

# REVIEW UNIT 1 (REVIEW ACTIVITIES FOR UNITS 1-8)

Review Unit 1 offers students the opportunity to review, practice and expand upon language and tasks introduced throughout Units 1-8. You can choose to have students try the review unit exercises after they have completed Unit 8 (which is recommended for the Conversation Starters and Building Fluency pages) or as you feel appropriate.

## PAGE 1 LET'S TALK ABOUT IT

**Exercise 1: Think Quick** is an oral brainstorming activity to encourage students to think and speak quickly. By setting requirements on the length of responses (word/phrase, sentence, extended-sentence) you can change the challenge level of this activity. This activity can be done in pairs, small groups, or at class level for small classes.

**Exercise 2:** This is an extension activity for the work done on “making excuses” in Unit 8 (Excuses, Excuses). In Unit 8 we practiced this in the context of declining an invitation; however, in this exercise, students use these expressions to respond to requests and complaints. Students can review page 38 for common excuse expressions, and the conversation models on pages 39 and 27 for examples of the expressions in use.

First, students should devise their own excuses/responses for the 4 situations. Tell them to be aware of who they are responding to (friends, dad, big brother). Then, put students in pairs and have them expand their excuses into mini-conversations. Depending on the length of their conversations this activity can demand a lot of creativity, so it may be a good idea for students to swap books and read their partner’s excuses before starting.

### Example Answers:

1. I really want to, but I’ve already promised my grandma that I’ll take her to the movies on Saturday...
2. I’m so sorry. I wanted to call and let you know, but actually somebody stole my cell phone and I didn’t know your number...
3. I know, I know, but there was a really great movie on TV last night...
4. I’m sorry. I really wanted to ask you, but you weren’t home yesterday and my English essay was due this morning...

(Note: This is a good chance to remind students that in their response they can omit the verb phrase used in the request/complaint if both speakers know what the topic is.)

## PAGE 2 CONVERSATION STARTERS (TRACK #97)

**Exercise 3:** This is a short listen and fill in the blanks activity to encourage students to reflect on themes, expressions and vocabulary from Units 1-8. If you like, get students to guess what (kind of) word could fill each blank and to briefly discuss their ideas before starting the CD. (Note the listenings are shortened versions of selected tracks from each unit.)

### Answer Key

Trish: 1 – Guess, 2 – live, 3 – place  
Malik: 4 – rather, 5 – better, 6 – screen  
Blaire: 7 – art, 8 – bad, 9 – creative  
Soon: 10 – family, 11 – joke, 12 – work  
Alex: 13 – silly, 14 – absolutely, 15 – bother, 16 – can’t  
Inna: 17 – school, 18 – train, 19 – two  
Carlos / Blaire: 20 – face, 21 – yesterday, 22 – Why  
TJ: 23 – doctor, 24 – quit, 25 – health

## PAGE 3 BUILDING FLUENCY

**Exercise 4:** This is a little grammar activity to check your students’ knowledge of how to use the expressions introduced in the Building Fluency pages. Note that there may be more than one correct answer. While going through the answers, ask students why the incorrect answers are incorrect, and how they can be changed to make them correct.

**Answer Key Correct words**

- 1 – do, with
- 2 – see
- 3 – swimming in the ocean
- 4 – really
- 5 – crowds, Crowded trains

**Exercise 5:** This is a fill in the blanks vocabulary exercise covering words and phrases introduced in the Building Fluency pages of Units 1-8. Note that there are five extra words.

**Answer Key**

- 1 – couch, 2 – go, on, out, shape, 3 – morning, 4 – waste, 5 – arm, leg, 6 – stingy, 7 – in, mood, 8 – cool, 9 – moving, 10 – short

**PAGE 4 EXPRESS YOURSELF**

**Exercise 6:** This final activity is an extension on the work students did on retelling events in Unit 7 (A Close Shave). Briefly go over the common expressions to begin stories, as well as typical conventions of story retelling (e.g using past tense, retelling the story in order, finishing with a summary of how you felt) before starting the activity. Tell students to use the pictures provided to write a postcard to their family. After students have written their postcards, put students into pairs and have them practice retelling the same story orally in a phone conversation with their friend. Encourage students to do this adlib – using only the pictures as prompts – and not to just read from their postcards.

**Example Answer**

Dear Mom & Dad,

Greetings from Paris! I'm having a wonderful time here! I climbed to the top of the Eiffel Tower this morning, and I'm going to check out the Louvre after lunch. But, actually, I'm just glad that I made it. I didn't tell you earlier because I know you would have worried, but I almost missed my plane! You'll never believe it – it was the worst morning of my life. First, I slept in and then we got caught in the morning rush hour. We got stuck in a traffic jam and our bus didn't move for over 30 minutes! Then when we finally arrived at the airport there was a huge queue at the check-in counter! I was convinced that we were going to miss our plane, but luckily we just made it!! On the way home I'm definitely going to set two alarm clocks!! Anyway, I hope you're all well. Wish you were here.

Love,  
Kris