

# Revision B

## LESSON 1

SB page 36

### Listening

#### 1 Look at the picture and answer the questions.

- Focus students' attention on the picture and ask them to answer the first question.
- Tell the students to discuss the other questions in pairs.
- Check their answers.

**Answers:** \_\_\_\_\_

- He is on a beach.
- He is digging holes in the sand.
- water

#### 2 Now listen to "At the Sea-side", another poem from *A Child's Garden of Verses*, and choose the correct answer.

- Ask students who wrote *A Child's Garden of Verses* (Robert Louis Stevenson). Ask them to tell you what they can remember about any of his poems. Write the following on the board: **rhyme, rhythm, verse, stress**. Ask students to tell you what these are, or if they can give you any examples of them. Praise those who can.
- Explain that they are going to listen to another one of his poems called "At the Sea-side". Before they listen, explain the new words in the box.
- Play the recording or read the poem. Students answer.
- Check their answers as a class.

**Answers:** \_\_\_\_\_

- A
- c A

# Revision B

### Listening

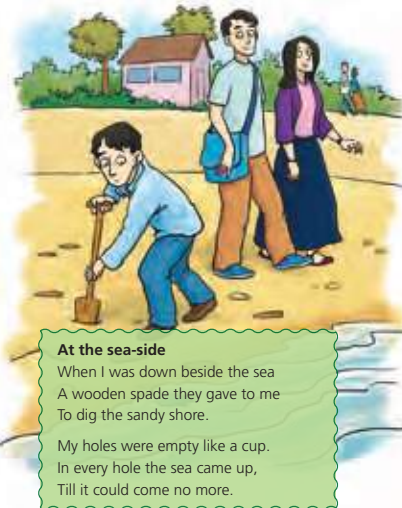
#### 1 Look at the picture and answer the questions.

- Where is the boy?
- What is he doing?
- What is in one of the holes?

#### 2 Now listen to "At the Sea-side", another poem from *A Child's Garden of Verses*, and choose the correct answer.

*shore* = the land next to the sea  
*spade* = something you can use to dig with

- What is the spade made of?  
 A plastic B metal C wood
- At first, the holes he digs have .....  
 A nothing in them B sand in them  
 C water in them
- Later, the holes fill with .....  
 A water B sand C nothing



#### 3 Listen again and answer these questions.

- Which word rhymes with sea? ... *me* ...
- Which word rhymes with shore? .....
- Which word rhymes with cup? .....
- Does the poem have one or two verses? .....

#### 4 Discuss these questions in pairs.

- Do you like the poem? Why/Why not?
- Have you been to a beach like this?
- What did you do there, or what would you like to do there?
- What do you like doing on holiday?
- What are you going to do on your next holiday?

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## TAPESCRIPT

### *At the sea-side*

*When I was down beside the sea  
 A wooden spade they gave to me  
 To dig the sandy shore.  
 My holes were empty like a cup.  
 In every hole the sea came up,  
 Till it could come no more.*

#### 3 Listen again and answer these questions.

- Ask students to read the questions and check they understand what they have to do.



present continuous to talk about plans, but the *will* form to talk about offers or predictions.

**Answers:** \_\_\_\_\_

- b No, I'm not doing anything.
- c Don't worry, I'll get some.
- d No, but I'm seeing it this afternoon with Jane.

**3 Now answer these questions.**

- 1 Students ask and answer the questions in pairs. If they need more help with future forms, they can refer to the Focus on Grammar box on page 32, or the Grammar Review on page 126.
- 2 Go round and check they are using the correct future form.
- 3 Ask a few pairs to demonstrate their questions and answers to the class.

*Students' own answers*

**4 Choose the correct verbs to complete these dialogues.**

- 1 Read the first sentence and elicit the correct answer to check they understand the task.
- 2 Students then complete the task individually and compare answers in pairs.
- 3 Check their answers by asking pairs to read a line each of the correct conversations.

**Answers:** \_\_\_\_\_

- a to help / cleaning      b to do / to tell
- c to come / doing        d reading / reading

**5 Talk to a partner to complete the sentences.**

- 1 Students work in pairs to complete the sentences.
- 2 If students need more help with verbs that are followed by *to* or *-ing*, they can refer to Exercise 2 and the Focus on Grammar box on page 27.
- 3 Ask a few students to read example sentences to the class.

**Suggested answers:** \_\_\_\_\_

- a to revise for your exams.

b practising your English.

