

**Activities**

Similar Expressions Game	73	
Predict the Future	74	
Shopping Game	75	
Language Check	76	CD 2 track 37

[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 previous units.

- ① Greet students and introduce the warm up. T: *Today we're going to review units 6 through 10.*
- ② Briefly review vocabulary and expressions from past units, as a class. You can open your book and remind students of some of the unit titles or topics in order to jog their memories. T: *What do you remember from unit 6, "Feeling Down"? What expressions did we use in unit 6?*
- 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 was called, "Where are you?" What vocabulary did we learn in that unit?*

- ⑥ Walk around the class, assisting students and confirming correct answers, as necessary.
- ⑦ Review the answers as a class. Read the phrases and have the class say the matching phrase.

**Similar Expressions Game** page 73

This section gives students an opportunity to 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. Put students into groups of 4 and explain the rules of the game. T: One person will read 1 of the statements or questions in a green box. Hold up your book and point to the column on the left. T: Everyone else, quickly point to a similar expression in a white circle. Point out the circles on the right side of the page. T: Say the expression. 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 about 10 minutes to play the game. T: *Okay, start playing.*

## Communication page 74

### Predict the Future

This activity encourages students to use the grammar and functional language they have learned to make predictions.

① **Warm up:** Ask students what they want to do in the future. T: *What do you want for the future? What do you want to be doing in 5 years? What do you want to be doing in 10 years?* (Note that you will to explain the grammar for this future form: “What do you want to be doing?” / “I want to be working for ABC Company.”)

② **Put students into groups of 3 and introduce the main activity.** T: *Now let's look at page 74. Read the topics at the top of the page. Choose 1 topic. Each person should make a prediction about that topic.*

③ **Have 3 students go over the example.** T: *(Names), would you please read the example together?*

④ **Begin the activity.** T: *Great. Let's start. Walk around the class, helping as necessary.*

⑤ **After several minutes, create new groups of 3.** T: *Repeat the activity in your new group.*

⑥ **After several more minutes, ask some wrap up questions.** T: *Did everyone agree with your partners? What was the prediction you disagree with most? What was the most unusual prediction?*

### Bonus

⑦ **Put students into pairs and introduce the activity.** Hold up your book and point to the topics at the bottom of the page. T: *Look at these topics. Talk about them with your partner and find something you agree about for each one. You can go over the topics to make sure students understand the vocabulary.*

**Model an example exchange with a student.** T: *What do you think of cell phones?* Prompt the student to give an opinion. T: *I agree/disagree. I think they're wonderful/a nuisance.*

### Optional

Ask the students about the topics they agreed upon. Encourage them to share their opinions with the class.

## Communication Expansion

⑧ **Put students into groups of 5-7.**

⑨ **Tell each student that they represent a year in the future, starting in 10 years and increasing by 10 years.**

⑩ **Each student should announce a category and the year they represent and ask the other students in their groups to make a prediction for their year.**

⑪ **Allow time for every student to choose a category and listen to predictions from their classmates.**

### Extension Writing Activity

1. Write a few predictions about someone you know.
2. Write a few sentences that explain your opinions about one of the topics at the bottom of page 74.

## Communication page 75

### Shopping Game

In this activity, students use what they've learned in Units 6-10 to talk about shopping.

❶ Introduce the main activity. T: *Now let's look at page 75. We're going to play a shopping game. Preview the names of the stores and restaurants. There's a convenience store.*

(Hold up your book to show this.) *There's a department store, there's a...etc.*

❷ Put students into groups of 4. T: *Start at the electronics store. Name an item that you can buy there. Hold up your book and point to the electronics store to help students find it. T: After everyone in the group says something you can buy there, go on to the next place.*

Check to make sure students understand the instructions. T: *Do you have any questions about what to do?*

❸ Have 2 students go over the example. T: *(Names), would you please read the example together? Okay, let's get started.*

❹ Walk around the class, helping as necessary.

### Bonus

❺ Put students into pairs and introduce the activity. T: *Now, look at the bottom of page 75. Ask your partner the questions about shopping. Or, think of your own questions.*

❻ Walk around the class, helping as necessary.

### Communication Expansion


- Put students into groups of 6-8 and have each person choose a type of store.
- Each student should take a turn and say what kind of store they represent. Example: My store is an electronics store. (They can give their store a name also.)
- The other students should then say a sentence about what they would like to buy or ask about an item. Example: I would like to buy a TV. How much is a CD player at your store?
- After all students have made a comment or asked a question, have them move on to the next student in the group.

## Language Check page 76

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

① Introduce the activity. T: *Please turn to page 76. Read each of the sentences and make a check next to the correct one.*

Allow students 5-10 minutes to finish.

②  Play the audio so students can correct their work. (Note: the audio track is at the end of the CD/cassette program.) T: *Now listen and check your answers.*

③ Go over the sentences 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

You don't look so good today.

What does that mean?

Do you feel all right?

What do you call this?

Do you know where the post office is?

Turn right on Park Avenue.

How do I get to your office?

Our office is on First Street.

I'm inviting a lot of people to the party.

Where will you be tonight?

They're not going to call us.

Please put the dishes back.

Let's go hiking this Sunday.

Don't be afraid.

Try studying every night.

④ 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 7

6. Unit 7

7. Unit 7

8. Unit 7

9. Unit 8

10. Unit 8

11. Unit 8

12. Unit 9

13. Unit 9

14. Unit 10

15. Unit 10

You may also wish to refer students to the Tables in the Grammar Reference section (pages 113 - 118) to review grammar forms:

Table 5: present continuous

Table 6: future with "going to"

Table 7: yes/no questions with "going to"

Table 8: future with "will"

Table 9: yes/no questions with "will"