

## REVIEW UNIT 2 (REVIEW ACTIVITIES FOR UNITS 9-16)

Review Unit 2 offers students the opportunity to review, practice and expand upon language and tasks introduced throughout Units 9-16. You can choose to have students try the review unit exercises after they have completed Unit 16 (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 a brainstorming activity to encourage students to think quickly. It can be done as an oral exercise or as a traditional written brainstorming activity. This activity covers the theme of language study discussed in Unit 13 (Hang In There) and reviews the advice expressions introduced in Unit 12 (Like Chalk And Cheese). Using the hints as prompts, students should think of as many pieces of advice as they can regarding ways to study English within the time limit. If students do **Think Quick** as a written activity, they should finish by actually giving and responding to their English study advice with a partner.

**Exercise 2:** This is an extension activity for the work done on accepting and declining invitations in Unit 15 (It's A Guy Thing). First, have students practice declining the invitations. Encourage students to use the expressions introduced in Unit 15 and to also expand upon their responses by providing reasons and excuses. Remind students to be aware of who is inviting them (a classmate, someone who likes them, their boss, a friend). Once students have finished writing their responses, put them in pairs and have them develop their responses into mini-conversations. If necessary, tell students they can use the **conversation model** on page 71 as a guide. After they have finished the activity, have them practice accepting the invitation impromptu.

#### Example Answers

1a) Thanks for thinking of me, but I think I'll give it a miss this time. I kind of prefer studying by myself. But, good luck for the exam, hey.

1b) Definitely! I really prefer studying in a group. Should I bring along some study snacks?

2a) Umm... that sounds like a lot of fun, but I actually already have plans for Saturday. But, thanks for inviting me anyway.

2b) Really? Yeah, sure. It sounds like fun. What movie do you want to see?

3a) Thank you so much for the invitation, and actually I'd really love to go because I'm a big soccer fan, but I already have plans for this weekend.

3b) Is that okay? I'd love to join you. I'm a huge soccer fan.

4a) That sounds like a lot of fun, but I don't think I can go. I've always wanted to visit Singapore, but I'm flat broke at the moment.

4b) Definitely! That sounds like a great deal. When do you want to go?

### PAGE 2 CONVERSATION STARTERS (TRACK #90)

**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 9-16. 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

Scott & Pia: 1 – see, 2 – good, 3 – such

Emma: 4 – tidy, 5 – disorganized, 6 – get

Alex & Trish: 7 – look, 8 – sleep, 9 – something

Miki & Scott: 10 – never, 11 – best, 12 – sort, 13 – hanging

Daniel & Caroline: 14 – French, 15 – interesting, 16 – difficult

Malik: 17 – sad, 18 – special, 19 – called

TJ & Inna: 20 – weekend, 21 – car, 22 – kind

Carlos & Blaire: 23 – subject, 24 – grandmother, 25 – high

### **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 – definitely, anything but
- 2 – It, Keeping deadlines
- 3 – talking to him
- 4 – Finding a parking spot
- 5 – his kindness, always helping me

**Exercise 5:** This is a fill in the blanks vocabulary exercise covering words and phrases introduced in the **Building Fluency** pages of Units 9-16. Note that there are five extra words.

**Answer Key:**

- 1 – share, 2 – time, punctual, 3 – bookworm, 4 – tune, 5 – hogs, 6 – patient, 7 – save, lights, inconsiderate, 8 – mess, crazy, ignore, 9 – get, 10 – fired

### **PAGE 4 EXPRESS YOURSELF**

**Exercise 6:** This final activity is an extension on the work students did on giving advice in Unit 12 (Like Chalk And Cheese), expressing ability and giving encouragement in Unit 13 (Hang In There) and talking about obsessions in Unit 9 (Clean Freak). Students may also like to refer to the “recommendation” expressions from Unit 6 (Another World) and the “suitability” expressions in Unit 5 (Corporate Ladder). In this activity, students become workers at an invention company. They have two tasks. First, in groups of 2 to 3, students must invent a product that would help either a slob who has problems with doing the housework, or a student who is frustrated with their English homework. After creating a description of their product, students now have to create a commercial to advertise it.

The most effective way for students to review the unit expressions through this activity is for their commercial to include 1 character who describes their problem, and 2 characters who offer advice and introduce the product. After students have created and practiced their commercials they can perform them in front of the class, or if you have the tools and time you could have them actually produce their commercials. This can be done easily using free software such as Windows Movie Maker, and you can cut out the hassle of editing by using still photographs rather than actual moving images. If you have a blog upload your students' commercials and get them to comment on other groups' masterpieces!

**Example Answer**

Go to [impactseries.com](http://impactseries.com) (Teacher's Manual – Review Unit 2) to see a commercial created by three university students from Japan. The commercial was made following the same procedures described above. In one 90 minutes class, the students thought of their product and scripted, practiced and recorded their commercial. They recorded their voices using an IC recorder and took their photographs with a digital camera (both provided by the teacher). The students' audio recordings and photographs were edited by the class teacher after class using Windows Movie Maker.