

Revision A

SB pages 16-20

WB pages 13-16

LESSON 1

SB page 16

Listening

1 Look at memory man Mike Champion and discuss these questions.

- 1 Focus attention on the picture and tell the students that it is a picture of a memory man called Mike Champion. Read the questions with the class or ask two students to read a question each.
- 2 Put the students in pairs to discuss the questions. Go round, encouraging and helping with vocabulary, etc.
- 3 Ask pairs to report back to the class with their ideas.

2 Listen and check your answers to Exercise 1.

- 1 Tell the class that they are going to hear an interview with Mike Champion. Ask them to listen and find out if their answers to Exercise 1 were right.
- 2 Play the recording or read the script and discuss the correct answers.

Answers: _____

- a He is talking to people in an audience.
- b Because the man has remembered his name after he asked him a question.

TAPESCRIPT

Interviewer: Mike, can you tell us something about yourself?

Champion: Yes, sure.

Interviewer: Where are you from?

Champion: Well, I was born in Texas and lived there until I was 17. Now I live in New York.

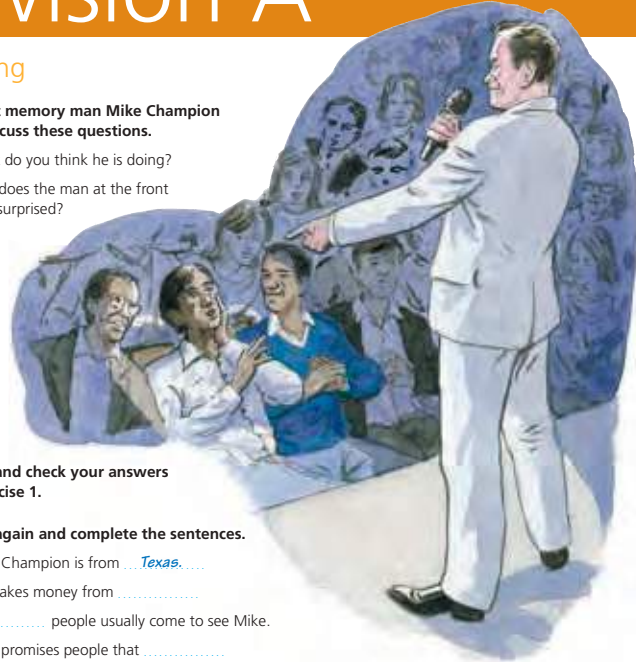
Interviewer: And do you work there?

Revision A

Listening

1 Look at memory man Mike Champion and discuss these questions.

- a What do you think he is doing?
- b Why does the man at the front look surprised?



2 Listen and check your answers to Exercise 1.

3 Listen again and complete the sentences.

- a Mike Champion is from *...Texas...*
- b He makes money from *.....*
- c *.....* people usually come to see Mike.
- d Mike promises people that *.....*
- e Mike has had to pay *.....*

4 Complete these sentences with the correct prepositions.

- a I'm *from* Texas, but I live *.....* New York.
- b Is it true that you earn all your money *.....* your memory?
- c I introduce myself *.....* everyone who comes *.....* the show.
- d How much do you have to pay *.....* the end of a show?
- e Thank you very much *.....* talking *.....* me.

5 Now listen and check your answers to Exercise 4.

6 Discuss this question in pairs.

How do you think Mike Champion can remember so many names?

Champion: Yes, I do, but I also work in many other places.

Interviewer: And is it true that you earn all your money from your memory?

Champion: Yes, that's right. I do shows all over America and in other parts of the world.

Interviewer: So, what do you do in your shows?

Champion: Well, I answer people's questions. But before I begin, I introduce myself to everyone who comes to the show. They tell

me their name and where they're from.

Interviewer: How many people come to your shows?

Champion: Oh, five or six hundred – sometimes more. Last night there were more than a thousand people.

Interviewer: Really?

Champion: Then I make a promise. I tell people that if they ask me a question and tell me their name, I'll remember their name and use it when I answer their question. If I forget, I'll give the person 1,000 dollars.

Interviewer: And how much do you have to pay at the end of a show?

