verb forms, adverbs of frequency, and time expressions when using the present simple. Ask students to give examples. Then have students do exercise 2 and invite some of them to write the answers on the board.

Answers

1. Mia seldom plays the piano after school.
2. They sometimes go fishing on weekends.
3. He is never late for school.
4. Does John usually go to the gym in the morning?
5. Sue often meets her friends at a café.
6. My dad never cooks dinner on Sundays.

03 Write on the board the question: *How often do you play sports?* Ask students to draw the structure of the question (*How often + do/does + S + V + ...*) and give examples. Have students do exercise 3 and invite some of them to write the answers on the board.

Answers

1. How often does he listen to music?
2. How often do you read books?
3. How often do they eat out?
4. How often do you play soccer?
5. How often does she cook?
6. How often do Tim and Peter play the guitar?

04 Have students read and answer the questions in exercise 4. Remind students to use different adverbs of frequency and time expressions in the grammar notes to answer these questions. Instruct students how to use time expressions correctly:

- one time: once
- two times: twice
- more than twice: number + times
(e.g. three times, four times, five times, etc.)

Invite some students to write the answers on the board.

Answers

Students' own answers

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

Answers

1. collects
2. play
3. like
4. plays
5. spend

Extra activity

Divide students into four teams. Each team takes turns to say a fact using present simple tense. Which team has more correct answers will get a bonus. If students don't have any ideas, teacher can say some words or phrases to encourage students to think of a fact related to them. Here are some suggestions: *The Earth, the sun, the moon, ocean, water, Asia, Europe, Africa, year, month, week, day, animal, plant, etc.*

Homework

Activity book, Grammar page 5, exercises I, II, III, IV, V

VOCABULARY

Hobbies

Student's Book, page 9

Lesson outcome

- Remember and apply some words and phrases about hobbies in real-life context
- Distinguish three phrasal verbs with 'stay'

Lead-in

Ask students the questions below:

1. What do you like to do for fun?
2. How often do you do it?

Invite some students to answer. Lead students to the lesson.

Answers

Students' own answers

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

Picture 1: a lake, a man, a fishing rod.

Picture 2: a girl, a guitar

Picture 3: baseball, football, basketball, etc.

Picture 4: a girl, a book

Picture 5: a man, a girl, flowers and plants

Picture 6: famous buildings, planes

Picture 7: paper dinosaurs, scissors

Picture 8: many stamps

Picture 9: game controllers, TV

Ask students to write the right hobby under each picture. Invite some students to share their choice with the class.

Answers

1. fishing
2. music
3. sports
4. reading
5. gardening
6. travelling
7. crafts
8. collecting
9. video games

02 Have students complete the exercise. Invite some students to answer. Ask students to pay attention to the verb going with these words or phrases: *go fishing, listen to music, do the gardening, do crafts, play sports, collect stamps, play video games, go travelling.*

Answers

- | | | |
|----------------|---------------|---------------|
| 1. fishing | 2. music | 3. gardening |
| 4. crafts | 5. sports | 6. collecting |
| 7. video games | 8. travelling | |

03 Do the first activity with students. Choose one of the questions below to ask students:

1. *Where can you go fishing?*
2. *Where is the best place to go fishing?*
3. *Can you recommend some good places to go fishing?*

Invite some students to answer. Ask students to work in groups to do other activities. Go around the class to support students with vocabulary and ideas. Have each group write their answers on the paper. Invite all groups to present their answers. Compare and sum up the answers of all groups.

Answers

Students' own answers

Fast finishers

Think of the reasons for their choice of places.

04 Have students work in pairs. Each student takes turns to ask and answer about places to do every activity in exercise 3. In case the students haven't done any activity in real life, they can skip it and choose another one. Invite some pairs to perform in the class.

Answers

Students' own answers

Mixed ability

With stronger students, ask them some more questions related to themselves:

1. *How often do you do it?*
2. *Who do you often go with?*
3. *How do you feel when you do it?*

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

Picture 1: a boy lying on a bed without sleeping

Picture 2: some girls hanging out in a bedroom

Picture 3: a family staying in their house

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

Answers

- | | | |
|------------|------------|--------------|
| 1. stay in | 2. stay up | 3. stay over |
|------------|------------|--------------|

Extra activity

Divide students into small groups. Each group chooses a hobby and draws a mind map about that hobby including places and necessary materials or equipment to do it. Invite each group to present their mind map.

