

Revision C

SB pages 56-60

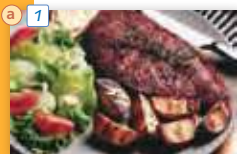
WB pages 45-48

Revision C

Listening

1 Look at the pictures and discuss these questions in pairs.

- What possible health problem does each picture show?
- Which do you think is the most serious problem?



2 Listen and match the people you hear with four of the pictures.

3 Complete these notes about the listening.

- Some people say that *red* meat is not good for your health.
- It is difficult for people to know what to believe because don't agree with each other.
- People in England can't smoke in places now.
- One of these people mustn't go running because he's too
- The two boys are going to meet at the entrance to the
- It can be bad for your health if you get by the sun.



4 Discuss these questions in pairs.

- Do you think vegetables are better for you than meat? Why/Why not?
- Do you agree that people should not smoke in public places? Why/Why not?
- Do you agree that the sun is dangerous? Why/Why not?

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LESSON 1

SB page 56

WB page 45

Listening

1 Look at the pictures and discuss these questions in pairs.

- Focus attention on the pictures and ask the students to say what they can see in them.
- Read and discuss the questions with the whole class. Encourage the students to give reasons for their answers in part b.

Answers:

- eating unhealthy food
 - being unfit/not doing exercise
 - smoking
 - air pollution
 - too much sun
- Students' own answers

2 Listen and match the people you hear with four of the pictures.

- Tell the students they are going to hear four conversations between people talking about health issues. Ask them to listen and match the conversations with the pictures. Point out that there isn't a conversation for one of the pictures.
- Play the recording or read the script more than once and pause after each conversation to allow the students to decide which is the correct picture.
- Check answers with the whole class.

Answers:

- a 1 b 3 c 2 d - e 4

TAPESCRIPT

Narrator: Conversation 1

Man: I think it's very worrying. A few years ago, they said that red meat was bad for your heart and that we should eat more vegetables. Do you remember? Now they're saying that we should eat meat because it has things in it which we can't get from vegetables.

Woman: The problem is that the scientists don't agree with each other. So it's impossible for us to know what we should or shouldn't eat!

Narrator: Conversation 2

Woman 2: Have you heard the news about smoking?

Man 2: You mean the report which says that it is very unhealthy to be in

the same room as people who smoke?

Woman 2: No, that's old news. Now, people in England **mustn't** smoke in public buildings. So, there's no smoking in cafés, offices, cinemas or shops.

Man 2: Do you think it will be successful?

Woman 2: I don't know. I think some people will stop smoking but others will smoke outside and at home. But public places will be nicer for people who don't smoke.

Narrator: Conversation 3

Boy 1: Do you want to come swimming this evening?

Boy 2: No, I don't enjoy swimming.

Boy 1: But it's good for you. How about going running?

Boy 2: I'm sorry but I haven't got time to go running today. I'm just too busy.

Boy 1: How about tomorrow?

Boy 2: OK – I'm free in the evening.

Boy 1: Good. Shall we meet at the entrance to the park?

Narrator: Conversation 4

Woman: I don't think they know what they're talking about.

Woman 2: Who?

Woman: The scientists. People have always enjoyed the sun.

Woman 2: I know, but things have changed. Everyone knows too much sun is bad for you. If you get burnt, it can be dangerous.

Woman: How much is too much?

Woman 2: When it's hot, you shouldn't be in the sun for more than about 15 minutes.

3 Complete these notes about the listening.

1 Ask the students to work individually to try to complete the sentences. Allow them to compare their sentences in pairs before checking answers with the class.