Champion: Nothing. I've never had to give any money because I've never forgotten a name. At a show two weeks ago, I forgot someone's name for a few seconds, but then I remembered it.

Interviewer: Mike Champion, thank you very much for talking to me.

3 Listen again and complete the sentences.

- 1 Ask the students to read the incomplete sentences. Explain that they are going to listen to the interview again for the information they need to complete the sentences.
- 2 Play the recording again or read the script, pausing as appropriate to give students time to complete the sentences.
- 3 Check answers with the class.

Answers: _____

- a his memory (shows).
- b Five or six hundred or more
- c he will remember their names or give them 1,000 dollars.
- d nothing/no money.

4 Complete the sentences with the correct prepositions.

- 1 Do the first one with the class as an example to ensure that they understand what they have to do. Then ask the students to work individually to complete the sentences with the correct prepositions. They can check their answers in the next activity.

5 Now listen and check your answers to Exercise 4.

- 1 Allow them to compare their sentences in pairs before you play the recording or read the script for them to check their answers.

Answers: _____

- a from (given), in
- b from
- c to, to
- d at
- e for, to

TAPESCRIPT

Narrator: a

Champion: I'm from Texas, but I live in New York.

Narrator: b

Interviewer: Is it true that you earn all your money from your memory?

Narrator: c

Champion: I introduce myself to everyone who comes to the show.

Narrator: d

Interviewer: How much do you have to pay at the end of a show?

Narrator: e

Interviewer: Thank you very much for talking to me.

6 Discuss this question in pairs.

- 1 If you think the students will need help thinking of ideas, start the discussion with the whole class before putting the students into pairs to continue it.
- 2 Ask pairs to report back to the class on their ideas. Find out if any students have their own techniques for remembering names.

Students' own answers

LESSON 2 SB page 17

Grammar

1 Use the correct form of the verbs in brackets to complete the sentences.

1 Do the first one with the class as an example before asking the students to work individually to complete the remaining sentences.

2 Check answers with the class.

Answers: _____

- b forgot, remembered
- c was working, was writing
- d had died e help

2 Match to make conditional sentences.

1 Do the first one with the class as an example before asking the students to work individually to match up the remaining sentences.

2 Check answers with the class.

Answers: _____

- 2 f 3 a 4 e
- 5 c 6 b

3 Complete these sentences using the zero, first or second conditional.

1 Remind the students of the difference between the zero, first and second conditionals. If necessary, ask them to turn back to the Focus on Grammar box Exercise 1 on page 12.

2 As the students complete the sentences, go round, monitoring and helping.

3 Ask several students to read their sentences aloud to the class.

Suggested answers: _____

- a I'd do it again.
- b If I lose your CD
- c read a book.

4 Join to make one sentence. Decide which thing happened first.

1 Go through the example with the class. Read the two sentences aloud and ask the students to

Grammar

1 Use the correct forms of the verbs in brackets to complete the sentences.

- a I was born in Texas, and lived (live) there until I was 17.
- b At a show two weeks ago, I forgot (forget) someone's name for a few seconds, but then I remembered (remember) it.
- c While Dickens was working (work) as a journalist, he wrote (write) stories for a magazine.
- d In 19th century England, many children whose parents died (die) lived on the streets of big cities.
- e Most children in the world help (help) their parents at home.

2 Match to make conditional sentences.

- | | |
|--------------------------------------------|-----------------------------------------------------------------|
| 1 If I feel tired, | a <input type="checkbox"/> I wouldn't go to bed late. |
| 2 If I have some free time at the weekend, | b <input type="checkbox"/> I'd have something to eat. |
| 3 If I felt tired, | c <input type="checkbox"/> I'll give it back to you. |
| 4 If I have a headache, | d <input checked="" type="checkbox"/> I try to go to bed early. |
| 5 If I find your book, | e <input type="checkbox"/> I usually take medicine. |
| 6 If I were hungry, | f <input type="checkbox"/> I'll go to the cinema. |

3 Complete these sentences using the zero, first or second conditional.

- a If I lost my homework, _____
- b _____ I'll buy you a new one.
- c If I can't sleep at night, I _____

4 Join to make one sentence. Decide which thing happened first.

- | | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| after
as soon as
when | a Mike Champion looked at the man. He remembered his name.
<i>As soon as Mike Champion looked at the man, he remembered his name.</i> |
| | b Zeinab felt ill. Zeinab ate ten bananas. _____ |
| | c Magdi watched television. Magdi finished his homework. _____ |
| | d Samira cleaned the kitchen. Samira's mother thanked her. _____ |



say which thing happened first (*Mike Champion looked at the man*). Then point out the use of *As soon as* in the example and the comma used to join the clauses.