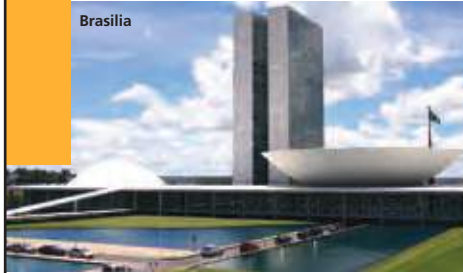
Revision B

Reading

**1 Discuss these questions in pairs.**

- a Do you know the names of any new cities in Egypt, or in any other countries in the world?
- b What do you know about these places?

Brasilia



**2 Read about new cities and find out which of the following is not a reason for building a new city.**

- a To move people away from other big cities.
- b To move the government to the middle of a country.
- c To provide new jobs.
- d To replace an old city.

**3 Read again and complete these sentences with information from the text.**

- a Sadat City, is *a large industrial city between Cairo and Alexandria.*
- b Sadat City was built because .....
- c In 1960 in Brazil, .....
- d Called Brasilia, the city now has .....
- e In Saudi Arabia, they are going to .....
- f They started building King Abdullah Economic City and hope .....

**4 Discuss these questions in pairs.**

- a Why do you think some countries are building new cities?
- b How are new cities different from old cities?
- c Would you want to live in a new city? Why/Why not?

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# New cities

Egypt has the world's largest programme of city building. Between 1989 and 2009, the country built 20 new cities and is now planning to build 45 more. Some of these cities are popular with companies who want to open new offices near Cairo and want their workers to live in comfortable **conditions** near to their place of work. An example is Sadat City, a large **industrial** city between Cairo and Alexandria. The government built these new cities because the population of Cairo had become too large.

Until 1960, Rio de Janeiro had always been Brazil's capital. In 1960, a completely new city in the middle of the country became the capital. Called Brasilia, the city now has a population of about three million and is the home of the country's government. Many people from all over the country helped to build Brasilia. When the city was finished, these workers did not want to go home, so new villages were built near to the city where they could live.

Saudi Arabia also has a new city building programme and is going to build six new cities in the next few years. The most important of these will be King Abdullah **Economic** City (KAEC). It is on the Red Sea 100 km north of Jeddah and will be the country's most important port. They started building KAEC in 2006. They hope to finish it in 2025. When it is complete, the city will cover 388 square kilometres, be home to two million people and provide one million jobs.

Sadat City



- c to go to the beach at the weekend.
- d learning ten new words a week.

## LESSON 3

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Reading

**1 Discuss these questions in pairs.**

- 1 Tell the students to look at the pictures, and to say what sort of places these are.
- 2 Ask students to discuss the questions in pairs, then to share their ideas with the class.

*Students' own answers*

## Communication skills Project

- 1 Complete this questionnaire with your opinions about a possible new city in your part of the country.

## New city questionnaire

How strongly do you agree with these statements?

(1 = I completely disagree, 5 = I strongly agree)

- a  We need a new city in the area.  
 b  I would like to live in the new city.  
 c  I could work in the new city, but I would not want to live there.

Now answer these questions.

- 1 How near should the new city be to where you live now?  
 .....  
 2 How many people should live there (more or fewer people than in your nearest city)?  
 .....  
 3 What new industries or businesses could provide work for the people who live there?  
 .....  
 4 How should people travel to work in the new city?  
 .....  
 5 Should there be an airport or a railway station in the new city?  
 .....  
 6 What else should there be in the new city? Make three suggestions.  
 .....  
 .....  
 .....

- 2 Work in pairs and do the following.

- a Tell your partner about your answers to the questionnaire. Use some of these expressions.

- In my opinion ...
- I (don't) think ...
- As far as I'm concerned ...

- b When your partner expresses his or her opinion, agree or disagree using some of these expressions.

- I agree/disagree.
- I'm not sure about that.
- That's (not) true.

- 3 Now talk to another pair about the new city.

- a Say why we need or don't need new cities. Use some of these expressions.

- The reason that we have ...
- The problem with ... is ...
- Perhaps we should ...
- One day, we will all be able to ...

- b Tell each other about your preferences. Use some of these expressions.

- I'd prefer ...
- I'd rather (not) ...
- I don't/wouldn't mind ...

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complete the sentences. They can do this individually.

- 3 Check answers: ask different students to read out the completed sentences.

**Answers:** \_\_\_\_\_

- b the population of Cairo had become too large.  
 c a completely new city in the middle of the country became the capital.  
 d a population of about three million.  
 e build six new cities in the next few years.  
 f to finish it in 2025.

## 4 Discuss these questions in pairs.

- 1 Read out the first question and invite some initial ideas from the class.  
 2 Tell the students to discuss the three questions in pairs. Go round and listen, offering prompts if necessary.  
 3 Ask volunteers to report their ideas back to the class.