2 Play the recording or read the script one more time for the students to listen and check.

Answers: _____

- b scientists c public d busy
- e park f burnt

4 Discuss these questions in pairs.

1 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

Grammar

1 Complete the sentences to say what the people in the picture **must, mustn't, should or shouldn't** do.

- a The driver of the taxi **mustn't go when the traffic lights are red.**
- b The boy with the green bag
- c The man reading the paper
- d The boy in the white T-shirt
- e The old woman



2 Complete each of these sentences in three different ways.

- a In Egyptian schools, children ...
 - must always
 - mustn't
 - should never
- b When they visit the desert, you ...
 - must always
 - mustn't
 - shouldn't
- c When you visit the desert, you ...
 - must always
 - mustn't
 - shouldn't
- d When they are at home, children ...
 - should always
 - must never
 - shouldn't



3 Rewrite the sentences using third conditional verbs.

- a Ali lost his phone, so he didn't call his mother. **If Ali hadn't lost his phone, he'd have called his mother.**
- b Ali didn't call his mother, so he didn't tell her he was going to be late.
- c Because he didn't tell her he was going to be late, she made his lunch at the usual time.
- d Because Ali came home late, his lunch was cold.

4 Complete these sentences with **a/an, the** or **no article (-)**.

- Ahmed** I like being (a) **an** architect, but I don't enjoy going to work by train every day.
- Ibrahim** How long does (b) journey take?
- Ahmed** It takes (c) hour. I hate travelling at (d) busiest times.
- Ibrahim** What can you do about it?
- Ahmed** Well, I'd like to buy (e) car, but (f) cars are so expensive.
- Ibrahim** You should ask if (g) friend can take you in his car.
- Ahmed** That's (h) good idea. I have (i) good friend who lives near me and he works in (j) same office as me. I'll ask him!

questions.

2 Go round, monitoring and helping with vocabulary and ideas.

3 Ask the pairs to report back to the class on their discussion.

Students' own answers

LESSON 2

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Grammar

1 Complete the sentences to say what the people in the picture **must, mustn't, should or shouldn't** do.

- 1 Remind the students that *must/mustn't* and *should/shouldn't* are used to give advice, talk about rules and make suggestions. Elicit or point out that *must* is stronger than *should*.
- 2 Focus attention on the picture and go through the example with the class. Then ask the students to complete the remaining sentences.
- 3 Go round as the students write their sentences, monitoring and helping where necessary. Check answers with the class.

Suggested answers: _____

- b mustn't cross the road without looking.
- c should look where he is going.
- d shouldn't walk so close to the road/should help the woman with the bags.
- e should cross at the traffic lights.

2 Complete each of these sentences in three different ways.

- 1 Allow the students to work in pairs or small groups if they wish. As they complete the sentences, go round giving encouragement and help.
- 2 Check answers by getting the pairs or groups to read out their sentences. See if everyone agrees with them.

Students' own answers

3 Rewrite the sentences using third conditional verbs.

- 1 Remind the students that the third conditional is used to talk about what would have happened if things in the past had been different. Go through the example with the class and check that they understand that Ali did lose his phone and that the sentence is about what would have happened if he hadn't lost it. Remind them of the use of the past perfect for the past action and *would have* + past participle for the consequences. Point out that words like *so* and *because*, which occur in the prompt sentences, are not used in third conditional sentences.
- 2 Ask the students to rewrite the remaining sentences in the third conditional. As they work, go round checking that everyone is forming the sentences correctly. Give extra help where needed.

- 3 Check answers with the whole class.

Answers: _____

- b If Ali had called his mother, he would have told her he was going to be late.
- c If he had told her he was going to be late, she wouldn't have made his lunch at the usual time.
- d If he hadn't come home late, his lunch wouldn't have been cold.

4 Complete these sentences with *a/an, the* or **no article (-)**.

- 1 Read the first sentence with the whole class as an example, then ask the students to complete the remaining sentences.
- 2 Check answers with the class. If they need more help with articles, they can refer to the Focus on Grammar box on page 52.

Answers: _____

- | | | | | |
|-------|------|-------|-------|-----|
| b the | c an | d the | e a | f - |
| g a | h a | i a | j the | |

Reading

1 Discuss this question in pairs.

- 1 Make sure that everyone understands the question. Then put the students into pairs and ask them to discuss it.
- 2 Go round, monitoring and helping with vocabulary and ideas.
- 3 Ask the pairs to report back to the class on their discussion. Accept all reasonable answers and encourage class discussion.

