

Review 2

Review 2 aims to practice the main teaching points of Units 6–10. 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. You could assign some tasks from this unit for homework, e.g. students could write down a conversation practiced in class. You could also use some of these exercises for speaking tests.

Try different ways of doing the exercises, e.g. students work with a partner, then find a new partner for the next exercise, and so on. You could also put students into small groups, or have them work individually where appropriate. Students should refer to Units 6–10 of the Student Book if they need help.

CONVERSATION PRACTICE

Put students into pairs. Read out the instructions and check that they understand what to do. Monitor the students as they work and make suggestions and corrections where necessary. To maintain a lively pace, have students move around and ask and answer with different students for each conversation. Remind students to pronounce numbers and times clearly. When they have finished, invite some students to present their conversations to the class.

E-MAIL AND WEBSITE ADDRESSES

- 1 Give students a few minutes to do the exercise. Then read 1–5 aloud and elicit the answers. For extra practice, have students close their books; call out the symbols and have students quickly write them down in their notebooks.

1 c 2 a 3 e 4 b 5 d

- 2 Play the tape, pausing after each address. Allow time for students to write their answers, then rewind and play again. To check answers, have students dictate the addresses to you and write them on the board.

a kimiko@bluebird.co.jp
b www.hmd.com/go
c www.abc-123.org

- 3 Read out the instructions and tell the students to write down their invented e-mail addresses. Put them in pairs and tell them to practice the conversation twice. When they have finished, tell them to check that their partners have written down their e-mail address correctly. Choose some of the important phrases to drill for stress and intonation, such as *May I help you? Sure, Jim. That's no problem.*

NUMBERS

- 1 Allow time for students to complete the chart. Then ask individual students to say the answers. Don't correct any mistakes at this stage. Play the tape, and ask students to listen and silently repeat the answers. Then write the answers on the board so that students can check that they have the correct spellings. Focus on the pronunciation of *-th*, which can be difficult for Japanese students. Rewind and play again.

11th	eleventh	21st	twenty-first
12th	twelfth	22nd	twenty-second
13th	thirteenth	23rd	twenty-third
14th	fourteenth	24th	twenty-fourth
15th	fifteenth	25th	twenty-fifth
16th	sixteenth	26th	twenty-sixth
17th	seventeenth	27th	twenty-seventh
18th	eighteenth	28th	twenty-eighth
19th	nineteenth	29th	twenty-ninth
20th	twentieth	30th	thirtieth

- 2 Put the students in pairs and play the tape. Tell them to listen and repeat the conversation, first with books open, then with books closed. Then read out the prompts and allow time for them to practice the conversations several times until they feel confident.
- 3 Invite several students to say each of the numbers but do not correct any mistakes at this stage. Then play the tape. Ask *Were you right?* Rewind and play each number again, pausing for the students to repeat it.
- 4 Allow the students time to read the questions and answers, then play the tape. Rewind and play the tape again. Then ask students to compare their answers in pairs. Ask individual students to dictate the answers to you. Write the numbers on the board, and have other students tell you if they agree. If not, play the tape again, pausing after each conversation so that students can check the answers.

a 17,600 b 110,200 c 89,500 d \$350,000

TELEPHONE TALK

- 1 Tell the students to read the conversation and try to complete it. When they have finished, tell them to compare their answers with their partners. Then play the tape. Play the tape again if necessary. Play the tape one more time, and have students listen for pronunciation and intonation. You may want to practice the stress and intonation of some useful phrases before students practice the conversation themselves, e.g. *Could I speak to ...? What can I do for you? How're things? I have a new e-mail address,* etc.

1	May	3	in	5	How	7	ask	9	give
2	to	4	message	6	do	8	of	10	talk

- 2 Put the students into pairs. Tell them to read the instructions carefully and check that they understand what to do. When they have completed both tasks, ask several Student As to read out the message they have written down and ask the Student Bs *Is that correct?* Then ask Student Bs the same question.

At the end, give feedback on any common mistakes or problems you have noted in the course of the lesson. Refer students back to the relevant units of the Student Book for further study, if necessary.