

## Review 4

This review unit aims to practice the main teaching points of Units 10–12. This is a good chance for you to assess what your students have learned, what needs more practice, or if you need to do any remedial teaching.

There are photocopiable tests at the back of the book, which you can use at this stage. However, the main aim of the review units is to let the class feel encouraged by how much they know, not worried by what they are getting wrong.

Have the students work through the exercises with a partner and allow them to look back at Units 10–12 when they need help.

### GRAMMAR FOCUS

1

- a Don't
- b Be
- c Have
- d Sign
- e Don't

2

- |         |               |
|---------|---------------|
| 1 ate   | 2 have eaten  |
| 3 saw   | 4 have seen   |
| 5 tried | 6 have tried  |
| 7 spoke | 8 have spoken |

3

- a Have you tried sushi?
- b Have you seen the latest Bond movie? (*or similar*)
- c Have you ever tried/eaten ramen noodles?

4 and 5

Students' own answers

### ALL ABOUT ME



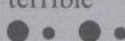
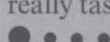
Students' own answers

### PRONUNCIATION PRACTICE

2

- I'll make an announcement.
- I'll call your teacher.
- I'll get a map.
- I'll show you where to go.

3

-  a spicy
-  b terrible
-  c really tasty
-  d fascinating

### Optional activities

#### Realia

In your lessons, try to use things you've brought in from the "real world," especially things that are important to you personally. It helps make classroom work feel far more relevant to daily life. If you like, ask students to bring in pictures and photos from their vacations to review Unit 11 (talking about their experiences). What about sporting trophies, swimming awards, badges or certificates, or similar such things that your students are proud of and would like the rest of the class to see? Bring in realia from your trips around Japan. Which places do you enjoy the most? What did you like about them? Tell the class about your travels.

#### Video projects

Have the class write and film a story about someone getting lost in or near their school. This would be a good way to review the language from Unit 10. Or have the class make a promotional video for their school or local area. They could use this to review some of the language from Unit 11, for example, making recommendations (*I think you should ...*). Give them control of the camera, the script writing, the directing, and so on. Be on hand to help and give as much guidance as needed. Very simple scripts can, with imagination, produce superb results.

#### Jazz chants, songs, poems, and music

Write a simple jazz chant based around the language you want your class to practice (e.g. *Have you cleaned your room? I've already done it! Have you ironed your clothes? I've already done it!* to review Unit 12). Use the OHP, board, or handouts and introduce it as a kind of rap for the class to learn. Or find relevant songs or poems and bring them along to use in class.