

## 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. This activity reviews the “like and dislike expressions” introduced in Unit 3 (Food Cravings). With a partner, students should take turns talking about their likes and dislikes using the expressions. Prompts are provided, but students can talk about any topic they like. You can make the activity more or less challenging by setting requirements for response length. This activity can be done in pairs, small groups, or at class level for small classes.

**Exercise 2:** This activity allows students to review several themes and key expressions introduced in Units 1 (Something Cool), 5 (Corporate Ladder), 2 (My Humble Abode) and 7 (Big Worry), respectively. Encourage students to elaborate on their responses, and to use the unit expressions as appropriate. When students have finished writing, they should work with a partner and go through their responses to each question. Encourage students to extend this exchange into a short interview, and have the “interviewers” ask at least 2 questions per topic, based on the “interviewees” response.

#### Example Answers:

1. I'm not really sure what I want to do in the future. I'm interested in a job where I can help people, but I definitely don't want to be a doctor. The one thing I do know is that I'd love to live in an English-speaking country in the future.
2. I don't think I'd be able to handle working in an office. First, I hate wearing suits. I'm a jeans and shirt kind of guy, so I don't think I would be office worker material. Plus, I have dry-eye, so I can't stand staring at computer screens all day.
3. There's no way I could live 2 hours from work. Actually, when I was in high school I lived about 2 hours from school, and it was so tiring commuting everyday. So, when I start working I definitely want to live close to work.
4. I'm really worried about my personal finances. Our economy is so bad at the moment, and there's a possibility that we won't be able to get a pension when we retire. So, I'm worried that I won't have enough money to live on when I'm older.

### PAGE 2 CONVERSATION STARTERS (TRACK #89)

**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

Carlos: 1 – coolest, 2 – show, 3 – \$10,000

Pia & Miki: 4 – place, 5 – desperate, 6 – spare

Trish: 7 – just, 8 – blackish, 9 – chocolate

Blaire: 10 – addicted, 11 – clothes, 12 – magazines

Soon & Simon: 13 – good, 14 – year, 15 – mean

Deanna & Blaire: 16 – travel, 17 – places, 18 – experience

Inna & TJ: 19 – strange, 20 – shorts, 21 – afraid, 22 – worry

Ken & Emma: 23 – can, 24 – guess, 25 – able

### 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 – what the future holds, the future
- 2 – Spending time with my family, My family
- 3 – hang out at home, not go out
- 4 – the drought won't end, it will worsen
- 5 – miss the shopping, go to the shops

**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 – closer, affordable, 2 – dyeing, 3 – visited, sick, 4 – stay, 5 – getting, important, 6 – sitting, staring, 7 – memorizing, sci-fi, 8 – check, 9 – upgrade, 10 – quitting

**PAGE 4 EXPRESS YOURSELF**

**Exercise 6:** This final activity is an extension on the work students did on making recommendations in Unit 6 (Another World). Briefly go over useful expressions for making recommendations before starting the activity. In this activity students are “volunteer guides” and “travel advisors” based in their hometowns. Tell students to read the email from “Jack” asking for travel advice, and as a class go over the things Jack wants and doesn't want to try. Next, students should create a travel itinerary for Jack, and then should reply to his email. If they like, students may also collect photographs or pictures to “attach” to their emails or include “links” to the homepages of the places that they recommend so that Jack can find more information.

After students have written their itineraries and emails they should exchange these with a partner, who will play the role of Jack. After reading the email, “Jack” should call his volunteer guide to confirm his itinerary and ask any additional questions.

**Example Answer****Proposed Itinerary for Shimonoseki**

- Day 1**
- \* Visit Kanmon Wharf
  - \* Have lunch at the fish market and eat blow fish
  - \* Go to the aquarium
- Night 1**
- \* Check out the night lights from Shimonoseki Tower
  - \* Try more local cuisine
  - \* Take a stroll along the wharf and enjoy the night lights
- Day 2**
- \* Take the “London Bus” to Chofu – Check out the old samurai town and visit Kozanji Temple
  - \* Try traditional Buddhist vegetarian food at Kozanji Temple
  - \* Get some souvenirs

Dear Jack,

Thanks for your email. My name is Kris and I'm working as a volunteer guide in Shimonoseki. Thank you for your interest in our town, and we are very happy that you have decided to visit Shimonoseki.

Based on your email I've created the following itinerary. On your first day be sure to check out the Kanmon Wharf ([www.kanmonwharf.com](http://www.kanmonwharf.com)) and Kaikyokan aquarium ([www.kaikyokan.com](http://www.kaikyokan.com)). As Shimonoseki is a port town which is famous for both its view of the ocean and its seafood, visiting the Wharf really is a must. For lunch be sure to visit the Fish Market and to try the blow fish, which is the local delicacy of Shimonoseki. After that, visit the aquarium which is just a 2 minute walk from the Wharf. You can see many interesting sea creatures at the Kaikyokan. And, whatever you do don't miss the dolphin show! Make sure you check the daily dolphin show times when you buy your ticket.

When the sun sets make your way over to the Shimonoseki Tower ([www.kaikyomesse.jp/to\\_info](http://www.kaikyomesse.jp/to_info)), which is just a 5 minute bus ride from the aquarium. The tower closes at 9pm, so make sure you get there before then!