GEPS Major Education SEDIDCO

Fluency Plus 6

Teacher's guide

08 STAYING HEALTHY

UNIT OVERVIEW		
	Student's Book	**Activity Book**
Reading	**Reading about Teenagers' sleeping problems:** getting out of bed, dozed off, concentrate, break time, afterwards, solution, sugary	Activity book, p 80, Exercises I, II, III Unit 8, Reading, Exercises I, II, III
Grammar	**If Clause:** The first conditional	Activity book, p 81, Exercises I, II, III, IV Unit 8, Grammar, Exercises I, II, III, IV
Vocabulary	**Words about body parts and common illnesses:** eye, ear, leg, ankle, neck, shoulder, elbow, hand, stomach, finger, teeth, neckache, stomachache, earache, headache, toothache, fever, cough **Phrasal verbs:** get over, pass out, pass away	Activity book, p 82, Exercises I, II, III, IV, V, VI, VII Unit 8, Vocabulary, Exercises I, II, III, IV, V, VI, VII
Listening	Listening about some common illnesses	Activity book, p 83, Exercises I, II, III Unit 8, Listening, Exercises I, II, III
Speaking	Expressing opinions about different diets **Pronunciation:** /θ/and /ð/	Activity book, p 84, Exercises I, II, III, IV Unit 8, Speaking, Exercises I, II, III, IV
Writing	Writing an online post	Activity book, p 85, Exercises I, II Unit 8, Writing, Exercises I, II
CLIL	**Science:** The Solar System	Activity book, p 89, Exercises I, II, III Unit 8, CLIL Math, Exercises I, II, III
International exam	KET, TOELF Junior, PTE	Activity book, pp 86-88, Ex I, II, III, IV, V, VI U8, International exam, Ex I, II, III, IV, V, VI

Student's Book

01 HOBBIES AND INTERESTS

1 READING | Reading about unusual hobbies

Activity Book

UNIT 1: HOBBIES AND INTERESTS

READING

READING

Teenagers' sleeping problem

Student's Book, pages 82 - 83

Lesson outcome

- Read about teenagers' sleeping problem
- Understand the main ideas of the text

Lead-in

Surveys

Teacher lets students prepare a piece of paper and be ready to do a survey of their friend's choice. Teacher teaches students to ask their classmates the question "Have you ever ...?" and write down answers on a survey sheet. Once the survey is complete, have each student introduce the person they have interviewed with his/her facts using affirmative present perfect sentences. Topic should be limit to daily activities. Here are some suggested questions: *'Have you ever eaten 3 bowls of rice?', "Have you ever slept 10 hours a day?', etc.* This activity helps students know each other better and review present perfect tense.

Answers

Students' own answers

01 Ask students to look at the pictures and discuss the statements in pairs. Invite some students to answer and explain. Teacher corrects the answer and asks students about personal habits relating to the statements provided.

Answers

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

02 Teacher explains to students about the two pictures which are one person working late at night and one person working in the morning. Call few pairs of students to answer the questions.

Answers

Students' own answers

03 Read out the instructions. 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. concentrate
2. break time
3. dozed off
4. sugary
5. getting out of bed
6. solution
7. afterwards

Fast finishers

Teacher makes some questions relating to these new vocabularies for students to answer. Ask students to make sentences with those words.

04 Have students read the exam advice about reading for the main idea. Teacher asks students to follow all the steps below for this task:

- Underline keywords in the topic statements.
- Scan the first and the last sentence of each paragraph to find keywords relating to provided statements.
- Compare the statements with the texts in each paragraph to decide the answers.

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

Answers

a. 2nd paragraph

b. 1st paragraph

c. 3rd paragraph

Correct wrong choices and explain the answers.

Fast finishers

Ask students to make a topic sentence of the following statements with their own words.

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

1. What will you read first, the questions or the text?

2. Do you need to underline keywords in the questions and answer choices?

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

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

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

Answers

1. C	3. C	5. A
2. C	4. C	6. A

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

Extra activity

Things we do

In this game, students brainstorm all verbs related to the topic and more they can find. Teacher starts dividing the class into teams of three or four. Write a 'Things we do …' topic on the board, e.g., '*Things we do before we sleep*'. Tell the students that they have 2 minutes to write down as many verbs as they can that relate to the topic on the board. When the two minutes are up, have the teams swap papers for marking. Teams score one point for each appropriate verb. The team with the most points at the end of the game wins. Teacher can write more topic after.