Students' own answers

2 Read this article quickly and answer these questions.

- 1 Go through the questions with the class so that the students know what information they are looking for.
- 2 Encourage the students to read through the text quickly, not worrying about anything they don't understand, just hunting for the answers to the questions.
- 3 Check answers with the class and encourage the students to read out the parts of the text that gave them the answers.

Answers: _____

- a Mexico City and London
- b It has got better in London and worse in Mexico City.

3 Read again and answer these questions.

- 1 Encourage the students to read the article more closely this time. Give them plenty of time to do it and answer any questions they may have about vocabulary.
- 2 Put the students into pairs and ask them to find the answers to the questions together.
- 3 Check answers with the class by asking different pairs for their answers to each question.

Answers: _____

- b To try to stop the pollution.
- c Because trees produce oxygen and help to keep the air clean.

Revision C

Reading

1 Discuss this question in pairs.

How can pollution damage our health and our environment?

2 Read this article quickly and answer these questions.

- a Which cities is the article about?
- b Where has the problem of pollution got better? Where has it got worse?

3 Read again and answer these questions.

- a Why is pollution so bad in Mexico City?
There are mountains around the city and there is little wind.
- b Why did they move factories out of the city?
- c Why did they plant trees along the roads?
- d Why did the government put coloured signs on cars?
- e Why did this make the problem worse?
- f Who has to pay to drive into London in the evenings?

4 Discuss these questions in pairs.

- a What are scientists doing to help the problem of car pollution?
- b If you do not live in a polluted area, does pollution matter?
- c What can you do to help the environment?

5 FOCUS ON COLLOCATIONS

What nouns can follow these four verbs?

Verbs

cut increase move plant

Nouns

a chair house noise paper
pollution plants traffic trees

Cars can damage your health

Mexico City is one of the most polluted cities in the world. There are mountains all around the city and there isn't much wind, so the pollution is not blown away. The people of Mexico City have tried several things to cut the pollution, but nothing has made a difference. They have moved factories from the centre of the city to land outside. They have planted trees along the roads, because trees produce oxygen and help to keep the air clean. There are new traffic rules so that there are fewer cars on the city's roads. The government put signs of seven different colours on all Mexican cars. So people with green signs could not drive their cars in the city on Mondays. People with blue signs could not drive them on Tuesdays, etc. There was a different colour for every day. Unfortunately this system was not successful. Poor people did not go to work on days when they could not drive their cars, and rich people bought another car with a different coloured sign! This increased the traffic and made the problem worse.

London used to have a problem like Mexico City. Now, drivers have to pay to drive into the centre of London during working hours on weekdays. This has succeeded in cutting the number of drivers who come into London every day. Many people now use buses and trains. People who live in the centre do not have to pay and nobody has to pay in the evenings or at weekends.

- d So that cars could only drive into the city if they had the correct colour sign on them.
- e Because people bought more cars so that they had different coloured signs.
- f Nobody has to pay.

4 Discuss these questions in pairs.

- 1 Go through the questions with the class to make sure that everyone understands them. Then put the students into pairs again and ask them to discuss each question.
- 2 Go round, monitoring and helping with vocabulary and ideas.
- 3 Ask the pairs to report back to the class on their discussion. Accept all reasonable answers and encourage class discussion.

LESSON 4 SB page 59

Revision C

Communication skills

- 1 Discuss this question in pairs.**
How would you travel to the following, by car, by bus, by train or on foot?
- to another part of your town or city
 - to visit a friend in another town
 - to go on holiday in Egypt



What are the good and bad points about travelling by public transport?

Many people think that there are too many cars on the roads and that we should start using public transport more often. The main kinds of public transport are buses and trains. In the past, when few people had their own cars, most people travelled by public transport for a large part of their journeys. In this composition, I am going to discuss some of the points for and against public transport.

- 2 You are going to talk about public transport.**
- Read the first paragraph of a talk about public transport.
 - Make notes about public transport, like this. Write three ideas for and three ideas against.

