



# Fluency Plus 6

Teacher's guide



## PROGRESS CHECK 2

### UNIT 7 & 8

Student's Book, pages 92-93

#### Lesson outcome

- Revise knowledge learned in unit 7 & 8

#### Lead-in

#### CHARACTER GUESS

Prepare a list of several popular fictional characters. Divide the class into 4 teams. For each turn, add some key descriptors for each character. The team that guesses the character will earn points based on the number of the descriptors given. E.g.:

10 points—Lived happily ever after

9 points—Dreamed as she worked

8 points—Was friends with mice and a rat

7 points—Rode in a coach

6 points—Danced with a prince

5 points—Had a fairy godmother

01

- Give students 2 minutes to complete exercise 1.
- After the time limit, invite several students to read all the words in 1 jar, then select the words that have the same sound.

#### Answers

shoes: sheep, rubbish, sheet, toothbrush

choose: lunch, kitchen, lunch

thank: cloth, through, healthy

these: leather, other, bathing

#### Extra activity

For each sound, students name three more words that have the same sound.

02

- Give students 2 minutes to complete the exercise. All the illnesses and their treatments are familiar, so they should not have a hard time complete it.
- Invite a student to share his/her answer.
- Teacher reveals the final answers.

#### Answers

1. a cough

2. a fever

3. a toothache

4. a headache

5. a stomachache

03

- Have one or two students repeat the phrasal verbs learnt in unit 7 and 8 and their definitions.
- Give students 2 minutes to complete the exercise.
- Invite a student to share his/her answer.
- Check and correct the answer, other students self-check theirs.

#### Answers

1. A

2. C

3. D

4. A

5. C

04

- Remind students of the structure of the first conditional:  
**if/when + present simple >> will + infinitive.**
- The comma position in an 'if' statement is also important to notice, so the teacher should explain.
- Give students 3 minutes to complete this exercise. Students can freely give their ideas, as long as they are logical and the grammar is correct.
- Invite several students to share their answers.
- Checks students' answers.

#### Answers

Students' own answers.

05

- Give students 5 minutes to find the words in the box.
- After the time limit, show the answer to the class and invite several students to share their opinion on which food is healthy or unhealthy.

### Answers

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

### Mixed ability

- For weaker students, ask them to name the words of the foods in the pictures first.
- For stronger students, ask them why they think that food is healthy or unhealthy.

06

- Repeat the uses of the present perfect tense so that they can distinguish it from the past simple.
- Give students 2 minutes to complete the sentences.
- Invite several students to share their answers.
- Check and correct them.

### Answers

1. has already booked
2. has been
3. hasn't had
4. has got
5. have never watched

07

- Ask students to read the instructions to exercise 7. Advise them to think of the possible keywords and answers first.
- Play track 8.09. Students listen and match the conversations with the pictures.
- After the recording finishes, invite several students to share their answers.
- Check and correct them.

### Answers



### Track 8.09

1. I'm Nathan, a traveler. I'm interested in traveling alone and eating. I was in Bangkok, Thailand for nearly 1 week. That was the most wonderful trip ever! I explored and visited lots of tourist destinations. Besides, I also enjoyed local Thai cuisine. I've never tried Thai food before, so I ate a variety of street food in the city. The food was amazing!
2. I'm Daisy. I had 4 days off from work and went hiking with my friends. It was my first experience sleeping in the forest. During the daytime, I walked for nearly 6 hours with my friends. At night, we made a tent and sat around the campfire. We talked, had dinner, and sang songs.

3. I'm Andy. One month ago, my wife and I booked a flight to an island and stayed there for 3 days. We haven't been on any trip since we had a child. We were in a local homestay and rented a motorbike to look around the island. The price of everything there was so cheap. I took a lot of photos with her. On the second day, we got up so early, had a walk on the beach, and saw the sunrise. The trip was memorable for us!

4. I'm Mathew. I love watching documentaries and seeing animals under the sea. I had a chance to dive into the sea and observe the wonderful sea life. To be honest, I have never experienced diving before. Can you guess what I saw? I saw different weird species of fish, some other sea animals, and creatures like sea turtles, corals, etc. The world under the sea is fascinating and unique.

08

- Ask students to read the instructions to exercise 8.
- Replay track 8.09 once. Students listen again and decide which statements are True (T) or False (F).
- After the audio finishes, invite several students to share their answers.
- Check and correct them.

### Answers

1. F    2. T    3. T    4. F

09

- Divide the class into groups of 4.
- Ask students to read the instructions to exercise 9.
- Give them 5-10 minutes to prepare their notes about the advantages and disadvantages of each mode of traveling.

- After a certain time amount, stop their discussion and invite a member of each group to present their ideas.
- Ask other groups for feedback on their peers' ideas.
- Correct any grammar and pronunciation mistakes.

### Answers

Students' own answers

### Extra activity

#### DEBATE

Teacher can organize a debate for students based on this topic. Divide the class into 2 or 3 groups based on their preferences to the type of traveling. Then, ask them to defend their ideas.

### Homework

Activity book, Review 4 page 90-91