Homework

Activity book, Reading page 80, exercises I, II, III

GRAMMAR

The first conditional

Student's Book, page 84

Lesson outcome

- Understand the first conditional's structure and its purposes.
- Learn how to form the first conditional sentences.

Lead-in

What will happen?

Teacher prepares a set of activity cards containing some bad habits or behaviors in daily life, e.g. *'I wake up late today', 'I sleep very late', etc.* Split the class into 3 or 4 teams to play. Each member of each team will step up to receive an activity card, then he/she must perform that situation in real life without saying the exact sentence and ask the class '*What will happen?'*. The fastest team who raises their hand and gets the correct answer wins a point. Teacher assesses students' answer and switches turns for another group to answer if one doesn't get the correct response. The first team to get 5 points wins the game.

Answers Students' own answers

01 Have students read the sentences and figure out the answer. Provide students some information below:

- "If" is a conjunction, meaning it links sentences
- One statement that comes with "if" means another statement must come afterward to finalize this "if" requirement.
- Students make their choices, either it's about present or future. Teacher gives the correct answer and explain.

Answers

Both sentences are talking about the future.

02 8.01

Teacher lets students read through the conversation before listening. Remind them to look at the sentences' structure in Exercise 1 to see what tense is in 'if' clause, and what tense is in the other clause. Teacher plays recording 8.01, then checks students' answers and let some pairs practice the conversation.

Track 8.01
Liam: I'm so excited! Today's my cousin's birthday.
Mary: Wow. That's amazing. What are you going to do?
Liam: We're going to eat a whole cake and play video games until midnight.
Mary: Oh, it sounds fun. But we'll have classes tomorrow. If you eat too much sugary food before sleeping,
you won't sleep well.
Liam: Really?
Mary: And if you stay up late to play games, you'll be very tired the next day.
Liam: You're right. I need to change the plans for my cousin's birthday

Answers

1. eat
2. play
3. will have
4. will be

03 Teacher gives students 2 – 3 minutes to read the grammar note about the first conditional and finish the task individually. Teacher explains the purpose and sentence formula, emphasizes that If-clause must have the sequences to make it become a conditional statement. Correct students' answers.

Answers

possible
present
future
will

04 Ask students to do the task in 2 minutes. Remind them about the sentence formula of first conditional sentence. 'If' is the most apparent feature of this kind of sentence structure. Call students to read out the sentences.

Answers

If teenagers use phones or tablets before going to bed, they won't sleep well that night.
If the tired students relax or sleep for a short time, they will feel better afterwards.

05 Instruct students to correct these sentences' errors using the provided structure in exercise 3. Teacher reminds students about the position of if-clause. It can be after the main clause without a comma, or before the main clause with a comma. The tense that goes with each type of clause must be correct to form a right conditional sentence. Check students answers and correct them if any mistake occurs.

Answers

1. If I won't sleep enough, I will be tired the next day. don't
2. You study well if you have a good sleep. will study
3. If you use your phone before sleeping, you have a bad sleep. will have
4. You'll be happy and full of energy if you will sleep well. sleep
5. You sleep easily if you listen to calm music before sleeping. will sleep
6. If you sleep and wake up at the same time every day, you have better sleep. will have

06 Teacher asks students to finish the exercise using the first conditional sentence's structure. Also let them read the context carefully and understand the 2 letters so they can complete the next task quicker. Check and correct students' answers.

Answers

1. stop
2. eat
3. will be
4. have
5. will get
6. will be

07 Students are required to read again and complete a full sentence answer using both information in the two letters or student's knowledge and opinions to finish this task. Teacher lets pairs of students discuss and complete the sentences in 5 – 7 minutes. Students share their answers and teacher provides any needed adjustments.

Answers

Students' own answers

08 Teacher allows students to think in 3 – 5 minutes and answer the questions in full sentences. Remind them to change the subject when giving the answers. Call students to share their answers with class and correct any mistake.

Answers

Students' own answers.

Homework

Activity book, Grammar page 81, exercises I, II, III, IV

VOCABULARY

Health

Student's Book, page 85

Lesson outcome

- Review some words about body parts and learn some new words about common illnesses.
- Learn the phrasal verbs: get over, pass out, pass away.