2 Ask the students to work individually to join the other pairs of sentences. As they work, go round the class giving extra help where needed.

3 Check answers with the class.

Answers: _____

- b Zeinab felt ill after she ate ten bananas.
- c When/As soon as Magdi finished his homework, he watched television.
- d After Samira cleaned the kitchen, Samira's mother thanked her.

LESSON 3

SB page 18

Reading

1 Discuss these questions in pairs.

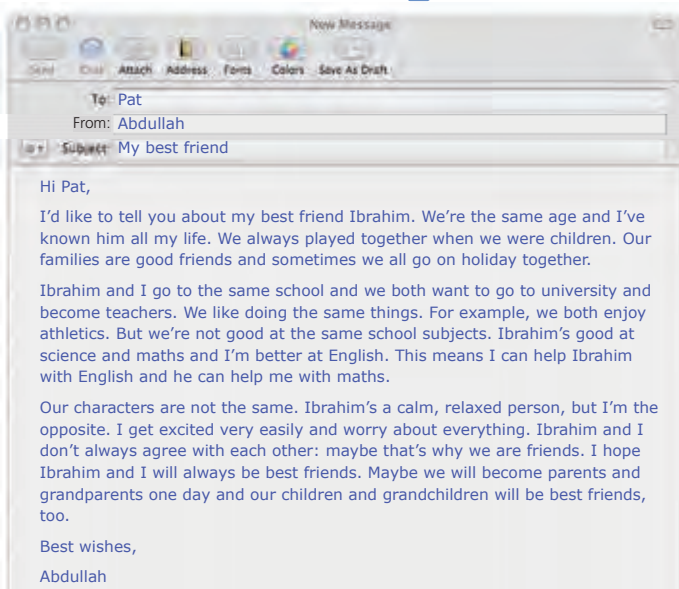
- What is your idea of a friend?
- Do you have a best friend? How is he/she special?

2 Read the email and answer these questions.

- How long have Abdullah and Ibrahim been friends?
- How are their characters different?

3 Read the email again. Are these sentences *True or False*?

- Ibrahim has always known Abdullah.
- Abdullah is older than Ibrahim.
- They went to the same university.
- They both want to be doctors.
- Abdullah is better at languages.
- Ibrahim helps Abdullah with his English.
- The two boys never disagree.



4 Discuss these questions in pairs.

- Why do you think Abdullah and Ibrahim are such good friends?
- Do you agree that best friends often have different characters?
- Who is your first "best friend"? How are you different from him or her?
- How can you finish this sentence? A good friend is someone who ...

Reading

1 Discuss these questions in pairs.

- Go through the questions with the class to make sure that everyone understands. Then put the students into pairs and ask them to discuss the questions.
- Go round, monitoring and helping with vocabulary and ideas.
- Ask the pairs to report back to the class on their discussion.

Students' own answers

2 Read the email and answer these questions.

- Go through the questions with the class to make sure everyone understands what information they are looking for in the letter. You may need to explain character: the question is asking if the two boys have similar personalities, e.g. are they both happy, or relaxed, or excitable, etc.?
- Give the students plenty of time to read the email, as it is quite long.
- Check answers with the class.

Answers:

- They have been friends all their lives.
- Ibrahim is a calm and relaxed person but Abdullah gets excited very easily and worries about everything.

3 Read the email again. Are these sentences *True or False*?

- Go through the sentences with the class and ask the students if they can identify any of them as true or false after their first reading of the email.
- Ask the students to read the email again and mark the statements true (T) or false (F).
- Check answers with the class. You could do this by reading out each sentence in turn and asking the students to stand up if they think it is false. Ask seated students if they can correct the false information.