**Suggested answers:** \_\_\_\_\_

- a Because existing towns have too many people. There is not enough space for new houses, businesses or traffic. New cities have more space and can include better transport and business opportunities.  
 b They are built for the modern world, with good transport facilities and modern housing. There are better leisure facilities, large modern shops and maybe new types of technology, for example, solar power.  
 c No, because they have no history. You may not feel you belong to a new city. They are less exciting. / Yes, because there is more space and you can live in better homes and use all the latest technology.

## 2 Read about new cities and find out which of the following is not a reason for building a new city.

- 1 Ask students to read the four options, then give them time to read the text.  
 2 Check answers as a whole class.

**Answers:** \_\_\_\_\_

- d To replace an old city

## 3 Read again and complete these sentences with information from the text.

- 1 First, ask the students to read the six gapped sentences.  
 2 Tell them to read the text again if necessary to

## LESSON 4

SB page 39

## Communication skills

### 1 Complete this questionnaire with your opinions about a possible new city in your part of the country.

- 1 Allow time for the students to read the questions carefully. You could tell them to discuss ideas with a partner.



- Students complete the forms; go round and check.

**Students' own answers**

**2 Work in pairs and do the following.**

Put the students in pairs. Tell them to read the instructions and then take turns to tell each other about their opinions while the other one responds. Make sure they use some of the phrases suggested.

**3 Now talk to another pair about the new city.**

- Join pairs to make groups of four.
- Allow time for them to read the instructions, then go round and listen while they talk to each other. Remind them to use some of the expressions in the boxes.
- Choose different students to form pairs, who then have similar conversations in front of the class.

**LESSON 5**

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Revision **B**

Extra reading

**1 Read this paragraph from *Oliver Twist* and discuss the questions.**

- Why were Oliver and the other boys in the workhouse?
- Why were the boys always hungry?

*Oliver worked hard at the workhouse with these boys and quickly realised that his life was not going to become any easier. His bed was very uncomfortable and the food was never enough. All they ate was a thin soup. The boys he worked with were always hungry. After a few months, they were all so close to starving that they made a plan. They decided they must have more food, and they chose Oliver to ask for it.*

**2 FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

- conflict (n)    depend on    donation    drought  
harvest    hunger    malnourished    shortages

**Fighting world hunger**

Hunger was common among poor people everywhere in Charles Dickens's time, and it is still a big problem in many parts of the world. Charity workers think that there are about 925 million hungry people in the world today. One charity, The World Food Programme, helps to feed more than 90 million **malnourished** people in 70 different countries every year.



Scientists say that there is enough food for everyone in the world and that nobody needs to suffer from **hunger**. So why are there so many hungry people? One reason is that there are poor **harvests** after a **drought**. Most crops do not grow when there is not enough water. This means that the price of ordinary food, like rice or bread, goes up in poorer countries. War or regional **conflicts** can also lead to food **shortages**.

So how are charities helping people? The World Food Programme has 30 ships, 70 planes and 5,000 lorries which take food and other help to the areas that need it most. In recent years, this charity, which **depends on donations**, has worked in East Africa, Pakistan, Afghanistan and Sudan.

Charities do everything they can to help and scientists are growing new crops using genetic engineering to produce more food. Still, hunger will continue to be a problem for many years.

**3 Read the text and complete these sentences.**

- The World Food Programme is a charity which feeds people in .....
- Nobody needs to suffer from hunger because there is ..... for everyone.
- If there is not enough water, there are poor .....
- Rice and bread are examples of .....
- The World Food Programme gets money from .....

**4 Discuss these questions in pairs.**

- Many people think that the problem of hunger is worse than it was in the past. Do you agree? If so, why do you think the problem is getting worse?
- Who else can help to feed malnourished people? What can ordinary people do?

**5 PROJECT**

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

- Oxfam
- Action Against Hunger
- Care International

WORKBOOK  
PAGES 29-32

Extra reading

**1 Read this paragraph from *Oliver Twist* and discuss the questions.**

- Ask students to read the questions, then allow them time to read the paragraph.
- Discuss their answers as a class.

**Answers:** \_\_\_\_\_

- Because they had no parents to look after them. The owners of the workhouse could get them to work for very little.
- Because the owners of the workhouse did not give them enough to eat.

**2 Check the meanings of these words in your dictionary.**

- Ask students if they know the meaning of any of these words, and if they do, see if they can explain them to the class. Explain that these words will help them to understand the reading text.
- Allow students time to look up the words in the dictionary.
- Check answers as a whole class.