Lead-in

Five things that ….

Divide the students into teams of three or four. Each team prepares a piece of paper. Teacher is going to call out a category. The aim of the game is for the teams to write down five answers that match the five answers teacher has written down. Call out a category, e.g., 'Five things that we listen to'. The students then brainstorm and write down five answers. Class will play several rounds, and the team with the most points at the end of the game is the winner. Some examples of category teachers can use: Five things that we read, eat, use with our hand, etc.

Answers

Students' own answers

01 8.02

Teacher reads out each part of body while pointing to the part to let students remember the words easier. Teacher gives students 3 – 5 minutes to complete the task then check students' answers. Call some students to go in front of classes to read the words again while pointing out the parts.

Track 8.02

1. ear ear	2. eye eye
3. teeth teeth	4. neck neck
5. elbow elbow	6. shoulder shoulder
7. stomach stomach	8. finger finger
9. ankle ankle	10. hand hand
11. leg leg	

Answers

1. ear	2. eye	3. teeth
4. neck	5. elbow	6. shoulder
7. stomach	8. finger	9. ankle
10. hand	11. leg	

02 Teacher lets students finish the task individually within 3 – 5 minutes. Require students to underline the verb that relates to the body part, then circle the correct answer. Check and correct all sentences with class.

Answers

1. stomachache	2. eyes	3. knees
4. ankle	5. ears	6. hand

Fast finishers

Ask students to list of what they can do with each body part they just learned and make full sentences to talk about them.

03 Teacher reads and explains all new words in the box. 'Ache' can be added to most words of body parts to form nouns that express the feelings of pain at specific mentioned parts. 'Fever' and 'Cough' are the most common illnesses, students can realize the word easily with teacher acts coughing or explains the symptoms such as warm head, tired. Get students' share their choices and teacher corrects the answer.

Answers

1. stomachache
2. headache
3. cough
4. toothache
5. fever
6. Earache

04 8.03

- Teacher has students read through the sentences with blanks.
- The script will be the statement of the character to talk about their condition, not the exact sentence as the questions.
- Teacher reminds students to listen carefully to get the main idea to fill the correct answer.
- Play recording 8.03 and repeat once if needed, then call students to check and correct their answers.

Track 8.03
1. Susan: I feel terrible today. I ate too much last night. Now, my stomach doesn't feel well at all. I think I have to take a day off.
2. Andy: I went swimming last week and the water went into my ears. It's really painful and I can hardly sleep at night. I often get ear infections in the summer. The doctor gave me some ear drops and some medicine. So, it should get better in a few days.
3. Lily: I woke up this morning and felt bad. I got wet in the rain last night. Maybe I caught a cold. Anyway, I took some medicines, but I don't think it's working because I still cough a lot. So, I'm going to see the doctor tomorrow.
4. Liam: I can't go to school today. I've got to see the dentist. My tooth is bothering me. It hurts and is making my face swell.
5. Maddy: This pain in my head is terrible. It makes me feel tired and I can't concentrate today. I need to take some aspirins soon. Hope it can help.

Answers

1. stomachache
2. too much
3. earache
4. ears
5. cough
6. toothache
7. headache

05 Have students look at the questions in the table and discuss the questions in groups. Go around the class to support students with vocabulary and ideas. This activity is similar to a survey, ask students to practice making sentences to describe their peers' condition with details. Students' answers can be varied.

Answers

Students' own answers

PHRASAL VERBS

Teacher reads out and explains the meaning of the three new phrasal verbs to students. They all relate to health status of body.

- Preposition 'over' expresses the action that usually goes beyond something or some state to reach another state.
- 'Pass' is a simple moving act, with extra preposition to create the metaphor of new meanings. In this sense, it means out of consciousness for 'pass out' and out of this life for 'pass away'
- Teacher asks students to make few more sentences, reminds them that sometimes phrasal verbs such as 'pass away' can be slightly more polite than 'die'.

06 8.04

Teacher asks students to read the questions and underline the main subject. Remind students to pay attention to the dialogue and the subject, e.g. When Susan talks, it could be 'my mom', but if there is another person talks about Susan's mom, it could be 'her mom'. Teacher plays recording 8.04 and gets students answer. Play the recording again if needed and correct the answers.

Track 8.04

1. Dan: Where are you going, Susan?

Susan: I'm going to the hospital. My mom passed out. I don't know what happened.