Answers:

- F (They are the same age.)
- F (They want to go to the same university, but they are still at school.)
- F (They want to become teachers.)
- T
- F (Abdullah helps Ibrahim.)
- F (They don't always agree.)

4 Discuss these questions in pairs

- 1 Ask the students to read through the questions.
- 2 Put the students in small pairs to discuss their answers to the questions and go round, helping as necessary. Encourage students to give reasons for their opinions.
- 3 Ask the pairs to report back to the class and, where there are different opinions, encourage a class discussion.

Answers:

- a They have known each other a long time. They know each other very well. They like doing the same things.
- b-d Students' own answers

LESSON 4

SB page 19

Communication skills

1 You are going to talk about one of your friends.

- 1 Explain that the students are going to talk about their friend. First of all, they are going to make notes about their friend, as in the sample. Focus attention on the sample notes and read through them with the class, or ask five students to read one each aloud. Make sure everyone understands what they have to do.
 - 2 Ask the students to choose their own friend that they would like to talk about and to produce a similar set of notes, using the sample as a model. Go round the class helping them as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.
- #### 2 Tell other students about your friend. (Don't tell your friend about himself/herself.)

- 1 Put the students into small groups and explain

Communication skills

1 You are going to talk about one of your friends.

- a Choose a friend, e.g., your best friend or a school friend.
- b Make notes to answer these questions like the sample.

1 Who have you chosen to write about?
Who is this person?
Ibrahim, best friend

2 How long have you known him/her?
What do you do together?
All my life
Go swimming, do athletics

3 What is he/she good at?
Are you good at the same things?
Science, maths
No: I'm good at languages

4 What is/was he/she like?
Is this the same as you?
Calm, relaxed
No: I get excited, worry

5 What are your hopes for the future?
Will you be friends in the future?
Go to university, be teachers
Yes, children and grandchildren will be friends



2 Tell other students about your friend. (Don't tell your friend about himself/herself.)

- a Talk for about one minute. Use your notes so that you don't forget any important points.
- b Answer any questions that other students want to ask about your friend.

that you would like each student to talk for one minute about the friend they have chosen. Make sure that when you allocate students to groups, they are not with someone that they are intending to talk about. Emphasise that they can use their notes, but should not simply read them out – they should make sentences based on their notes.

- 2 As each student gives their talk, ask the others to listen carefully and to think of one question that they would like to ask about the person being talked about.
- 3 At the end of each talk, ask the other members of the group to ask their questions. Encourage the student giving the talk to answer the questions with as much detail as possible.

LESSON 5

SB page 20

Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

disaster homeless poverty
violent war

Today's street children

Homeless children like Oliver Twist, who lived on the streets of English towns and cities in the time of Charles Dickens, were a real problem for society. This problem is still with us. Experts think that there are now more than 100 million homeless children on the streets in the world today. This is not only a problem in poor countries. There are also street children in rich countries.

There are many different reasons why children live and grow up on the streets. One of the most common reasons is **poverty**. Some very poor families who do not have enough money to feed their children send them away to make a new life for themselves. Some children leave unhappy homes to live with other children. Other reasons include **war** and **disasters** like earthquakes, in which a child's parents are killed and children are left to look after themselves.

2 Read about children who live on the streets today and answer these questions.

- In which kinds of countries are there children living on the streets today?
- What is one of the most common reasons for children living on the streets?



City streets can be **violent**, dangerous places and some children become thieves in order to live. But many street children work hard to build a home for themselves, to make friends and to earn money.

The problem of homeless street children will not disappear unless we do something about it. Some homeless children have done well and even become successful in business, but society needs to protect and look after homeless children to help them have a better future.

3 Discuss these questions in pairs or small groups.

- Are you surprised that there are so many homeless children living in town and city streets today? Why/Why not?
- In what ways are city streets dangerous places for children to live?
- How can society help homeless street children?

4 PROJECT

Use the internet or a library to find out about the work of one of the following:

- The Consortium for Street Children/ International Day for Street Children
- Railway Children
- Child Hope
- UNICEF

WORKBOOK
PAGES 13-16

war: a long period of fighting between the armies of two or more countries

2 Read about children who live on the streets today and answer these questions.

- Ask students to look at the photograph and to describe the children. Present the word *street children* and ask students to say what it must be like for children living on the streets of large cities.
- Read out the questions in the book.
- Give students time to read the text. Go round and help them as they are reading if necessary.
- Check the answers as a class.