**Answers:** \_\_\_\_\_

- conflict (n)**                      a disagreement or fighting between people, groups or countries

<i>depend on</i>	to need someone or something's help in order to live or to continue
<i>donation</i>	something, especially money, that you give to help a person or organisation
<i>drought</i>	a long period of dry weather, when there is not enough water
<i>harvest</i>	to gather crops from the fields
<i>hunger</i>	the feeling you have when you want or need to eat
<i>malnourished</i>	ill or weak because of not eating enough food, or because of not eating good food
<i>shortages</i>	situations in which there is not enough of something that people need.

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### 3 Read the text and complete these sentences.

- 1 Encourage students to read the gapped sentences first, then to read the text to complete them.
- 2 Students can compare answers in pairs.
- 3 Check answers as a whole class.

#### **Answers:** \_\_\_\_\_

- a 70 different countries every year.
  - b enough food
  - c harvests
  - d ordinary food
  - e donations
- 

### 4 Discuss these questions in pairs.

- 1 Give students time to discuss the questions, then open it up into a class discussion.

#### **Suggested answers:** \_\_\_\_\_

- a Yes. It is probably because the population of many countries is becoming larger so they need more food. There are also problems with climate change which can mean more droughts and poor harvests.
  - b Governments and other charities can help to feed them. Ordinary people can donate to charities which help these people.
- 

### 5 Project

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

**1 Finish the following dialogue:****Answers:** \_\_\_\_\_

- a I'm not so sure about that./I disagree.  
 b Certainly./Yes. What is it?  
 c No problem./Yes, of course./That's not a problem.  
 d Perhaps we should go to the park.

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

- a The reason that there are so many cars is because they have closed the road they usually take.  
 b No, I'm afraid I can't. I don't have time.  
 c Could you possibly/I wonder if you could/Do you think you could help me with a maths question?  
 d I agree.

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

- 1 b                      2 d  
 3 a                      4 b  
 5 b                      6 a  
 7 d                      8 b  
 9 a                      10 b  
 11 c                     12 b

**A Language Functions****1 Finish the following dialogue:***Leila and Sara are discussing what to do on such a hot day.***Leila** I think it's the hottest day of the year today!**Sara** 1 \_\_\_\_\_ . It was hotter last week.**Leila** Could you do me a favour, Leila? 2 \_\_\_\_\_?**Sara** 3 \_\_\_\_\_**Leila** That's much cooler! Thanks!**Sara** 4 \_\_\_\_\_ ? It's too hot outside.**Leila** That's a good idea. How about watching television?**Sara** I agree! Let's stay here and watch a film.**2 Write what you would say in each of the following situations:****1** A friend asks you why there are so many cars outside the school. Give reasons.

\_\_\_\_\_

**2** Your brother/sister asks you to help him/her with some homework. You do not have time to do this.

\_\_\_\_\_

**3** You would like a student in your class to help you with a maths question. You do not know the student very well.

\_\_\_\_\_

**4** You read the same book as your friend. Your friend says that the book is very interesting. You disagree.

\_\_\_\_\_

**B Vocabulary and Structure****3 Choose the correct answer from a, b, c or d:****1** When John first moved to Cairo from England, he felt like a \_\_\_\_\_ out of water.

- a boat                      b fish                      c man                      d cat

**2** It was a \_\_\_\_\_ to hear about the massive earthquake.

- a reason                      b truth                      c price                      d shock

**3** Please can you \_\_\_\_\_ the door when you leave the building?

- a lock                      b look                      c keep                      d offer

**4** Hassan's brother always \_\_\_\_\_ Hassan when he can't find his pen!

- a fits                      b blames                      c plans                      d agrees

**5** If the toy car does not work, you should put in a new \_\_\_\_\_ .

- a route                      b battery                      c driver                      d password

**6** The \_\_\_\_\_ of Cairo is growing every year.

- a population                      b people                      c oxygen                      d treasure

- 7 My father has never \_\_\_\_\_ to go to hospital.  
a need      b needs      c needing      d needed
- 8 \_\_\_\_\_ you enjoyed your time in the museum?  
a Do      b Have      c Did      d Are
- 9 Amira's sister agreed \_\_\_\_\_ the medicine, although she didn't like it.  
a to take      b taking      c took      d take
- 10 Have you finished \_\_\_\_\_ that book that I gave you?  
a to read      b reading      c read      d from reading
- 11 I expect that Ahmed \_\_\_\_\_ to university next year.  
a goes      b go      c will go      d has gone
- 12 Dina can't see her friends this afternoon. She \_\_\_\_\_ her mother in the kitchen.  
a helps      b is helping      c helped      d was helping