FOR	AGAINST
• Buses and trains are cheap.	• Buses and trains are uncomfortable.
•	•
•	•

- 3 Tell a group of other students your own opinions.**
- Decide whether you are for or against the idea of using public transport more often.
 - Talk for about one minute. Use your notes to help you.
 - After each person has spoken, discuss how you could make people use public transport more often.



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Students' own answers

5 What nouns can follow these four verbs?

- Read the example and remind students that some verbs and nouns often go together.
- Students can work individually or in pairs.
- Check answers as a whole class.

Answers: _____
 cut: pollution, noise, paper, plants, trees
 increase: noise, pollution, traffic
 move: a chair, house, paper, plants, traffic
 plant: plants, trees

Critical thinking

1 Discuss this question in pairs.

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

Students' own answers

2 You are going to talk about public transport.

- Go through the instructions with the class to make sure everyone knows what they have to do.
- Focus attention on the first paragraph of the talk about public transport. Ask the students to read it and answer any questions they have about it.
- Go through the example notes with the class and ask the students to add three more ideas for and three more against. Go round the class 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.

3 Tell a group of other students your own opinions.

- Put the students into small groups and explain that you would like each student to talk for one minute about public transport and whether or not they are in favour of using it more often. Emphasise that they can use their notes, but should not simply read them out – they should make sentences based on their notes.
- As each student gives their talk, ask the others to listen carefully.
- When all the members of the group have spoken, ask each group to discuss how they could make people use public transport more often. You can open this out into a class discussion.

LESSON 5 SB page 60

Extra reading

1 Read and discuss the questions in pairs.

- 1 Ask students to read the questions, then to read the extract from *Oliver Twist*.
- 2 Students compare their answers in pairs. Check answers as a whole class.

Answers: _____

- a Rose and Mrs Maylie
- b They thought he would be a big, strong man.

2 Discuss these questions in pairs.

- 1 Ask students to discuss the questions in pairs first.
- 2 Have a class discussion so students can share their ideas.

Students' own answers

3 Check the meanings of these words in your dictionary.

- 1 Explain that these words will help students to understand the reading text.
- 2 Give them time to look up the words.
- 3 Check their answers as a class.

Answers: _____

- appearance:* the way that someone or something looks or seems to other people
- human nature:* behaviour, faults, qualities etc. that are typical of ordinary people
- judge:* to form an opinion about someone or something
- (make up your) mind:* to decide something, or become very determined to do something
- prejudice:* when people do not like or trust someone who is different in some way, for example because they belong to a different race, country or religion

Revision C

Extra reading

1 Read and discuss the questions in pairs.

"I think you should come and see the thief," said the doctor. "You do not need to be afraid."

The women went up to the bedroom nervously. They thought they would see a big, strong man and were very surprised to see a small sleeping boy with a bandage on his arm. "How can such a young boy be a criminal?" cried Rose.

- a Who were the women who went to see Oliver?
- b What did they think 'the thief' would look like?

2 Discuss these questions in pairs.

- a What does a thief look like? Why do you think this?
- b What does a rich businessman look like? Why do you think this?

3 **FOCUS** ON VOCABULARY

Check the meanings of these words in your dictionary.

appearance **human nature**
judge (v) (make up your) **mind**
prejudice

What is prejudice?

When we hear something about someone, we often form an opinion of that person before we see them. For example, if we hear that someone is rich or famous, we may think that this person will be wearing expensive clothes. The women who went to see Oliver were surprised to see a quiet young boy because they thought that he would look more like a thief. But thieves and rich people do not always look how you think they will.

In the same way, when we see someone for the first time, we often **make up our minds** about the sort of person they are very quickly. It is, unfortunately, part of **human nature** to **judge** people by their **appearance**. Often, however, we have to change our minds because the person we have judged is not what we first thought. For example, we may think that someone is friendly when we first meet them, but then change our opinion

when that person does something that a friend would not do. Or, on the other hand, we may think that someone is not very intelligent and then discover that we were wrong when they do something that is very clever.

There are many different ways in which we may judge another person's character. For example, it may be the clothes that they wear or the way they speak and behave. In many cases this is simply **prejudice**: we judge people before we have enough information to judge them correctly. The next time you meet someone new, try not to judge them too quickly. Give them time to show their real character.



