

Communication Activities

Unit	Goals	Language Focus
UNIT 1 Where We Live	<ul style="list-style-type: none">• Interview a partner• Ask and answer questions about ongoing activities that began in the past• Retell a partner's information	sports, musical instruments, hobbies <i>How long have you . . . ?</i>
UNIT 2 The Mind's Eye	<ul style="list-style-type: none">• Describe physical sensations and emotions• Use oral information to identify a picture• Explain a thought process	<i>I see/hear/smell/taste/feel . . .</i> <i>I feel . . .</i> <i>I knew it was picture ____ because . . .</i>
UNIT 3 Changing Planet	<ul style="list-style-type: none">• Write a general information quiz• Ask and answer general information questions• Give quiz scores	Passive voice <i>Who/what/where was ____ invented/ discovered/built?</i>
UNIT 4 The Good Life	<ul style="list-style-type: none">• Write a shopping guide• Give personal opinions about where to shop for certain things• Exchange personal opinions	<i>I agree that ____ is the best place to buy ____ because . . .</i> <i>I disagree . . .</i> <i>It depends because . . .</i>
UNIT 5 Survival	<ul style="list-style-type: none">• Talk about personal responses to difficult situations• Explain your reasons for your responses	Unreal conditionals <i>If that happened, I would . . .</i>
UNIT 6 Art Matters	<ul style="list-style-type: none">• Ask and answer questions for background information• Report on another student's responses• Give recommendations on what piece of art to buy	Information questions <i>____ said that . . .</i> <i>You should/shouldn't buy . . .</i>
UNIT 7 Getting Around	<ul style="list-style-type: none">• Ask and answer indirect or polite questions about taking public transportation	<i>Excuse me. Can you help me?</i> <i>Could you tell me how to get to . . . ?</i> <i>Take the . . .</i>
UNIT 8 Competition	<ul style="list-style-type: none">• Discuss Olympic sports• Ask for and give personal opinions about Olympic sports• Give reasons for your opinions	<i>____ is very ____, isn't it?</i> <i>It's a competition that . . .</i>
UNIT 9 Danger	<ul style="list-style-type: none">• Give personal opinions about dangerous and risky situations• Support your opinions	<i>I agree that . . .</i> <i>I disagree . . .</i> <i>It depends because . . .</i>
UNIT 10 Mysteries	<ul style="list-style-type: none">• Speculate about the reasons behind certain facts• Offer an explanation for a mystery	<i>He may have/might have/could have/ must have . . .</i> <i>I think that . . .</i>
UNIT 11 Learning	<ul style="list-style-type: none">• Discuss your educational experiences• Tell classmates about a partner's comments	<i>I should/could have . . .</i> <i>What ____ said was very interesting because . . .</i>
UNIT 12 Innovation	<ul style="list-style-type: none">• Brainstorm possible solutions to contemporary issues• Come to a shared conclusion about future needs	<i>We will want to have . . .</i> <i>We may be able to use . . .</i>

Unit 1 Where We Live

A Interview a partner for the information to complete the chart. Ask questions using the present perfect continuous to find out how long your partner has been doing different things. Take notes about your partner's answers.

	How long?
1. where your partner lives	
2. your partner's occupation	
3. sports your partner plays	
4. musical instruments your partner plays	
5. your partner's other hobbies	
6. where your partner has studied English	

for a long time/six months/three years/two hours
since last year/2013/I was 12/September

B Tell the class what you learned about your partner. Use the present perfect continuous.

Karina has been playing golf since she was seven.

Unit 2 The Mind's Eye

- A** Work in groups of four. Write the numbers 1, 2, 3, and 4 on small pieces of paper and fold them. Have each member of your group choose a piece of paper.
- B** Look at the photo with your number. Imagine you are in that place. What can you see, hear, smell, taste, and feel? What are your emotions? Complete the chart.



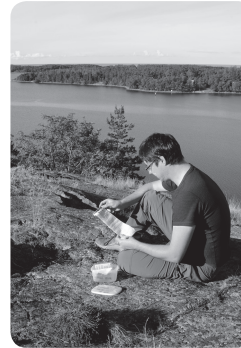
Picture 1



Picture 2



Picture 3



Picture 4

Senses	Emotions
<i>I see</i> _____	<i>I feel</i> _____

- C** Listen to other students talk about their photos. Guess which photo they're talking about. Don't talk about the correct answers yet!