Answers: _____

- In both rich and poor countries
- Poverty/Being poor

3 Discuss these questions in pairs or small groups.

- Put students into pairs or small groups to discuss the questions.
- Open it up into a class discussion. Encourage students to give different opinions.

Answers: _____

- Students' own answers
- Because people can be violent and children do not have a safe home to go to get away from them.
- We can try to find homes for them so they can be safe.

Extra reading

1 Check the meanings of these words in your dictionary.

- Give students time to check the meanings of the words, which they will need for the next reading task.
- To check their answers, you can ask students to use each word in context within a sentence.

Answers: _____

disaster: an event such as an accident, flood or storm that causes a lot of harm

homeless: without a place to live

poverty: when people have very little money

violent: attacking people or trying to hurt them

4 Project

- Read the instructions and make sure students are clear about the task.
- Encourage them to spend time researching the information. They can write up their projects for homework.
- Take in their work to mark and display some of their projects on the classroom wall if possible.

WORKBOOK page 13-16**1 Finish the following dialogue:****Answers:** _____

- Can you remember numbers easily?/Are you good at remembering numbers?
- No, I'm not very good at that./Yes, I'm quite good.
- Are you any good at maths?

2 Write what you would say in each of the following situations:**Answers:** _____

- What work does she do?
- Excuse me, could you repeat that, please?
- That's an interesting story!
- Why don't you go to bed?

3 Choose the correct answer from a, b, c or d.**Answers:** _____

- b
- a
- a
- d
- b
- a
- c
- a
- c
- d
- d
- a

A Language Functions**1 Finish the following dialogue:***Mohsin and Hassan are talking about their memories.***Mohsin** What's your memory like?**Hassan** 1 _____**Mohsin** 2 _____?**Hassan** Yes, I can remember numbers easily.**Mohsin** Can you remember people's names easily?**Hassan** 3 _____**Mohsin** 4 _____?**Hassan** No, I'm terrible at maths!**Mohsin** Really? I'm not good either, but I like maths.**2 Write what you would say in each of the following situations:**

- A friend tells you the name of a famous woman. You want to know about her job.

- Your teacher says something in English. You do not understand very well.

- Your mother tells you an interesting story. Express your opinion.

- Your little brother says that he is very tired. Advise him.

B Vocabulary and Structure**3 Choose the correct answer from a, b, c or d:**

- My brother _____ a lot of money from his job as a pilot.

a going to earn b earns c earn d earning

- I always _____ ill if I go on a boat.

a feel b will feel c would feel d feeling

- If I _____ a camera, I would take a photo of the family party.

a had b have c have had d would have

- If you _____ very fast, you'll catch your train.

a ran b running c runs d run

- My brother _____ a goal in a school football match yesterday.

a played b scored c won d took

- If I felt tired, I'd go to bed _____.

a early b today c later d before

- Someone who studies soil and rocks is called a/an _____.

a surgeon b astronaut c geologist d architect

- Someone who writes for a newspaper is called a _____.

a journalist b champion c teacher d headmistress

- 9 Neil Armstrong _____ on the moon in 1969.
a walk b walks c walked d walking
- 10 While he _____ as a journalist, Charles Dickens was writing magazine stories.
a works b working c is working d was working
- 11 Something hit the car window so it was _____.
a brave b famous c edited d cracked
- 12 You can only use this computer if you know the _____.
a password b cell c clarification d moral

4 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

1 It's my habit to play tennis. (*used*)

2 When did you travel to Alexandria? (*ago*)

3 You should read this book. (*if I*)

4 Leen is always early. (*comes*)

5 Find and correct the mistakes in the following sentences:

- | | |
|----------------------------------------------------------------|---------|
| 1 This is my mobile. It owes to me. | 1 _____ |
| 2 Mahmoud always understands the most complete maths problems. | 2 _____ |
| 3 Ms Jehan is the headmaster of our school. | 3 _____ |
| 4 I felt much better after I took the illness. | 4 _____ |

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

The small red plane

One day last week, a small plane landed in a field near Tarek's house. Tarek phoned his friend Gamal and told him what had happened. Gamal immediately went to Tarek's house. When he arrived, the boys went to the field to look at the plane.