4 Read the text, then discuss these questions in pairs or small groups.

- a Tell a partner about people you may have judged too quickly in the past. Is there someone that you did not like who then became a friend? Is there someone who you liked when you first met them, but who you found was not as nice as you hoped?
- b Has anyone ever made up their mind about you too quickly?
- c How can we stop ourselves from judging people too quickly?

WORKBOOK
PAGES 45-48

5 PROJECT

Use the internet or a library to find out about prejudice based on:

- people's age
- whether people are men or women
- where people are from

4 Read the text, then discuss these questions in pairs or small groups.

- 1 Give students plenty of time to read the text. Go round and help them with any problems.
- 2 Students work in pairs or small groups to discuss the questions.
- 3 Ask students to share their ideas with the class.

Students' own answers

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.

Revision C

REVISION
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A Language Functions

1 Finish the following dialogue:

*Walid and Karim are in their art class.***Walid** I passed the art exam with 100 percent!**Karim** 1 _____**Walid** 2 _____?**Karim** Yes, I drew it.**Walid** I can't draw, but I can take good photographs.**Karim** Yes, you can. 3 _____**Walid** They are having a photography competition in the library next week. I have two photographs that I think are quite good. 4 _____?**Karim** You should join the competition of course!

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

1 You want to congratulate your sister because she has passed her driving test.
_____2 A friend shows you an article they wrote. Compliment them.
_____3 You are going to have lunch with your young brother. He has been playing outside. Advise him.
_____4 Your uncle is going on holiday in Britain. You want to remind him that they drive on the left.

B Vocabulary and Structure

3 Choose the correct answer from a, b, c or d:

1 Flu is a _____ that many people can catch.

- a drought b disease c donation d disaster

2 Don't leave your food on the table or it will _____ flies.

- a attract b protect c take d hit

3 They have _____ the animal that ran from the zoo in a park.

- a infected b depended c freed d captured

4 Who is the _____ of that new blue car?

- a patron b owner c author d researcher

5 The hotel _____ the Nile.

- a opens b looks c overlooks d overtakes

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2 Write what you would say in each of the following situation.

Answers: _____

- a I must congratulate you on passing your driving test.
- b That's excellent./I must say, it's very good.
- c You should wash your hands before you eat.
- d You must drive on the left in Britain. / Remember to drive on the left in Britain.

3 Choose the correct answer from a, b, c, or d.

Answers: _____

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

3 Take in their work to mark and display some of their projects on the classroom wall if possible.



WORKBOOK

pages 45 – 48

1 Finish the following dialogue:

Answers: _____

- a Congratulations./Well done.
- b Did you draw this/that picture?
- c You've always been good at taking photographs.
- d Should I join the competition?

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

- Answers:** _____
- 1 What should I do?
 - 2 If Hana had been feeling well, she wouldn't have gone to the doctor
 - 3 The story Omar read was interesting.
 - 4 Ali went to the club because he wasn't busy.

5 Find and correct the mistakes in the following sentences;

- Answers:** _____
- 1 infections
 - 2 wheelchair
 - 3 born
 - 4 Congratulations

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6 There are _____ post offices in the centre of the city.
 a several b soft c obvious d wild

7 You _____ touch that pan. It is very hot!
 a should b must c mustn't d must not to

8 Ali is very tall. He _____ play basketball.
 a should b would c shouldn't d can't

9 We wouldn't have gone to the beach if we _____ it was so windy!
 a knew b would know c had known d know

10 I would never _____ Chinese food if we hadn't visited that restaurant.
 a try b have tried c trying d tried

11 You must never look at _____ sun.
 a a b the c an d (no article)

12 Ahmed's father is _____ teacher.
 a a b the c an d (no article)

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

- 1 What do you advise me to do? (should)


- 2 Hana lost her book, so she didn't do her homework. (if)

- 3 Omar read an interesting story. (the)

- 4 If Ali had been busy, he wouldn't have gone to the club. (because)