Student name: _____ Picture # _____

Student name: _____ Picture # _____

Student name: _____ Picture # _____

Student name: _____ Picture # _____

- D** Now check your answers. How did you find the answers?

Unit 3 Changing Planet

A Work in pairs to write quiz questions. The first one is done for you. Use the passive voice. You must know the correct answers to your questions.

1. where/(product)/ produce

Question: **Where are Hyundai cars produced?**

Answer: **They're produced in . . .**

2. where/(language)/speak

Question:

Answer:

3. when/invent

Question:

Answer:

4. where/(city)/locate

Question:

Answer:

5. who/(book title)/write/by

Question:

Answer:

6. who/(song title)/sing/by

Question:

Answer:

7. where/(crop)/grow

Question:

Answer:

8. when/(famous building)/build

Question:

Answer:

9. (your own idea)

Question:

Answer:

10. (your own idea)

Question:

Answer:

B Exchange your quiz with another pair of students and answer their questions.

C Check the answers on your quiz and tell the other pair of students how many questions were answered correctly.

Unit 4 The Good Life

A Work in pairs. Choose one thing that people shop for, such as food, clothes, music, electronics, or books, and make a shopping guide for your city. Choose three different stores and give information about each one.

Shopping for _____ in _____		
Store #1: _____	Store #2: _____	Store #3: _____
Selection:	Selection:	Selection:
Prices:	Prices:	Prices:
Service:	Service:	Service:
Other reasons why it's a good or bad place to shop:	Other reasons why it's a good or bad place to shop:	Other reasons why it's a good or bad place to shop:

B Exchange shopping guides with another pair of students. Do you agree with their opinions?

Unit 5 Survival

A Read the situations. What would you do in each one? Write your ideas.

- 1. You are home alone at night studying for an important test. Suddenly, all the lights go off.
If that happened, I would . . .

- 2. You are walking on a beach. You find an envelope with a lot of money in it.

- 3. You have just finished eating in a restaurant by yourself. You realize that you have left your wallet at home.

- 4. You want to give your friend a really nice birthday present, but you don't have very much money this month.

- 5. You are sitting in your classroom, and you hear somebody crying outside the window.

- 6. You are in a restaurant that serves foreign food. You look at the menu and you don't know what any of the dishes are.

- 7. You are waiting for a bus. You stand there for a very long time, but the bus doesn't come.

- 8. You get on an elevator. It moves a little bit, and then stops. The doors don't open.

B Work in groups of four. Talk about what you would do in each situation. Explain your reasons to the group.

Unit 6 Art Matters

A You are going to help a partner choose a new piece of art to decorate his or her living room. Ask your partner questions about these things and take notes about their answers.

- 1. Do you already have art in your living room? What is it? Where did you buy it?

- 2. Do you have a lot of space in your living room?

- 3. What kind of colors do you like?

- 4. What's your favorite kind of art?

- 5. Are the things in your house mostly modern, or mostly traditional?

- 6. What kind of feeling do you want in your living room? (for example, *peaceful*)

- 7. (your own question) _____?
- 8. (your own question) _____?

B Work with a different partner. Take turns talking about the answers you recorded in **A**. Then decide what kind of art each person should get and fill out the information.

He said he didn't have a lot of space.

Then he shouldn't get a sculpture.

Kind of art: (circle one)
a painting a drawing a sculpture a photograph other: _____

Materials: _____

Colors: _____

Subject: _____

Other notes: _____

C Go back to your first partner and tell him or her about your recommendations.

We think you should get a photograph of flowers in bright colors and ...

Unit 7 Getting Around

A You're visiting Los Angeles and you are using public transportation to get around the city. Complete the conversation.

You: _____. Can you help me?
Tara: Sure.
You: Could you please tell me _____ Long Beach?
Tara: From here, you _____ the Blue Line to Imperial/Wilmington. Then you change to the Green Line. That goes to Long Beach.
You: And _____ where I board the train?
Tara: Just _____ and you'll see a sign.
You: _____!
Tara: You're welcome.

B Make new conversations. Use your location and the cues to explain how to get around.