Homework

Activity book, Vocabulary page 6, exercises I, II, III, IV, V, VI

LISTENING

Teenagers' hobbies

Student's Book, page 10

Lesson outcome

- Listen about teenagers' hobbies
- Listen for important information

Lead-in

Memory game

Invite a student to introduce one of their hobbies. When the next student introduces his/her hobby, they must first repeat the hobbies of the students that went before them and so on until the last student in the class.

Answers

Students' own answers

01 Have students look at the pictures and discuss the questions in pairs. Go around the class to support students with vocabulary and ideas. If students don't know how to answer question 4, use yes/no questions to support them. Here are some suggestions:

1. *Do you like these hobbies?*
2. *Do you think they are helpful for your health?*
3. *Do you think they can help you reduce stress?*
4. *Do you want to take up these hobbies?*

Invite some students to answer.

Answers

1. The hobbies are playing soccer, dancing, playing tennis, and cycling.
2. They are at the sports field/hall/on the street.
3. They are feeling happy.
4. Students' own answers

02 1.01

Ask students to read through the conversation and determine the word form of each missing word or phrase. Have students think of some possible words or phrases for each blank before listening. Play the audio. Let students fill in the blank. Invite students to share their answers. Play the audio again and check the answers one by one. Explain the exam advice about listening for important information. Ask students the questions below to see if they understand or not:

1. *What do you need to focus on? (Needed information)*
2. *Do you need to understand every word? (No)*
3. *What do you do before listening? (Think of the words related to the topic)*

Answers

1. staying in
2. Three
3. video games
4. stay up
5. stay over

Track 1.01

2. Listen to the conversation and fill in the blanks. Then practice it with your partner.

James: Do you like playing sports?

David: No, I don't. I like staying in and reading books.

James: What kinds of books do you like to read?

David: I like reading books about chess. I want to play chess well.

James: Really? I don't know how to play it. How often do you play chess?

David: Three times a week. I usually surf the internet and find information about chess. So, what do you like doing in your free time?

James: I like playing video games. I often stay up late and play games every Saturday. My mom doesn't like it.

David: What game do you play?

James: League of Legends. It's so interesting!

David: I've heard a lot about it. I want to try it.

James: So, would you like to stay over next Saturday night? I'll show you how to play.

David: I'd love to, but I have to ask my mom first.

James: Okay.

03 1.02

Ask students to name some hobbies they have known or learned. Read out the instructions. Emphasize that students listen for the speakers' hobbies, not other information. Play the audio. Have students listen and write down the hobbies.

Invite some students to write their answers on the board. Play the audio again and check the answers one by one.

Answers

1. watching movies
2. dancing, singing, and cooking
3. doing yoga, playing soccer, reading, and listening to music
4. cooking and doing housework
5. riding a bike, taking photos, and painting

Track 1.02

2. Listen to five conversations about hobbies. Write the hobbies they are talking about in the conversation.

Conversation 1

Man: Do you participate in sports on weekends?

Woman: No, I don't like sports.

Man: Oh. So, how do you spend your weekends?

Woman: I watch my favorite movies.

Man: I love watching movies, too.

Conversation 2

Man: What kinds of activities do you enjoy?

Woman: I enjoy dancing and singing.

Man: I don't know how to dance. How did you learn to dance?

Woman: My mother teaches me how to dance. She also teaches me how to cook lots of dishes, too!

Conversation 3

Man: Do you enjoy doing yoga?

Woman: Yes, I am into doing yoga. How about you? Do you enjoy doing yoga?

Man: It's okay, but I'm not really into it.

Woman: I see. What do you enjoy doing for fun?

Man: My hobbies include soccer, reading, and listening to music.

Woman: Interesting!

Conversation 4

Man: What do you like to do for fun?

Woman: My favorite thing to do is cooking. I wish I had more time to spend on cooking. Do you cook at home?

Man: Yes, I do. I like cooking and doing housework. I like taking care of my family and preparing the best dishes for the whole family.

Woman: Great!

Conversation 5

Woman: What is your hobby?

Man: My hobby is cycling. I like riding a bike through many beautiful roads and natural places.

Woman: That's great.

Man: Yes. What is your hobby?

Woman: Oh, my hobby is taking photos of natural views and painting. I do oil painting.

Mixed ability

In case weaker students haven't finished the exercise, replay the audio until they can complete all the information.

04



1.03

Read out the instructions. Have students read through all the names and the hobbies. Emphasize that there will be an extra hobby. Play the audio. Have students listen and match. Invite students to share their answers. Play the audio again and check the answers one by one.