Dan: Oh no. I hope she'll be fine.

Susan: I hope so. I have to go now

2. Roise: Why did you bring so many things, Tom?

Tom: Oh, these are gifts for my brother. He just got over his sickness. My brother stayed in the hospital for a week. Now, he can go home.

Roise: Wow, congrats. Give him my blessing.

Tom: Thanks! I'll tell him.

3. Alex: What happened, Sam? You look sad

Sam: My grandma just passed away last night.

Alex: Oh no. I'm so sorry to hear that.

4. Tom: Where's Beth? She should be here now

Susan: Beth passed out and we took her to the hospital.

Tom: Really? Is she okay?

Susan: She had stress and a lack of sleep. That's why she fainted. She can have some rest now.

Answers

1. B
2. A
3. A
4. B

Homework

Activity book, Vocabulary page 82, exercises I, II, III, IV, V, VI, VII

LISTENING

Common Illnesses

Student's Book, page 86

Lesson outcome

- Listen about some common illnesses
- Listen for main ideas and similar words to answer multiple choices and fill notes

Lead-in

Read my moves.

Teacher chooses one student to give instructions to the class. He/She will receive one word in the card from teacher including sick condition they have learned. Class will be divided into 3 or 4 groups and each group will choose one student to race for one answer of one performance. The chosen student at the beginning will perform the pain, e.g., shaking their head for headache. The quickest student who answers correctly gets 1 point for their group. Then, the performing student can choose another student to switch for him, so he/she also has the chance to play. After many rounds later when word runs out, the group with the highest score wins.

Answers

Students' own answers

01 Teacher splits class into groups to discuss the questions in 3 – 5 minutes. Require students to answer in full sentences with extra details. Call out some pairs of students to practice asking and answering in front of class. Check students' grammar and correct where possible.

Answers

Student's own answers

02 8.05

Teacher needs to give full instructions to students about this type of filling notes exercise with a long recording in this task:

- This type of questions is very common in international exams.
- The answers usually go with word limit. Teacher can help students by giving them clues about word limit. In this exercise, all answers are only in one word.
- Students are required to follow the flow of the recording and fully concentrate, as they must write down the answer as quickly as possible when they get it in the middle of the recording.

Teacher then plays recording 8.05. Students may need assist with unfamiliar words. Get students answer and correct them.

Track 8.05
1. Danny: How do you recover from a bad cold, Julie?
Julie: Well, I have a special drink. It always works. I put garlic into warm water. Let them sit for 2 minutes and drink it.
Danny: Oh, that doesn't sound good.
Juile: Yes, it tastes awful. When I was young and caught a cold, my grandma made this drink for me. I hated it. But I always feel better after a few hours.
2. Anna: What do you think is the best thing to take for a cold?
Mark: For me, it's warm chicken soup.
Anna: Really? Does it work?
Mark: Of course. When you have a bad cold, eat hot chicken soup. It helps you sweat and make you feel better. My mom always makes it for me when I get sick.
Anna: Maybe, I will try it.
3. Harry: Do you have a good cold remedy?
Lily: Oh, orange juice. It has a lot of Vitamin C which helps me get over the cold.
Harry: Interesting. I love orange juice.
Lily: I read about it on a healthy lifestyle website. It also says that orange juice is good for our health and can cure a lot of sicknesses.
Harry: I'll try it next time I have a cold.
4. Tim: I heard that you caught a cold. Do you feel better, Sarah?
Sarah: Yesterday, I couldn't talk because of my sore throat. After having my friend's drink, I feel much better now.
Tim: Really? What kind of drink?
Sarah: My friend made me some hot tea with lemon and honey. She's a teacher so she must keep her voice. She always has this drink when she has a cold.

Answers

1. garlic
2. water
3. kitchen soup
4. orange juice
5. tea
6. lemon
7. honey

03 8.05

Teacher explains that students will listen to the previous recording again, yet they must pick up some other different kinds of information to answer the questions in Exercise 3.

- Emphasize to students that they may not be able to remember everything clearly after a while due to short memories limited. That's why they are required to listen again.
- Taking notes during listening will be a good tactic for this type of questions. This may only be achievable for **strong students.**
- Teacher plays recording 8.05 again, then gives students few minutes to sort out the answers
- Check students' answers and correct them.