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

- 1 This is the first time Salma has ever travelled to Sharm El-Sheikh. (*never*)  
\_\_\_\_\_
- 2 What do you intend to do at the weekend? (*going*)  
\_\_\_\_\_
- 3 He mustn't repeat those mistakes. (*avoid*)  
\_\_\_\_\_
- 4 My father always walked to work when he was young. (*used*)  
\_\_\_\_\_

**5 Find and correct the mistakes in the following sentences:**

- 1 In 1800, two percent of the world's pollution lived in cities.      1 \_\_\_\_\_
- 2 Urban life has its pros and coins.      2 \_\_\_\_\_
- 3 A *Child's Garden of Verses* is a book of poets.      3 \_\_\_\_\_
- 4 If you sit in a traffic jam, your lungs will fall with the smoke from cars.      4 \_\_\_\_\_

**C Reading Comprehension and the Set Books**

**6 Read the following passage, then answer the questions:**

People have recited poems for thousands of years. The first poets probably recited or sang poems to people at special events. Some of the poems were very long and they told a story about history. Perhaps the oldest poem is the Epic of Gilgamesh, about a king in Iraq. It is very long and is about 4,000 years old.

Arabic poetry was the first to use rhyme: people began to write rhymes in English poems in about the twelfth century. Poets have written hundreds of kinds of poem since then. Some continue to tell stories, others have silly rhymes to make people laugh, and some do not rhyme at all. Most poems, however, make people think and sometimes see the world in a different way.

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

**Answers:** \_\_\_\_\_

- 1 Salma has never travelled to Sharm El-Sheikh before.
- 2 What are you going to do during the weekend?
- 3 He must avoid repeating those mistakes.
- 4 My father always used to walk to work when he was young.

**5 Find and correct the mistakes in the following sentences:**

**Answers:** \_\_\_\_\_

- 1 In 1800, two percent of the world's ~~pollution~~ population lived in cities.
- 2 Urban life has its pros and ~~coins~~ cons.
- 3 A *Child's Garden of Verses* is a book of ~~poets~~ poems.
- 4 If you sit in a traffic jam, your lungs will ~~fall~~ fill with the smoke from cars.

**6 Read the following passage, then answer the questions:**

**Answers:** \_\_\_\_\_

- 1 Because this was probably before people had books or even writing.
- 2 It is about 4,000 years old.
- 3 It was about a king in Iraq.
- 4 To make people laugh.
- 5 a
- 6 d





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

1 Why was Oliver careful to hide away from people after escaping from Mr Sowerberry's house?

2 How was Jack Dawkins helpful to Oliver at first?

3 What did Fagin want the boys to do?

4 Why do you think Mr Brownlow was kind to Oliver?

5 Do you think Oliver should have run away to London?

He saw a sign which said "London, 70 miles." He did not know how long this would take to walk, but he decided that London would be a good place for him to go. Even Mr Bumble would not be able to find him in that great city he had heard of where there would be so many opportunities for him.

6 Why doesn't Oliver Twist want Mr Bumble to find him?

7 Why does Oliver decide to go to London?

8 What kind of opportunities do you think Oliver might find in London?

**E Writing****9 Write an email of about ninety (90) words to a friend about one (1) of the following:**

- a place that you know in the city or the countryside  
b a poem you have read and enjoyed

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

1 We should protect the environment so that we can live in a clean world.

2 Fareeda stopped to talk to her friend on her way home.

**B Translate into English:**

- لرأستمتع بقراءة قصة شيقة كهذه من قبل.

**9 Write an email of about ninety (90) words to a friend about one (1) of the following:**

*Students' own answers*

**10****Answers:****A Translate into Arabic**

- 1 يجب / يتوجب علينا أن نحافظ على / نحمي البيئة حتى / لكي نتتمكن من العيش في عالم نظيف.  
2 توقفت فريدة في طريقها / في طريق عودتها للمنزل / للبيت لكي / حتى تتكلم مع صديقتها.

**B Translate into English**

I haven't / have not enjoyed reading an exciting story like this one before.

**8 Answer the following questions.**

**Answers:** \_\_\_\_\_

- 1 He thought people would want to take him back to Mr Sowerberry.
- 2 He bought Oliver a meal and showed him the way to London.
- 3 Fagin wanted the boys to steal.
- 4 Students' own answers
- 5 Students' own answers
- 6 Mr Bumble was cruel and he would punish Oliver.
- 7 Mr Bumble could not find him there and there were opportunities for him in London.
- 8 Students' own answers