Answers

- | | | | |
|------|------|------|------|
| 1. E | 2. G | 3. B | 4. A |
| 5. H | 6. D | 7. C | |

Track 1.03

4. You will hear a girl telling her brother about her friends and their hobbies. What does each friend have? Listen and write the letters.

Woman: I think that most of my friends only have one hobby.

Man: Really? What about Lucy?

Woman: Well, she likes singing.

Man: Yeah, I love Lucy's songs. How about Aaron?

Woman: He likes playing soccer. He plays it every weekend.

Man: And who's this? He loves traveling, right?

Woman: This is Tony. He travels to different places every month.

Man: That's fantastic.

Woman: And you know Joel, right? He comes to our house every Saturday. Joel enjoys watching TV with his family.

Man: Ah. I remember him now. He always recommends good TV shows to me.

Woman: And you've met Anna?

Man: No. I don't know her.

Woman: She's my new friend. She loves cooking. She can cook lots of delicious dishes.

Man: Wow! Great! Isn't Jessica into sports?

Woman: Not anymore. However, she likes reading books. She has lots of books in her house.

Man: How about Danny?

Woman: He is a big fan of cycling. He rides his bike 3 times a week and rides to school every day.

Mixed ability

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

Extra activity

Flashcard game

Scatter a lot of flashcards about different hobbies around the room and have students sit on the floor. Make up a story with all the flashcard words. When you say a flashcard word, the student nearest that card must touch it. For example, *"Mike liked playing marbles (touch) and doing crafts (touch) when he was 7. When he was a bit older, he was into fishing (touch) with his father..."*

Homework

Activity book, Listening page 7, exercises I, II, III

SPEAKING

Talking about yourself

Interviewing

Student's Book, page 11

Lesson outcome

- Talk about yourself
- Talk about hobbies
- Pronounce two sounds /ɪ/ and /i:/

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 controversial statements related to the hobbies 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. *Playing video games is good for you.*
2. *Playing sports makes you taller.*
3. *Only children who are gifted in music can sing well.*

Answers

Students' own answers

01 Read out the instruction. Explain some new phrases to students by paraphrasing them:

- I can't stand + V-ing: dislike someone or something at all
- I'm into sth/V-ing: like something
- I'm keen on sth/V-ing: interested in something
- I'm a big fan of + N/V-ing: really like someone or something

Have students complete the exercise. Invite some students to share their answers.

Answers

Like: I enjoy... / I'm into... / I'm keen on... / I'm interested in... / ...is great / I'm crazy about... / I'm a big fan of...

Dislike: I can't stand... / I dislike... / I don't like... / I hate... / ...is terrible

02 Have students make sentences with the phrases in exercise 1 to talk about their hobbies.

Ask students to choose at least two phrases of "Like" and two phrases of "Dislike". Allow students time to write down the sentences in their notebooks. Invite some students to write their sentences on the board.

Answers

Students' own answers

03 Have students work in pairs. Remind students to use the phrases in exercise 1 to talk about their hobbies. Encourage students to ask more questions besides the one in the book, for example:

1. *What do you like to do in your free time?*
2. *Do you have any unusual hobbies?*
3. *Why did you start your hobbies?*
4. *What do you think about your hobbies?*

Go around the class to support students with vocabulary and ideas. Invite some pairs to perform in the class.

Answers

Students' own answers

04 The questions in this exercise are based on KET speaking part 1. First, clarify the format of the KET speaking part for students. It has two parts:

Part 1 (3-4 minutes): In this part, the examiner will ask some personal information and some topic questions (hobbies, interests, etc.):

1. What's your name?
2. How old are you?
3. Where do you live?

Part 2 (5-6 minutes): In this part, you and your partner are going to talk together. You will receive a piece of paper with images or information on it, and some questions that you and your partner are going to discuss. After that, you will talk with the other candidate and answer the questions from the examiner.

Explain the exam advice about the speaking test:

- Listen to the examiner's questions carefully.
- In the questions about hobbies and interests, make sure to describe them fluently.
- Ask the examiner to repeat the questions if needed, use the questions below:
Could you repeat the questions, please?
Could you say that again, please?

Ask students to work in pairs and discuss the questions in exercise 4. Remind students to write down what their partner says. Go around the class to support students. Invite some students to answer in front of the class.

Answers

Students' own answers

05 Have students look at the note they have written about their partner in exercise 4. Allow students time to remember the information on the note. Invite some students to present their partner's information.

