

**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 re-activate vocabulary from units 1-5.

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 and expressions from past units, as a class. T: *What do you remember from unit 1, called "Good to see you again"? Open your book to the unit Goals page and point to the title. T: 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 5 units. T: *Unit 2 was called, "Someone New." What vocabulary did we learn in that unit? etc.*

**Response Game** page 39

This section allows students an opportunity to review the grammar and functional language they have learned in units 1-5.

④ Introduce the activity. T: *Now we're going to play a game. Please turn to page 39.*

Put students into groups of 4 and explain the rules. T: *One person will read 1 of the questions in an orange box. Hold up your book and show the class the questions. T: Everyone else: quickly point to a response in a white circle. Point out the circles on the right side of the page. T: Say the response. 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.*

⑤ Allow students at least 10 minutes to play the game. T: *Okay, start playing. Remember to keep track of your points. Walk around the class, assisting students and confirming correct answers, as necessary.*

⑥ 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?*

⑦ You may want to review the answers as a class. Read the questions and have the class say the correct answer.

## Communication page 40

### About You

This activity allows students to use what they've learned in the first 5 units to learn more about each other.

- ❶ Warm up: Ask students to name their favorite things. T: *What are some of your favorite things? What is your favorite food? Favorite class?*
- ❷ Introduce the main activity. T: *Now let's look at page 40. Write down 5 favorite things. Hold up your book and show students where to write their favorites. T: If you need help, look at the idea box. You can go over the ideas in the idea box with the class if you wish.*
- ❸ Put students into pairs. T: *Now look at your partner's list of favorites and ask questions about them.*
- ❹ Have 2 students go over the example. T: *(Names), would you please read the example together?*
- ❺ Begin the activity. T: *Okay, now let's begin asking about our partner's favorite things. After several minutes, have students change partners. T: Now change partners and ask about your new partner's favorite things.*
- ❻ Walk around the class, helping as necessary.

### Bonus

- ❼ Introduce the activity. T: *Please close your books. We're going to talk about our favorite things for 1 minute.*
- ❽ Have 2 students go over the example. T: *(Names), would you please read the example together?*
- ❾ Start the activity. T: *Great. Now, walk around the classroom. Ask about people's favorite things.*
- ❿ Walk around the class with the students, helping as necessary. At the end of each minute, tell students to switch partners. T: *Your minute is up. Now find a new partner.*
- ⓫ After students return to their seats, ask questions about what they learned. T: *(Name), who did you talk to? What did you learn? What is the most popular food (place, movie) in this class?*

### Communication Expansion

Have the class complete the activity as described, including the bonus activity. Once students have returned to their seats, put them into groups of 7-10. Students should share what they learned with each other. Each student should talk about one person they met. Example: I met Meg. We talked about food. The other students should ask questions about the meeting. Example: What did you talk about? What did you learn? What does Meg like? Allow time for each student to talk about at least 1 person they met.

### Extension Writing Activity

1. Write a few sentences about the perfect weekend. Include your "favorites."
2. Write a few sentences about one of the people you met in the previous activity.

## Communication page 41

### Guess the Activity

In this activity, students use what they've learned in units 1-5 to talk about past activities.

- ➊ Introduce the main activity. T: *Now let's look at page 41. We're going to play a guessing game.*
- ➋ Have students write 3 interesting activities they've done. T: *Write 3 interesting activities you did in the past. Write the date and a hint. You can model an example for the class or write 1 on the board. (Example: activity: my birthday party; date: June 23; hint: party)*
- ➌ Hold up your book and show the class the hints box. T: *If you need help with hints, look at the hint box.*
- ➍ Walk around the class as students write, helping as needed.
- ➎ Put students into pairs. T: *Now see if your partner can guess the activities. Say the date and the hint.*
- ➏ Have 2 students go over the example. T: *(Names), would you please read the example together?*
- ➐ Begin the activity. T: *Great. Let's start. Remember: don't let your partner see what you wrote in your book.*
- ➑ Walk around the class, helping students with their questions, as necessary.

### Bonus

- ➒ Introduce the activity. T: *Now, ask your classmates about their weekends. Talk for 1 minute.*
- ➓ Have 2 students go over the example. T: *(Names), would you please read the example together? You can go over some common comments and questions if you like.*
- ➑ Start the activity. T: *Great. Now walk around the classroom and begin the activity. At the end of each minute, have students switch partners.*
- ➒ Walk around the classroom with the students, helping as needed.

### Communication Expansion

Put students into groups of 7-10.


Each student should take a turn standing up and acting out 1 of his or her activities, without using words. The other students should try to guess the activity.

Then have students ask questions about the activity. Example: *When did you go? What kind of (concert, movie) was it?*

Allow time for each student to act out at least 1 activity.

## Language Check page 42

This section reviews the basic grammar of the previous 5 units.

- ① Introduce the activity. T: *Please turn to page 42. Work on your own. Make a check next to the correct sentence.*
- ② Allow students 5-10 minutes and offer suggestions, as needed. T: *It might be 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

Luis speaks three languages.  
Ana and Chris work at Silica Communications.  
Dave usually goes home around 9 o'clock.  
When does the party start?  
How much free time do you have today?  
I'd like a bowl of soup and a glass of milk.  
I bought two bags of chips at the supermarket.  
When did you get home last night?  
We didn't go to the party.  
I'm sorry, I can't help you now.  
First, you have to open the book.  
He runs kind of slowly.  
Kate, you work too hard!  
We might see a movie tonight.  
They don't have to go to class on Friday.

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 1
3. Unit 1
4. Unit 2
5. Unit 3
6. Unit 3
7. Unit 3
8. Unit 4
9. Unit 4
10. Unit 5
11. Unit 5
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 113-118) to review grammar forms:

Table 1: present tense with "be"

Table 2: present tense with main verbs

Table 3: past tense with "be"

Table 4: past tense with regular verbs