

**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 6 through 10.*
- ② Briefly review vocabulary and expressions from past units, as a class. You may want to remind students of some of the unit titles or topics to jog their memories. T: *What words or expressions do you remember from Unit 6? Hold up your book to show the Unit Goals page. T: It's called "It's a great place."*
- ③ Try to develop a rapid pace and encourage students to say any words they think of. Continue through all 5 units. T: *Unit 7 is called, "Whose stuff?" (Turn to page 49 and show the class the title.) What vocabulary did we learn in that unit?*

**Answers Game** page 73

In this activity students review the grammar and functional language they have learned in Units 6-10.

- ④ Introduce the main activity. T: *Now we're going to play a game. Please turn to page 73.*
- ⑤ Put students into groups of 4 and explain the rules of the game. T: *Each person will take turns reading one of the sentences on the left. (Point out the sentences column.) Everyone else in the group should quickly point to the correct question. (Hold up your book and show the questions.) The first person to touch the correct question gets 1 point.*

- ⑥ Make sure students understand the rules. T: *Okay? Does everybody understand?*
- ⑦ Allow students 10-15 minutes to play the game. T: *Okay, start playing. Remember: keep track of your points.*
- ⑧ Walk around the class, helping students as needed.
- ⑨ 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**

Review the answers as a class. Read the sentences and have the class say the correct question.

## Communication page 74

### Find someone who...

The purpose of this activity is to use the language skills for asking and answering personal questions.

① Warm up: Review “are you” and “do you” questions. T: *Let’s review “are you” and “do you” questions. You can write a few questions on the board. T: Are you English students? Do you like English? Are you good at sports? Do you play tennis? Can anyone think of other yes/no questions?*

② Introduce the main activity. T: *Now let’s look at the chart on page 74. Make a question for each phrase. Read the example question. You can go over a few more as a whole class if necessary.*

③ Have students write their questions. Make sure students understand what to do. T: *Does everyone understand?*

④ Walk around the class and help students with their questions, if needed.

⑤ Go on to Step 2. T: *Now we’re going to walk around the room and talk to our classmates. (Have students stand up.) Find someone who answers yes to one of your questions. Write his or her name. Model an example with a student.*

⑥ Remind students to find a different person for each question. T: *Use one person’s name one time only.*

⑦ Walk around the class with the students, helping as necessary.

## Bonus

⑧ Introduce the activity. T: *Now, we’re going to write extra information about each name.*

⑨ Model the activity for the students. Write the example question on the board. T: *Who gets up before 6? Write the name on the board. T: Okay, (name) gets up before 6. Ask for extra information and write it on the board as a full sentence. Say the sentence. T: Great. The extra information is: (Name) gets up at 5:30.*

⑩ Have students work alone to write the extra information. T: *Go ahead and write your sentences. Walk around the room, helping as needed, but encourage students to ask each other for help as well. T: If you need help, you can ask your classmates.*

⑪ Ask for volunteers to read their questions to the class. T: *Who would like to read their sentences about camping?*

### Extension Writing Activity

1. Choose 3 questions you answered “yes” to. Write more information about them.
2. Write about 1 student in your class. Include information about the person’s schedule and daily activities.

## Communication page 75

### People and Things

This activity encourages students to talk about their activities and possessions.

❶ Introduce the main activity. T: *Now let's look at page 75. We're going to play a sentence game.*

❷ Put students into groups of 4. T: *Take turns being the leader. The leader will choose a person. Say the person's name. (Hold up your book to show the chart. Point to some of the words and phrases.) Then the leader will say 1 of the words or phrases. (Point to the 15 words in the boxes.) The person will make a sentence with it.*

#### Optional

All of the group members make a sentence for each box.

❸ Go over the example with the students. Give a few other possible responses (T: *My favorite sweater is blue. My notebook is blue*)

❹ Have groups fill in the last 5 boxes on the page. T: *Look at the bottom of the chart. (Hold up your book and point it out.) Work with your group and add your own ideas.*

❺ Begin the activity. T: *Go ahead and begin the game.*

❻ Walk around the class, helping as necessary.

### Communication expansion

1. Put students in groups of 6-10. Try to have an even number in each group. Have groups sit in a circle or around a table, depending upon the classroom.
2. The leader should choose 2 students by name and a word on the page.
3. After the leader has said the word, the 2 students should try to make a correct sentence.

#### Optional

The students selected have to stand up and go quickly in a circle around the group while they are thinking of their sentence. When they sit down again, they say their sentence.


4. The first student to make a correct sentence gets a point and becomes the new leader. The leader chooses 2 new students.
5. Allow enough time for all students to compete 2-3 times.

## Language Check page 76

The purpose of this activity is to review the basic grammar of units 6-10.

① Introduce the activity. T: *Please turn to page 76. Work by yourself. Make a check next to the correct sentence.*

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. You can write the correct answers on the board.

### Answers

1. When is your birthday?
2. My birthday is in two weeks.
3. Today is March first.
4. This room has a great view.
5. That hotel is very expensive.
6. How much does it cost?
7. My sister has blue eyes.
8. Whose shirt is this?  
[Note: Whose is this shirt? is also grammatical, but this pattern was not covered in Unit 7.]
9. That is my sweater.
10. This hotel doesn't have large rooms.
11. That's Emi's backpack.
12. The Arnellos have a nice house.
13. What do you like?
14. They work at a restaurant.
15. I get up at six in the morning.

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

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

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

Table 4: simple present tense

Table 5: simple present tense, negative forms

Table 6: simple present tense, questions

Table 7: possessives

Table 8: object pronouns