Answers

1. Julie's grandma made the drink for her when she was young.
2. No, she didn't.
3. Mark's mom made chicken soup for Mark.
4. Vitamin C is inside the juice.
5. Lily finds the information on a healthy lifestyle website.
6. She cannot talk because of her sore throat.
7. She's a teacher.

04 8.06

- Have students read the exam advice.
- Remind students to note down synonyms or similar meaning words down all the time and learn them constantly.
- It will not only help them in listening but all the other skills such as writing or reading.
- Teacher guides students follow all similar steps that they normally do before listening and working on multiple choices questions: Underline key words, read, and understand the questions thoroughly.
- Teacher then plays recording 8.06. Students answer while listening.
- Check students' answers and ask them whether they remember about the details and reasons why they chose their answers.
- Correct the answer with proper explanation according to the script.

Track 8.06
1. Teacher: Why didn't you go to school this morning?
Boy: I had a bad toothache. It was so painful that I couldn't sleep. My mom took me to the dentist. Now I feel much better.
2. Boy: Where were you last weekend? You promised to go to the zoo, but you didn't come.
Girl: I didn't come because I was sick. I couldn't stop coughing and had a fever.
3. Man: Wake up! You need to get up now or you'll be late for school.
Girl: I'm so tired, Dad. My head hurts. I just want to lie down.
4. Girl: I didn't see you at my birthday party.
Boy: I wanted to come, but my mom caught a cold. I had to stay home and help her with the chores.
5. Why didn't you come to the swimming lesson yesterday?
Girl: My grandpa got sick. I went to his house to visit him, so I took a day off.

Answers

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

05 8.06

This exercise now requires students to write down the order of information that they heard. Teacher will play recording 8.06 one more time to let them organize all information again in their minds. Teacher prompts that note-taking plays an important role in this category of exercise. Students need to learn how to take notes slowly instead of trying to remember everything in fragments. Teacher then gets students' answers and correct them.

Answers

4 5 1 3 2

Homework

Activity book, Listening page 83, exercises I, II, III

SPEAKING

Expressing opinions about different diets

Student's Book, page 87

Lesson outcome

- Learn how to start an opinion, agree, and disagree.
- Pronounce two sounds /θ/ and /ð/

Lead-in

Questionnaires

- The students have questionnaires. Ask each other questions and then analyze their questionnaire results (e.g. *Three like KFC. Two children like* Mc Donald, and so on).
- The questions can be chosen by the student.
- They can first think of questions using patterns they are learning such as, '*What drink do you like best?*' or '*How many restaurants did you eat before?*'
- Questionnaires can be used for practicing one particular pattern, or there can be a variety of questions in the same questionnaire.

Answers

Students' own answers

01 8.07

This exercise does not require students to track for any answer as the script already written. Teacher guides students to read through and understand the text. Then play recording 8.07 so they can hear the intonation of the conversation and the underline parts. Then ask students to fill in the table those underline phrases to match their description column. Correct the answers.

Track 8.07
Susan: I'm a vegetarian. I don't eat meat. I think it's better than eating meat.
Will: Really? Why?
Susan: Well, in my opinion, vegetarians are healthier.
Will: I don't think so. There are some vegetarians that eat too many sugary and salty foods like chocolate or potato chips. They're not healthy at all.
Susan: Yeah, maybe you're right. But I believe that eating fruits and vegetables is good for your health.
Will: I agree with you.
Susan: And meat is bad for you.
Will: I don't agree with you. I think a balanced diet with enough vegetables, fruits and meat is good for us.

Answers

Starting an opinion	Agreeing	Disagreeing
I think ... I believe	Maybe you're right. I agree with you	I don't think so. I don't agree with you.

02 Teacher lets students read through 4 statements and asks them to tick agree or disagree based totally on their personal opinions. Remind them that there is no right and wrong here. Students just need to think about the idea carefully and decide. Further discussion will be on the next exercise.

Answers

Students' own answers

03 Teacher lets students work in pairs as instructed. Students are encouraged to use phrases in Exercise 1 or any different methods of showing opinions, agreeing, or disagreeing that they know. Teacher calls pairs of students to practice debating in class, checks their word choices and grammar. Ideas can be varied amongst students.