5 Find and correct the mistakes in the following sentences:

- 1 If you want to avoid infectious, you must always wash your hands. **1** _____
- 2 Mahmoud Youssef couldn't walk, so he used a swing. **2** _____
- 3 Helen Keller was borne in a rural area. **3** _____
- 4 Invitations, you just passed your exams! **4** _____



C Reading Comprehension and the Set Books**6 Read the following passage, then answer the questions:**

Hi Magda,

Thank you for your email and I'm looking forward to you visiting me here in the hospital. Your mother says that you have never been to a hospital! When you arrive, you must wash your hands before you come in. You should go to room 4 and ask to see me.

I am not bored here. Yesterday we watched a play. The actors performed for all the children in the hospital. If you had visited me yesterday, you would have seen it. It was very good!

The doctors think that my leg is nearly better. They will make a decision tomorrow about when I can go home. I must use a wheelchair for a few weeks and I will also need physiotherapy, but then I will be better!

Nahla

- 1 Why do you think Magda must wash her hands before she visits Nahla?

- 2 Why wasn't Nahla bored yesterday?

- 3 What did the actors do?

- 4 What would Magda have seen if she had visited yesterday?

- 5 When will Nahla know when she can go home?
a tomorrow b in a few days c in a few weeks d in one or two months
- 6 What will help Nahla to be stronger after she leaves the hospital?
a a wheelchair b her friends c physiotherapy d some actors

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

- 1 How do people express their feelings in different ways? Give two examples.

- 2 What did King Lear decide to do when he was old?

- 3 What do you think would have happened if King Lear had known how much Cordelia loved him?

- 4 What lesson do you learn from reading about Helen Keller?

- 5 In your opinion, how is cleanliness the key to a healthy life?

- 6 In your opinion, what qualities does any person need to achieve his or her ambitions in life?

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

- Answers:** _____
- 1 He decided to give his country to his three daughters.
 - 2 Suggested answer: He would have given the country to her, and not to her sisters.
 - 3 Student's own answer
 - 4 Student's own answer
 - 5 Student's own answer
 - 6 Student's own answer

6 Read the following passage, then answer the questions:

Answers: _____

- 1 Because this helps to stop infections.
- 2 Because she watched a play.
- 3 They performed for all the children in the hospital.
- 4 She would have seen the play.
- 5 a
- 6 c

8 Answer the following questions:

Answers: _____

- 1 Mr Sikes and Nancy kidnapped him/took him back to Fagin's.
- 2 He told him that Oliver was a bad and difficult boy.
- 3 Because Oliver was small enough to climb through the window into the house that they wanted to steal from.
- 4 Student's own answer.
- 5 Because Oliver is a small boy and they expected to see a big, strong man.

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

Students' own answers

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Answers: _____

A Translate into Arabic:

1. يجب / يتوجب على الناس الذين لا يستطيعون الرؤية / البصر أو السمع أن يتعلموا أن يعتمدوا على أنفسهم.
2. النظافة العامة مهمة / هامة جداً للتمتع بحياة صحية.

A Translate into English:

Many people are unable to / cannot / can't express their feelings easily.

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D The Novel

8 Answer the following questions:

- 1 What happened to Oliver when he was going to the bookshop?

- 2 What did Mr Bumble tell Mr Brownlow?

- 3 Why did Mr Sikes and Toby Crackit want Oliver to help them?

- 4 Do you think Fagin is a good or bad person? Give a reason.

- 5 Why were Mrs Maylie and Rose surprised when they saw the thief?

"If it hadn't been for your generosity, I might have been helpless like this small boy."

- 6 Who said this to whom?

- 7 On what occasion was it said?

- 8 Where was the "small boy" at that time?

E Writing

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

- a an amazing person that you know
- b the importance of cleanliness

F Translation

10 A Translate into Arabic:

- 1 People who can't see or hear should learn to depend on themselves.

- 2 Sanitation is very important for leading a healthy life.

B Translate into English:

- لا يستطيع الكثير من الناس التعبير عن مشاعرهم بسهولة.