1. Ask and give directions for how to get to an art museum.
2. Ask and give directions for how to get to a movie theater.
3. Ask and give directions for how to get downtown.
4. Ask and give directions for how to get to a shopping mall.
5. Ask and give directions for how to get to the airport.

Unit 8 Competition

A How many Olympic sports can you list in three minutes? Write them here.

B Work in groups. Compare your lists from **A**. Add more sports to your list.

C Work in the same groups as **B**. Discuss these questions.

1. What's the most exciting Olympic sport?
2. What's the most beautiful Olympic sport?
3. What's the most difficult Olympic sport?
4. What's the most boring Olympic sport?
5. If you could compete in any Olympic sport, which one would you choose? Why?
6. Where were the last Olympic Games held? Where will the next ones be? Do you think these are good places for the Olympics?
7. Do you think your city (or your country) should host the Olympics in the future? How would your city change if the Olympics were held there?
8. Some people say that the Olympics have become too competitive and Olympic athletes are forgetting about good sportsmanship. What's your opinion?

Unit 9 Danger

A Read the statements and mark your answers.

	I agree.	It depends.	I disagree.
1. Life is boring if you don't take risks sometimes.			
2. Most people don't understand what's really dangerous.			
3. Risky sports are more fun than safe ones.			
4. Women should not be allowed to do dangerous jobs.			
5. I have taken some big risks in my life.			
6. People in our country need to do more to prepare for emergencies.			
7. Our country should have laws against dangerous sports.			
8. I would enjoy having a dangerous job.			
9. Most people today take too many risks.			
10. I think I would be very calm in an emergency.			

B Work in a group. Compare your answers. Give reasons for your opinions.

Unit 10 Mysteries

A Work with a partner. Read the facts about Jim Thompson. After each set of facts, speculate about the reasons for these facts and make notes. Use *may have/might have/could have/must have*.

The Mysterious Life of Jim Thompson: A True Story

- 1. Jim Thompson was an American. He worked as a spy for the United States government during World War II. After the war ended, he moved to Thailand and lived there for 22 years. **He must have loved Thailand. He . . .**

- 2. In Thailand, Thompson started a silk business. He worked with traditional Thai silk, and he worked to help artists who produced traditional Thai crafts.

- 3. He became very successful. He built a huge house in Bangkok in the traditional Thai style. In it, he had an extremely valuable collection of rare Thai art. Today, it's one of the most interesting museums in Bangkok.

- 4. In 1967, when he was 61 years old, Thompson went on vacation in a rainforest area in Malaysia called the Cameron Highlands. One Sunday afternoon, he went out for a walk—and disappeared. He was never seen again.

- 5. Thompson was a heavy smoker, but he was in good health. When he disappeared, he left his cigarettes and lighter behind.

- 6. The police searched for several weeks, but they never found his body or any of his possessions. The search was very difficult because it was a dense forest with no roads. Wild animals such as tigers lived there.

- 7. Six months after Thompson disappeared, his sister was murdered in her home in Chicago. The police said the crime was committed by burglars.

- 8. To this day, no one knows what happened to Jim Thompson.

B Work with another pair of students and compare your ideas. Try to agree on an explanation for the mystery.

Unit 11 Learning

A Complete the survey with your own ideas and experiences.

Education Survey

1. What was your favorite subject in elementary school? Why?

2. What kind of classes do you like the most?

3. Who was the best teacher you ever had?

4. Why was this teacher so good?

5. What's the worst class you ever took?

6. What was bad about this class?

7. What is the one regret you have about your education?

8. What would you like to learn more about in the future?

B Work in a small group. Tell the group your answers and listen to their experiences. Be sure to ask follow-up questions to get more information.

C Work with a partner from a different group. Tell your partner some of the interesting things you learned about your classmates.

Unit 12 Innovation

A Work with a partner. Look at the five problems and come up with innovative solutions to each one.

1. Cellphone addiction

2. The rising cost of education

3. Homelessness

4. The rising cost of housing

5. Plastics in the ocean

B Work with another pair of students. Try to agree on the most innovative solutions from your combined answers to the problems in **A**.

1. Cellphone addiction

2. The rising cost of education

3. Homelessness

4. The rising cost of housing

5. Plastics in the ocean

C Share your ideas with the class.