

Review of Units 13–16

1 I'VE OFTEN WONDERED

A Group work Discuss these questions. How many different possibilities can you think of? Then compare suggestions around the class.

How do you think . . . ?

people paid for things before coins were used as money
sailors in ancient times knew where they were going
people had fun before radio and TV were invented
people communicated before there was the telephone

useful expressions

I guess they must have . . .
Do you think they could have . . . ?
They might have . . .
People may have . . .

B Class activity As a group, make up a question like the ones in part A. What suggestions can your classmates give?

2 LISTENING Little events

CLASS AUDIO ONLY

A Listen to four conversations about things that have happened. Complete the chart.

Where does the conversation take place?	What do you think might have happened?
1.
2.
3.
4.

B Pair work Talk about each event in part A. Use expressions like these:

It probably took place . . . They might have . . . She must have . . . He could have . . .

3 FROM FIRST TO LAST

A Group work Look at these topics. How many steps can you think of between the first and last parts in each process?



Sending a letter

First, the letter is written. . .
Finally, the letter is delivered to the person's mailbox.



Making a cup of tea

First, some water is boiled. . .
Finally, the tea is poured from the teapot into the cup.

B Class activity Compare your answers. Who has the most steps?

4 PROS AND CONS

A Group work Think of three reasons *for* these ideas, and three reasons *against* each idea. Then talk in groups. As a group, form an opinion *for* or *against* each idea.

paying teachers more when their students get high test scores
 putting warning labels on rock albums that have violent lyrics
 imposing strict dress codes for students

- A: What do you think about paying teachers more when their students get high test scores?
 B: Oh, I think it's a good idea. Teachers ought to be rewarded for good work.
 C: I disagree. Teachers shouldn't be allowed

B Class activity Share your group's opinions and reasons. Who has the most persuasive reasons *for* or *against* each position?



5 LISTENING

CLASS
AUDIO
ONLY



Listen to people giving opinions and check (✓) the correct responses.

- | | | |
|---|--|---|
| 1. <input type="checkbox"/> Yes, it is.
<input type="checkbox"/> Yes, it was.
<input type="checkbox"/> Yes, you can. | 3. <input type="checkbox"/> Yes, it is.
<input type="checkbox"/> Yes, we do.
<input type="checkbox"/> Yes, it does. | 5. <input type="checkbox"/> No, you can't.
<input type="checkbox"/> No, they aren't.
<input type="checkbox"/> No, they don't. |
| 2. <input type="checkbox"/> Yes, they do.
<input type="checkbox"/> Yes, it does.
<input type="checkbox"/> Yes, they should. | 4. <input type="checkbox"/> Yes, it does.
<input type="checkbox"/> Yes, they are.
<input type="checkbox"/> Yes, you can. | 6. <input type="checkbox"/> No, they don't.
<input type="checkbox"/> No, it isn't.
<input type="checkbox"/> No, you can't. |

6 BEST INTENTIONS

A Group work Think of something you hope to accomplish in the future. What do you think would be the *most challenging thing* about doing it? the *most rewarding thing*? Take turns telling the group. Others ask follow-up questions.

- A: I think the most challenging thing about hiking around the world would be finding people you could trust.
 B: How would you find people you could trust?
 A: Well,

B Class activity Choose one of the things you hope to accomplish. Imagine you are going to do that thing. Tell the class what you will hope to have learned by the time you are done.



"By the time I finish hiking around the world, I hope I'll have learned"