Answers

Students' own answers

04 Teacher guides students to set up their conversation as instructed in the task. Give students sufficient time to think and practice with their partners in this task (7 – 10 minutes). Teacher then calls some pairs of students up to share their opinions and their counter arguments. This is basically a mini debate session. Teacher needs to interfere with their discussion if the information is incorrect or reasoning goes beyond acceptable standards. Conflict may occur between young learners in this scenario. Check students' answers and give students some good samples.

Answers

Students' own answers

05 Teacher goes around and listens to each group discussing about students' favorite food and their opinions about healthy level of those food. Support them with vocabularies and ideas about vegetarian and food nutrition benefit.

Answers

Students' own answers

06 8.08

Write the pair of words: ***think*** and ***this*** on the board. Teacher pronounces each word slowly and asks students to listen and distinguish the two. Even though they are usually written in 'TH' in letters, these are very distinctive phonemes. Invite some students to answer and instruct them on how to produce the sounds:

Sound 1: /θ/

/θ/ sound is from the 'Consonants Pairs' group and it's called the 'Voiceless dental fricative'. This means it's a voiceless sound and speaker creates friction between the tongue and top teeth. To produce this sound, stick out the tongue a little. This can feel very unnatural for starters who are not used to it, yet this is vital to produce the sound correctly. Then rest the top teeth on the tongue and force air out between the teeth.

Sound 2: /ð/

/ð/ sound is from the 'Consonants Pairs' group and it's called the 'Voiced dental fricative'. Even though the way your mouth acts is very similar to produce the sound /θ/, /ð/ is voiced, meaning speaker must vibrate the vocal cords to make the sound. To produce this sound, stick out the tongue a little, then rest the top teeth on the tongue and force air out between the teeth whilst voicing out.

Ask students to pay attention to the teacher's mouth. Run the track 8.08 and have students listen and repeat. Invite some students to pronounce the words. Correct students' pronunciation.

Answers

Students listen and repeat.

07

- Teacher pronounces all the words slowly so that students can listen.
- Remind them to pay attention to teacher's mouth and the initial sound whether they are voiced or voiceless.
- Call students to read the words and check their answers. Correct their pronunciation where possible.

Answers

/θ/: three, with, health, think, birthday, thumb, mouth

/ð/: brother, they, those, weather, leather

08 Teacher reads through all the words quickly this time and lets students finish the task individually in 2 – 3 minutes. Remind students that this kind of exercise is very common in exams. Call students to answer and read out the words. Correct their answers and pronunciation.

Answers

1. that
2. nothing
3. through
4. worthy

Fast finishers

Ask students to look for as many words as possible with 'TH' as those words with 'TH' are quite common. Students pronounce and find out whether they are /θ/ or /ð/.

Extra activity

Polite Disagreement

- Brainstorm different situations in which one may wish to disagree with somebody.
- Brainstorm the different phrases that may be used to ensure any disagreement is polite.
- In pairs, students are to practice making statements and disagreeing.
- It does not matter if they actually agree or disagree – they must practice disagreeing politely.
- Then, students must disagree impolitely, and note the differences.
- Select some pairs to come to the front of the class and demonstrate polite disagreement and impolite disagreement.
- Teacher will analyze their performance and choose out the best response. Share all methods of polite disagreement with class.

Homework

Activity book, Speaking 84, exercise I, II, III, IV

WRITING

Writing an online post

Student's Book, pages 88 - 89

Lesson outcome

- Understand how to write an appropriate online post on the internet.
- Learn about the contents of an online post.

Lead-in

DRAMAS

In groups, tell students to think of 7 normal scenarios and 3 dramatic/shocking scenarios. They must then, in random order, tell the next group their list. When they come to dramatic situation, the listening team must jump up and shout, "That's a drama!" If it is not a drama, the group reading scores a point and continues with their list until the other team correctly identifies one of the three dramatic events. If the listening team correctly identifies the drama, they score a point and commence reading their list to the next team. If a team finishes their list without the other team correctly identifying the dramas, the reading team scores a bonus point for each drama missed and play, passes to next team.

For example:

Tomorrow is my sister's birthday. My mum went to the supermarket last night. My friend cheated on her test. A man runs away from the police…

01 Teacher lets students work in pairs and discuss in 5 – 7 minutes. Assist students with no experience about what the questions mentioned about. Check students' answers and explain further about their responses.

Answers

Students' own answers

02 Teacher explains the meaning of 4 parts of the blog to students. Students are not required to read the text to get the answers. Check students' answers with class and let them point out the part on their book.

