

**Activities**

Same or Opposite	107	
Famous Stories	108	
Find Someone Who...	109	
Language Check	110	CD 2 track 38

[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: *Hi. Today we're going to review units 11 through 15.*

② Briefly review vocabulary and expressions from past units, as a class. You can show students some of the unit titles or topics in order to jog their memories. T: *What do you remember from unit 11, called "Welcome Back"? What expressions did we use in unit 11? Allow the students a minute or two to page through the unit.*

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 "A Better Place." What vocabulary did we learn in that unit?*

**Same or Opposite page 107**

This activity gives students an opportunity to review the grammar and functional language they have learned in units 11-15.

④ Introduce the main activity. T: *Let's play a game. Please turn to page 107.*

⑤ Put students into groups of 4 and explain the rules. T: *One person will read an expression in a yellow box. Hold up your book and point to the sentences on the left. T: Everyone else, quickly point to one of the circles on the right with either the same or opposite meaning. Point out the circles on the right side of the page. T: The first person to touch a correct answer and say "same" or "opposite" gets 1 point. (For some items there is more than 1 correct answer.)*

⑥ Allow students 10-15 minutes to play the game. T: *Okay, start playing and don't forget to keep track of your points.*

⑦ Walk around the class, assisting students and confirming correct answers, as necessary.

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? Did anyone get more points than that?*

⑨ You may want to review the answers as a class. Read the sentence and have the class say a same or opposite sentence.

**Answers**

- First, I went home. Then I went to sleep.
- (same) After I went home, I went to sleep.
- (opposite) After I went to sleep, I went home.
- I was bored when I saw that movie.
- (same) That movie was boring.
- My apartment is near the train station.
- (same) The train station is near my apartment.
- (opposite) My apartment is far from the train station.
- I'm taller than you are.
- (same) You're not as tall as I am.
- (opposite) You're taller than I am.
- You have more free time than I do.
- (opposite) I have more free time than you do.
- (opposite) You don't have as much free time as I do.
- This is the largest city in the country.
- (same) This city is larger than other cities in the country.
- (opposite) This city isn't as large as other cities in the country.
- Pizza is the most popular food in the country.
- (same) Pizza is a very popular food.
- A pizzeria is a place that serves pizza.
- (same) A pizzeria is a place which serves pizza.
- I've lived in England for five years.
- (opposite) I've never lived in England.
- I got a job offer from Horizon Corporation.
- (same) Horizon Corporation offered me a job.

## Communication page 108

### Famous Stories

This activity encourages students to use the grammar and functional language they have learned to tell famous stories.

① **Warm up:** Ask students about the famous stories they learned about in unit 11. T: *Do you remember the famous stories we talked about in unit 11? What were some of those stories? Go to page 82 to remind students of some of the titles.*

② **Introduce the main activity.** T: *Now let's look at page 108. Read all of the sentences in each box. You may want to read the sentences as a class.*

③ **Put students in pairs.** T: *Join a sentence from each box to make 4 different stories. Then match a story with 1 of the titles. Check to make sure students understand the instructions.*

④ **Walk around the class, helping as necessary.**

⑤ **Ask for volunteers to read each story.** T: *Would anyone like to read the story of "Star Wars"?* Students can add other details to the story if they know them.

⑥ **Continue with Step 2.** T: *Now think of your favorite movie. Give students a moment to think of their favorite movie. Try to tell the story to your partner. Also, tell your partner how you felt during the movie. Have a volunteer read the example, or read it yourself. T: For example, you could say, "I felt sad because he died."*

⑦ **Walk around the class, helping students with their stories as needed.**

### Bonus

⑧ **Introduce the activity.** T: *Now think of your 5 favorite movies. Write down the titles. Show students where to write the titles.*

⑨ **Put students into new pairs.** T: *Ask your partner about your favorite movies. You can ask, "Have you seen..." and "What did you think of it?" Write down any movies that you both like.*

### Optional wrap up

Ask the students what their favorite movies are. Find out what the most popular movie is.