Answers

Students' own answers

Mixed ability

With weaker students, teacher has them do exercise 5. With stronger students, teacher conducts a KET speaking practice test. Invite two students to come to the front. In the first part, ask them some questions about personal information and some questions related to the topic "Hobbies". In the second part, have students discuss with each other whether they like or dislike doing some activities. When they have finished discussing, ask them further questions related to their opinions. Here are some suggested questions:

Part 1:

1. What's your name?
2. How old are you?
3. Where do you live?
4. What are your hobbies?
5. How often do you do your hobbies?
6. Where do you do your hobbies?

Part 2:

1. Questions for students to discuss:

Do you like playing sports / watching movies / cycling / swimming / travelling / doing crafts? Why or why not?

2. Further questions for teacher:

What do you think about playing sports / watching movies / cycling / swimming / travelling / doing crafts?

06  1.04

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

Sound 1: /ɪ/

/ɪ/ is a short sound. To pronounce this sound, put your tongue a little higher in your mouth, closer to the front, and stretch out your lips a little.

Sound 2: /i:/

To pronounce this sound, put your tongue in the same position as the sound /ɪ/, but when say /i:/, you stretch out your lips a little more and it's a long sound, your lips should feel a little tighter too.

Ask students to pay attention to the teacher's mouth. Run the track 1.04 and have students listen and repeat. Invite some students to pronounce the words. Correct students' pronunciation.

Track 1.04

1. Listen to the words and sounds. Then listen and repeat.

The vowel sounds: /ɪ/ and /i:/

/ɪ/ /ɪ/ sit /i:/ /i:/ seat

/ɪ/ /ɪ/ ship /i:/ /i:/ sheep

/ɪ/ /ɪ/ it /i:/ /i:/ eat

/ɪ/ /ɪ/ fit /i:/ /i:/ feet

07 Read out the instruction. Allow students time to complete the exercise. Invite some students to read aloud the sentences and share their answers. Remind students to pay attention to the pronunciation while speaking. Correct students' pronunciation.

Answers

1. I want to sit on that seat.
2. I grin when I find green beans in the sale bin.
3. A sheep eats a cheap chip on a ship.
4. I need to sit in the seat because my feet do not fit in this shoe.

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

Answers

Students' own answers

Extra activity

Students get a handout with a 3×3 grid on it. Each box has a question in it. Students have to ask each other the questions in the boxes and find someone who did each activity. They have to find a different person for each box.

Here are some suggested questions:

1. Do you play sports in your free time?
2. Do you go swimming at weekends?
3. Do you watch movies at home?
4. Do you take part in a dancing class?
5. Do you travel in summer?
6. Do you play video games?
7. Do you do the gardening with your parents?
8. Do you often go to the library?
9. Do you play instruments?

Homework

Activity book, Speaking page 8, exercises I, II, III, IV, V

WRITING

Transferring information

Student's Book, pages 12-13

Lesson outcome

- Understand how to transfer information from a registration form, an email or a poster.

Lead-in

Divide students into four teams. Write on the board a word or phrase related to the topic "Hobbies". Ask each team to make a sentence beginning with that word or phrase and write the sentence on the board. Which team has the longest sentence without any grammar mistakes will get a bonus.

Answers

Students' own answers

01 Have students discuss the questions in pairs. Go around to support students with vocabulary and ideas. If students have no idea for question 3, support students by asking yes/no questions, for example:

1. Do you like solo activities / group activities?
2. Do solo activities make you more creative?
3. Do group activities improve your teamwork skills?

Invite some students to answer.

Answers

Students' own answers

Mixed ability

With stronger students, ask them to work in groups and survey their teammates on how they spend their free time. Invite some students to present their survey results.

02 Ask students to read all the texts and decide which one is an email, a poster, or a registration form. Invite some students to answer and explain how they can distinguish them. Show the format of each type of information and say the way to identify them again:

- An email: including receiver (To), the topic of the message (Subject), the body of the message, and signature
- A poster: a brief text containing important information
- A registration form: a specific form for people to fill in

Answers

A. A poster

B. An email

C. A registration form

03 Explain the exam advice about the KET writing test. Ask students the questions below to make sure they understand the exam advice:

1. *How many texts will you have to read? (2)*
2. *What will you need to do to complete the notes? (Write some words or phrases)*
3. *What types of information the texts could be? (Email, poster, letter, note, or advertisement)*

Have students read the texts in exercise 2 again and discuss the questions in pairs. Invite some students to answer.

Answers

1. There are 3 school club activities.
2. Students have to bring their student cards.
3. Peter wants to join the basketball club.

04  1.05

Read out the instruction. Allow students time to read the poster and the registration form. Remind students to underline keywords and identify what kind of information they need to listen to (words or numbers). Play the audio twice. Invite students to share their answers. Play the audio again and check the answers one by one.

