

Activities

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[Note for Cassette users: The Language Check sections for the Review Units are at the end of Side 2B.]

Warm Up (books closed)

This activity will help the students review vocabulary from previous units.

① Greet students and introduce the warm up. T: *Hello, class. Today we're going to review units 1 through 5.*

② Briefly review vocabulary from past units as a class. You may want to open your book and remind students of some of the unit titles or topics to jog their memories. T: *Unit 1 It was about greetings. What expressions did we use in unit 1?*

③ Try to develop a rapid pace and encourage students to say any words they think of. Continue through all five units. T: *Unit 2 was called "Meeting People." What vocabulary did we learn in that unit?*

Expressions Game page 39

④ This activity focuses on the grammar and functional language used in units 1-5.

⑤ Introduce the main activity. T: *Now we're going to play a game. Please turn to page 39.*

⑥ Put students into groups of 4 and explain the rules of the game. T: *Each person in your*

group will take turns being the leader. The leader will read a question on the left side of the page. Everyone else: quickly point to the correct answer in one of the circles on the right. The first person to touch the correct answer gets 1 point.

⑦ Make sure students understand the rules. T: *Okay? Does everybody understand?*

⑧ Allow students 10-15 minutes to play the game. T: *Okay, start playing and don't forget to keep track of your points.*

⑨ Walk around the class, assisting students and confirming correct answers as necessary.

⑩ After all groups have finished playing the game, ask students how many points they won. T: *(Name), who was the winner in your group? How many points did he or she get? Did anyone get more points than that?*

Optional

You may want to review the answers as a class. Read the questions and have the class say the correct answer.

Communication page 40

Asking About People

This activity re-activates grammar and functional language students have learned about talking about people.

- ① (Warm up) Review questions used to learn more about people. T: *We're going to learn more about each other. What are some questions we can ask in order to learn more about someone? Where...? What...?*
- ② Introduce the main activity. T: *Now let's look at page 40. Make 10 cards. Write your name, and leave room for more information. You're going to meet your classmates and exchange cards.*
- ③ Have students think of or write their questions. T: *Before we begin, think of some questions to ask your classmates. Look at the idea box in the middle of the page. Read the questions. Which ones do you want to ask? Now think of an original question.*
- ④ Begin the activity. T: *Now walk around the room and meet 10 people. Give a card to each person you meet. When you get a card, ask your questions and write 3 points about each person.*
- ⑤ Confirm that students understand the directions before they stand up and start mingling. T: *Any questions?*
- ⑥ Walk around the class with the students, helping as necessary.

Communication extension

1. Put students into groups of 7-10.
2. Students should take turns telling their group about one of the people they met, being sure not to say his or her name.
3. The rest of the group should try to guess the person's name.
4. Once the person has been identified, the other students should offer any information they found out about the person.
5. Allow enough time for each student to talk about 1 or 2 cards they collected.

Bonus

- ⑦ Introduce the activity. T: *Now, look at the 10 cards you have collected. Read through all of them and find the people who are similar to you.*
- ⑧ Put students into groups of 4-5 and have them discuss their cards. T: *Now tell your group about the people who are similar to you. Talk about what is similar and what is different.*
- ⑨ Wrap up: Ask the students to (silently) read all of the cards from their group members. Have them match up people with similar interests or occupations.

Extension Writing Activity

1. Fill out a name card for a famous person. Write answers for the questions you asked in this activity.
2. Write a few sentences about one of the classmates you talked to.

Communication page 41

What's the word?

This game builds fluency with fundamental expressions and usage points.


- ① Introduce the main activity. T: *Now let's look at page 41. We're going to play a guessing game.*
- ② Put students into groups of 3. Have 1 student make cards and copy the expressions. Or you can photocopy the boxes, and prepare the cards for each group in advance. T: *Put all the cards in the middle of your group. Put them face down, so you can't read them.*
- ③ Explain the rules of the game. T: *One person goes first. Choose a card. Use your fingers to show how many words are on the card. Then draw a picture. Don't use any words or gestures. The other students will guess the word or phrase. Then the next person chooses a card.*
- ④ Make sure the class understands the rules. T: *Are there any questions?*
- ⑤ Explain how the clues and point system work. T: *You will have only 1 minute to guess each word. You can ask any of the clue questions. You get 1 point for each word that you guess. The game ends when 1 person has 5 points. Okay, let's begin.*
- ⑥ Walk around the class with the students, helping as necessary.

Communication extension

1. Put students into groups of 6 and have each person in the group take 4 cards.
2. Students should make new cards and substitute new words. [Examples: "Hi" could be changed to "hello" or "howdy" and "wait" could be changed to "hold on" or "just a minute".]
3. After students have written their replacement words, have them play until 1 student wins 5 points.
4. As a second round, have students try to act out the words on the cards until 1 student has 3 points.

Language Check page 42

This activity reviews the grammar of the previous 5 units.

- ① Introduce the activity. T: *Please turn to page 42. Read the sentences and put a check mark next to the correct one.*
- ② Allow students 5-10 minutes and offer suggestions, as needed. T: *You may find it easier to pick the correct sentence if you read both sentences out loud.*
- ③  After students have finished, play the audio so that students may correct their work. T: *Now listen and check your answers.*
- ④ Go over the answers as a class to make sure students have the correct answers. You may want to have students write the correct answers on the board.

Script

1. How are you doing?
2. What's this?
3. This is my friend Julia.
4. Good to meet you.
5. He's Korean.
6. Are you a designer?
7. She's from New York.
8. Please go to Room 2.
9. Yes, that's right.
10. What are these folders?
11. How do you spell "receipt"?
12. Don't be nervous.
13. Are they students?
14. This class is really easy.
15. I'm not American.

⑤ If students do not understand the grammar points, go back to the How English Works section for each item.

1. Unit 1
2. Unit 4
3. Unit 2
4. Unit 2
5. Unit 3
6. Unit 5
7. Unit 2
8. Unit 3
9. Unit 3
10. Unit 4
11. Unit 4
12. Unit 5
13. Unit 5
14. Unit 5
15. Unit 5

You may also wish to refer students to the Tables in the Grammar Reference section (pages 113 - 119) to review grammar forms:

Table 1: subject pronouns and contractions with "be"

Table 2: negative contractions with "be"

Table 3: present tense questions with "be" and short answers