### Communication Expansion

1. Put students into groups of 7-10.  
Have students write down the names of 3 or 4 movies, each on a separate piece of paper.
2. Have pairs of students take turns picking a paper and acting out an action that represents the movie.
3. The other students should guess what movie is being acted out.
4. Allow enough time for each student to act out one movie.

### Extension Writing Activity

1. Write a few sentences describing the plot of a movie you like.
2. Write a few sentences about your favorite book.

## Communication page 109

### Find someone who

This activity encourages students to use the grammar and functional language from Units 11-15 to learn more about their classmates.

① **Warm up: Review yes/no questions (do you, are you, were you, can you, have you).**

T: *What are some examples of yes/no questions? Give students the following hint, if necessary. T: Try questions that begin with “are you”, “do you”, “were you”, “can you”, or “have you”.*

② **Introduce the main activity.** T: *Now look at page 109. Think of questions for each statement. For example, “has a lot of free time” could become “Do you have a lot of free time?”*

③ **Have students write their questions.** T: *Write your questions on the chart. Show students where to write their questions. T: If you need help, you can ask someone near you.*

④ **Walk around the class, helping students with their questions as needed.**

⑤ **Begin Step 2.** T: *Walk around the room. Find someone who answers “yes” to 1 of your questions. Write his or her name in the “name” column. Show students where to record their classmates names. T: Use 1 person’s name 1 time only.*

⑥ **Walk around the class with the students, helping as necessary.**

### Bonus

⑦ **Introduce the activity.** T: *Now, look at your charts. Add 2 sentences next to each name.*

**Show students the “Extra Information” column.** T: *Write 1 sentence that answers the question and 1 sentence that gives extra information.*

⑧ **Go over the example with students. Check to make sure students understand what to do.** T: *Any questions?*

⑨ **Have students work alone, but allow them to seek help from the students around them.**

T: *Go ahead and write your sentences. If you need help, you can ask the students around you.*

⑩ **As a wrap up, ask volunteers to read their questions to the class.**

## Communication Expansion

1. Put students into groups of 6-8. Try to put students into groups with people they didn’t talk to in the previous activity.
2. Have students ask the questions they wrote and discuss the answers as a group.
3. Encourage students to ask additional questions and to provide additional information for each topic.
4. As a follow up, ask groups to tell the class about the things their group had in common. (Examples: Nearly everyone in our group has worked in a restaurant at one time. None of us went to a party last night.)

## Language Check page 110

The purpose of this activity is to review the basic grammar in Units 11-15.

❶ Introduce the activity. T: *Please turn to page 110. Working on your own, read each of the sentences and make a check next to the correct one.*

❷ 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.*

❸ After students have finished, play the audio so that students can correct their work. T: *Now listen and check your answers.*

❹ Go over the answers as a class to make sure students have the correct answers. You can ask students write the correct answers on the board.

### Script

- I'm so excited today.
- When I got home last night, my door was open.
- First, I got up. Then I got dressed.
- I'm older than my brother.
- My new job is much better than my old job.
- Hong Kong is one of the most interesting cities in the world.
- Which city in Europe do you like the best?
- A sushi bar is a kind of restaurant.
- Today is Friday, isn't it?
- Is pizza the most popular food in the U.S.?
- A technician is a person who fixes machines.
- Anna has worked at Silica for 3 years.
- I've lived in California since 1995.
- Have you ever been to Hawaii?
- We're working on a big project right now.

❺ 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 13
7. Unit 13
8. Unit 14
9. Unit 14
10. Unit 13
11. Unit 14
12. Unit 15
13. Unit 15
14. Unit 15
15. Unit 15

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

Tables 10-13: comparatives and superlatives

Tables 14-15: tag questions

Tables 16-17: relative clauses

Tables 18-19: present perfect