

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 and activate vocabulary from units 11-15.

- ① Greet students and introduce the warm up. T: *Okay, today we're going to review units 11 to 15.*
- ② Briefly review vocabulary and expressions from past units as a class. Open your book and remind students of some of the unit titles or topics in order to jog their memories. T: *What words do you remember from unit 11, called "Having a Snack"?*
- ③ Try to develop a rapid pace and encourage students to say any words they think of. Continue through all 5 units. T: *Unit 12 was called "Families." (Show students the Unit Goals page for unit 12.) What words did we learn in that unit?*

Similar Meaning Game page 107

This activity helps students review the grammar and functional language from units 11 - 15.

- ④ Introduce the main activity. T: *Now turn to page 107. We're going to play a game.*
- ⑤ Put students into groups of 4 and explain the rules. T: *One person will read one of the phrases on the left. Hold up your book and point out the phrases in yellow boxes. T: Everyone else: quickly point to a phrase with a similar meaning in one of the circles. Point out the circles on the right side of the page. The first person to touch the correct circle gets 1 point. Show students where to keep track of their points at the bottom of the page.*

- ⑥ Allow students 10-15 minutes to play the game. T: *Okay, start playing. Remember to keep track of your points.*
- ⑦ Walk around the class, assisting students and confirming correct answers.
- ⑧ 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?*

Optional

You may want to review the answers as a class. Read the phrases and have the class say the matching phrase.

Communication page 108

Job Game

The purpose of this activity is to encourage students to use the grammar and functional language they have learned to talk about jobs.

① Warm up: Review questions about jobs and job skills. T: *What are some questions you can ask about jobs?*(Examples: Are you a doctor? Can you cook? When can you work? Is it okay to come to work late?)

② Introduce the main activity. T: *Now let's look at page 108. Think of a job and write it in the blank. (Show everyone where to write the job title.) Next, write 5 questions about the job. Show students where to write the questions.*

③ Walk around the class, helping students with their questions as needed.

④ Put students into groups of 4. T: *Now, use your questions to interview your classmates for the job. Don't say the name of the job.*

Make sure students understand the directions so far. *After you ask your questions, let them guess what the job is. You can model an example for the class if necessary. Finally, pick the student who is best for the job.*

⑤ Begin the activity. T: *Okay, start interviewing!*

⑥ Walk around the class, helping as necessary.

Extension Writing Activity

1. You're going to hire an English teacher. Write several questions for the interview.
2. Write a few sentences about the most unusual job you can think of.

Communication expansion

1. Put students into groups of 7-10. Have each student write the name of a job or profession on a piece of paper and put it in a pile at the center of the group.
2. Students should take turns taking a paper, reading it, and acting out the job.
3. The rest of the group should try to guess the job.
4. The person who guesses the job correctly gets 1 point.
5. Then the other students must quickly ask a question about the job. The first 3 students with correct questions (questions with correct grammar) get 1 point each. (Walk around the room monitoring correct responses during the activity.)
6. Repeat this until all students have acted out a job, then find out who won the most points.

Communication page 109

All of us

In this activity, students use the grammar and functional language from units 11-15 to talk about common events in their lives.

❶ Introduce the activity. T: *Now let's look at page 109. We're going to find things in common.*

❷ Put students into groups of 3. T: *Look at the chart. Read through the phrases in the chart as a class. Make a question for each box. You can use the idea box to help you. Point out the idea box on the left.*

❸ Go over the example. Encourage students to use the forms in the example. T: *Use "Last night did you (have dinner in a restaurant)?" Or use "Did you (have dinner in a restaurant) last night?" Model a few more examples for the class. T: Or, you can ask "Did you play soccer last night?"*

❹ Make sure students understand what to do, and begin the activity. T: *Go ahead and start asking questions.*

❺ Walk around the class, helping students if necessary.

❻ After 5-10 minutes, have the class move on to the second part of the activity. T: *Now find common things for each category.*

You can go through one of the categories with one of the groups as an example. T: *What did you all do last year? (examples: studied English, saw movies) Write it in the box. Make a check for "all." Demonstrate by writing the sentence "All of us (studied English, saw movies) last year." Make a check in front of it. T: What did none of you do last year?(examples: traveled out of the country, had a party at our home) T: Write it in the box and make an "X" for "none of us." Write this on the board, if necessary. Check to make sure students understand the directions. T: Got it?*

❼ Walk around the class, helping students as needed.

❽ Follow up by asking groups to tell the class what they had in common.

Communication expansion


1. Have students complete the activity in groups of 3.
2. After each group has identified 1 thing in common, have all the students stand up and walk around the class in their groups of 3.
3. As groups meet each other, they should tell each other what they have in common. If 2 groups have the same thing in common, they should form a new, larger group.
4. As large groups form, encourage students to stay together and continue looking for other groups with the same thing in common.
5. After all the new groups have formed, ask each group to tell the class what it is that they have in common.

Language Check page 110

This activity reviews the basic grammar of units 11-15.

① Introduce the activity. T: *Please turn to page 110.* (Open your book to page 110 and hold it up for the class to see.) *Work on your own. Make a check next to the correct answer.*

② Allow students 5-10 minutes to complete the activity.

③  After students have finished, play the audio so that students can 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.

Answers

1. How are you doing?
2. What are you doing?
3. I'm studying now.
4. What does your brother do?
5. How old is your sister?
6. How's your English class?
7. There are a lot of people in my class.
8. Look. There's Emi.
9. We're going to have a test tomorrow.
10. The train will be here in 5 minutes.
11. Kate was at home last night.
12. Luis is next to the door.
13. Did you eat dinner at home?
14. I can cook.
15. You shouldn't smoke.

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

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

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

Tables 13-15: present continuous

Tables 16-17: future with "going to"

Tables 18-21: modals