Two men were climbing out of it. One of the men asked the boys where they were, because they had no idea where their plane had landed. Tarek and Gamal told them that they had landed near Al-Minya. The two men asked the boys to telephone to get help.

After the boys had helped the men, Tarek took them back to his house. When they had told Tarek's father what had happened, one of the men phoned the plane rescue company. After a short time, a large lorry arrived, picked up the men and their plane and drove away. Suddenly, the field looked very empty.



4 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

Answers: _____

- 1 I am used to playing tennis.
 - 2 How long ago did you travel to Alexandria?
 - 3 If I were you, I'd read this book.
 - 4 Leen always comes early.
- _____

5 Find and correct the mistakes in the following sentences:

Answers: _____

- 1 belongs
 - 2 complex
 - 3 headmistress
 - 4 medicine
- _____

6 Read the following passage, then answer the questions:

Answers: _____

- 1 He told him about the plane.
- 2 It refers to the plane.
- 3 They did not know where their plane had landed.
- 4 Students' own answers.
- 5 b
- 6 a

7 Answer only four (4) of the following questions:

Answers: _____

- 1 Remote sensing is the use of satellites to find underground water.
- 2 He hid that they were poor and that he was old and ill.
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

1 Why did Tarek phone his friend Gamal?

2 What does *it* refer to in this sentence: *Two men were climbing out of it?*

3 Why did the men from the plane ask the boys where they were?

4 How do you think Tarek and Gamal felt at the end of this story? Why?

5 The boys went to the field

- a as soon as Tarek saw the plane. b after Gamal arrived at Tarek's.
c after the men climbed out of the plane. d before Tarek arrived.

6 Who did the boys tell about the plane?

- a Tarek's father b the police
c the plane rescue company d another friend

7 Answer only four (4) of the following questions:

1 What is remote sensing?

2 What was the truth that Caleb Plummer hid from Bertha?

3 Why do you think we should be grateful to great scientists like Dr El-Baz?

4 In your opinion, what do you learn from *The Cricket on the Hearth*?

5 Why do you think the human brain is more complex than the most powerful computer?

6 "Sometimes people are forced to tell lies." Are you for or against this? Say why.

D The Novel**8 Answer the following questions:**

- 1 What was a workhouse?

 - 2 Why didn't the orphans who Mrs Mann looked after have very much to eat?

 - 3 Why did Oliver Twist ask for more soup?

 - 4 Why do you think some parents sent their children to an orphanage during Oliver Twist's time?

 - 5 Why do you think Noah Claypole treated Oliver badly?

- "But it will cost money to feed him."**
- 6 Who said this to whom?

 - 7 Who does "him" refer to?

 - 8 On what occasion was this sentence said?

E Writing**9 Write a paragraph of about ninety (90) words about one of the following:**

- a your good friend
- b a famous person

F Translation**10 A Translate into Arabic:**

- 1 Dr Mostafa El-Sayed's work is very useful in medicine.

- 2 At one o'clock yesterday, I was having my lunch.

B Translate into English:

- كل المصريين فخورون بعلماهم العظام في شتى المجالات .

8 Answer the following questions.

Answers: _____

- 1 A workhouse was a place where very poor people could eat and sleep.
- 2 Because Mrs Mann kept some of the money for herself.
- 3 Because the boys chose him to ask for more because they were hungry.
- 4 He was going to be Mr Sowerberry's apprentice.
- 5 Students' own answer
- 6 Mrs Sowerberry said this to Mr Sowerberry.
- 7 "Him" refers to Oliver Twist.
- 8 It was said when Mr Bumble brought Oliver to be the new apprentice to Mr Sowerberry.

9 Write a paragraph of about ninety (90) words about one (1) of the following:

Students' own answers

10

Answers: _____

A Translate into Arabic

- 1 أعمال الدكتور مصطفى السيد مفيدة جداً في (مجال) الطب .
- 2 كنت أتناول غداً في الساعة الواحدة بالأمس.

B Translate into English

All Egyptians are proud of the great scientists they have in different fields.