Answers

1. belly dance

2. 5:30 pm - 7 pm

3. June 12th

4. 001844899

5. dancing clothes

Track 1.05

4. This is the poster for dancing courses. Listen and help Mary complete the information form.

Ring...ring

Receptionist: This is Ella Dancing Academy. How can I help you?

Mary: Hello, I'm Mary. I want to register for a dancing class at your Academy.

Receptionist: Oh, yes. Have you ever joined any dance classes before?

Mary: No, I haven't. I'm a beginner.

Receptionist: Great! We have Zumba, Ballet, Belly dancing, and hip-hop for dancers. Which class would you like to register for?

Mary: Belly dancing, please.

Receptionist: We open this class every week on Saturday and Sunday. Are you free these days?

Mary: Sure, but is it a morning or evening class?

Receptionist: Evening class – The first class is from 5:30 pm to 7:00 pm, and the second class is from 7:00 pm to 8:30 pm. Which one is suitable for you?

Mary: I think the first class is from 5:30 pm to 7:00 pm. Can I start this week?

Receptionist: Of course. So, you're going to start this Saturday, June 12th. The room number is room 12. Can I have your address and phone number?

Mary: My address is 7 Avenue, Sun Street and phone number: 001844899.

Receptionist: Thank you. Please come 30 minutes early on the first day to complete the registration form.

Mary: Okay. Do I have to bring anything to class?

Receptionist: Please prepare your own dancing clothes when you come on Saturday.

Mary: I'll do it. So, see you later.

Receptionist: Thanks for calling us. Goodbye.

05 Explain this type of exercise to students: there are two posters about two events. Next to each poster, there are three statements about that event. Students need to read and choose which one informs the right information according to the poster. Have students read and choose the correct answers, then compare them with a partner. Invite some students to answer. Ask them to point out the wrong information in other statements.

Answers

1. A 2. B

06 Have students read the advertisement and the email from Sam Brown. Remind students to underline key information such as personal information, date/time, names of activities, or phone number. Let students fill out the registration form. Check students' answers.

Answers

1. Southern California 2. 12
3. water sports 4. August 5th
5. 7245936

Extra activity

Whisper message

Divide students into four teams. Each team stands in line. The first student of each team will receive a note from the teacher. They will transfer the message to other members by whispering. The last student of each team will write all the information they remember on the board. Who writes correctly the content of the teacher's note within the shortest time will win.

Homework

Activity book, Writing page 9, exercises I, II, III, IV

CLIL MATH

Fractions

Student's Book, pages 14-15

Lesson outcome

- Identify fractions
- Divide whole objects into equal parts and identify those parts as fractions
- Apply math concepts to real-life experiences

Lead-in

Prepare a bar of chocolate. Have students look at it, then break it into two identical parts. Ask students how many pieces of chocolate. Then explain: each piece is one half of the chocolate bar, and it is written as $\frac{1}{2}$.

01 Teach students what a fraction is:

- A fraction is a part of something. It's a part of a whole.

Show the image of a whole circle first, then go with the next ones. Explain the images:

- The yellow area can be represented by a fraction.
- The denominator (the bottom number) represents the number of equal parts that make up the whole.
- The numerator (the top number) describes the number of parts that you are describing.

Teach students rules to read and write fractions:

- Use the cardinal numbers for numerators (one, two, three, etc.) and the ordinal numbers for denominators (half, third, fourth, fifth, sixth, etc.)
- If the numerator is more than 1, then the denominator is plural, e.g. three-fourths, five-sixths, seven-tenths, etc.

Have students look at exercise 1. Ask students to identify how many pieces of pizza were left by counting them, then write down as fractions in numbers and words. Invite some students to write the answers on the board. Check students' answers.

Answers

1. $\frac{1}{2}$ one-half
2. $\frac{3}{4}$ three-fourths
3. $\frac{5}{8}$ five-eighths
4. $\frac{1}{4}$ one-fourth

02 Have students choose the correct answers. Invite some students to answer. Check students' answers.

Answers

- a. A b. C c. B d. A

FRACTION COVER UP

Instruct students to make a spinner with a paper clip and a pencil. Have students play with a partner. Explain the rules to students:

- Players take turns to flick the spinner and collect pattern blocks pieces that represent the fractional amount.
- The first player to cover all of their hexagons is the winner.

DO IT

There are two options for this activity:

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

Extra activity

Ask students to find the fraction of boys and girls in their class.

Homework

Activity book, CLIL Math page 13, exercises I, II, III