Answers

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

03 Have students read the right column carefully and match them with the parts on the left in 2 – 3 minutes. This is the definition and purposes of the part in a blog. Check students' answers and correct them.

Answers

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

04 Teacher asks students to read through the blog comprehensively and answer the questions in full sentences. Allow students to have enough time to underline keywords in the blog that help them answer the questions. After 10 minutes, Teacher discusses the answer with students and hears their explanations. Answers for questions 3 and 4 could be varied amongst students.

Answers

1. The blog is about tips to have healthy lifestyles for teenagers.
2. There are 3 main ideas.
3. (*Students' own answers*)
4. (*Students' own answers*)

05 Teacher asks students to use their underlines and information in the blog to complete the mind map. Students are not required to add extra information or making sentences, just extract information from the blog to the mind map. Teacher checks the answers.

Answers

Have a balanced diet:

+ *Benefit:* helps our brain work better

+ *Should:* drink more water, eat more fruits and vegetables, reduce fast food, sugary or salty food

Exercise regularly:

+ *Benefit:* helps avoid weight gain, boost energy level and release stress.

+ *Should:* find a sport that they like and play it for about 30-60 minutes a day.

Mixed ability

- With **weaker students**, teacher only requires them to strictly follow the instructions of the task and fill in the mind map. Ensure they understand what kind of information the benefit is and what info about things people should do.
- With **stronger students,** teacher gives them few more ideas to generate the mind maps. For example: Play less video games, Keep hygiene, etc. Students share their answers with class and discuss further benefits and advice.

06 Teacher lets students work in pairs to fill in the provided table. If students struggle with finding healthy lifestyles, teacher may assist them with some suggested ideas: watch less TV, ride bicycle, stop eating junk food, etc. Students finish the task and share with their partner their tables to have more ideas for next exercise. Teacher goes around and assists students with difficulties.

Answers

Students' own answers

07 Students are now required to write a complete blog; teacher gives them full amount of time for writing and double check their writing after finishing. Teacher prompts students to follow the note and look back to the Exercise 2 Blog to get references. Teacher reads out exam advice and explains to students carefully before they start writing. Many people can read online posts in the public. Students need to write with responsibility and watch their language. The uses of modal verb for advice purposes are important because without them, advice can't be formed. Collect students' writing after they finish to mark.

Answers

Students' own answers

Homework

Activity book, Writing page 85, exercises I, II

CLIL SCIENCE

The Solar system

Student's Book, pages 90 - 91

Lesson outcome

- Understanding The solar system.
- Learning about 8 planets in the solar system.
- Acknowledge movement of the Earth and moon and how they form time on earth.

Lead-in

Ask students some fun questions about our life on Earth and the Stars.

- *Do you like the Sun or the Moon?*
- *Can we live without the Sun?*
- *Do you think day and night are equal?*
- *Which one is the biggest, the Sun, the Moon, or the Earth?*

Students answer and teacher also shares their opinions about how they prefer day or night and how important the Sun is to our lives.

Answers

Students' own answers

01 Teacher lets students read the text and answer the questions in 3 – 5 minutes. Teacher lets one student read the text out to class before they start doing the task. Check students' answers and correct them. Students must answer in full sentences.

Answers

a. The solar system consists of the Sun and a group of planets that move around it.
b. There are 8 planets in the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.
c. The Earth is the third planet from the Sun.

02 Teacher lets students read and discuss the questions in groups to finish the task. Teacher explains the text, so students have a clear and better understanding about days and time of the

month and year. Students then answer and explain why they made their choices True or False. Teacher corrects their answer and explain further.

Answers

a. True b. False

c. False d. True

DISCOVERY

Teacher lets students read the 5 riddles and make their guess. There is various information, but some vital facts help students answer what planets they will be:

- Earth's satellite is the clue for riddle 1.
- Smallest Planet is the clue for riddle 2.
- 'Fourth planet from the Sun' is the clue for riddle 3.
- 'Have many rings' is the clue for riddle 4.
- 'Provide light' and 'hot' are clues for riddle 5.

Get students share some guesses and give students correct answer.

Answers

1. The moon
2. Mercury
3. Mars
4. Saturn
5. The Sun

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.

Homework

Activity book, CLIL Math page 89, exercises I, II, III