

Revision F

SB pages 116-120 WB pages 105-109

Revision F

Listening

1 Discuss these questions in pairs.

- What kind of sound would you hear in each picture?
- Which of these sounds do you enjoy hearing?



2 Six people answer the question, "What's your favourite sound?" Listen and discuss these questions in pairs.

- How many people say they enjoy sounds that they hear in the morning?
- Do any of the speakers describe a sound that you like or dislike?

3 Listen again. Find and correct the factual mistakes in these sentences. (One is correct.)

- Speaker one says that when her baby first wakes up, ~~she cries~~. *she's very happy*.
- Speaker two's favourite sound is the sound of his children singing.
- Speaker three says that the sound of birds singing doesn't wake her up.
- Speaker four enjoys listening to the radio news when he's driving his car.
- Speaker five enjoys the sound of a street market where she does her shopping.
- Speaker six enjoys the sound of people eating.

4 Read these sentences. What is the difference between hear and listen?

- I'd like to listen to the news on the radio.
- I can hear the rain on the windows.



5 Complete these sentences with hear or listen.

- Mr Hamid's workshop is so noisy that he can never *hear* his mobile phone when it rings.
- It is sometimes so quiet in the desert that you can't anything.
- You must always to your teacher.
- You should to car horns before you cross a road.
- Can you that beautiful music?

6 FOCUS ON COLLOCATIONS

- Complete these sentences with the correct form of the verbs to make collocations.

go ~~make~~ say tell

- I like the sound my baby *makes* when she wakes up in the morning.
- She just loves new words to herself.
- I love the sounds of the street market in my town when I shopping there.
- People are each other their news.

- Listen and check your answers.

- Go round and listen, then ask different students to report back to the class.

Answers: _____

- the sound of waves, music, a bird singing, the sound of cooking
- Students' own answers

2 Six people answer the question "What's your favourite sound?" Listen and discuss these questions in pairs.

- Read out the instructions, then play the recording or read the script.
- Allow time for them to read the questions and discuss the answers in pairs.
- Go through the answers and play the recording or read the script again for them to check.

Answers: _____

- Three
Woman 1 (sound her baby makes when she wakes in the morning); Woman 2 (birds singing early in the morning); Woman 3 (street market early in the morning)
- Students' own answers

TAPESCRIPT

Interviewer: *We hear a lot these days about noise pollution and people often talk about the noises and sounds they find annoying. But what about sounds that people enjoy? Most people enjoy listening to music, but what about other sounds they like? We interviewed people in the street and asked them to tell us their favourite sounds. Here are their answers.*

Narrator: *One*

Woman 1: *For me, it's the sound my baby makes when she wakes up in the morning, unless she's crying of course. If she's happy and comfortable, she's very patient and just lies there and makes funny little noises. She's usually very happy when she first wakes up.*

LESSON 1

SB page 116

Listening

1 Discuss these questions in pairs.

- Allow time for the students to study the pictures and discuss the first question in pairs.
- Invite volunteers to share their ideas with the class.
- Put them in pairs to discuss question b.

She just loves saying new words to herself.

Narrator: Two

Man 1: *My favourite sound is definitely the sound of my children talking and laughing when they're playing. They're not worried about anything, they're just enjoying what they're doing.*

Narrator: Three

Woman 2: *My favourite sounds are the sounds of nature, like the wind blowing in the trees or waves as they break onto the beach. And of course, the sound of birds singing, especially very early in the morning. I love it when they wake me up.*

Narrator: Four


Man 2: *Hmm, that's an interesting question. I enjoy listening to music, especially when I'm driving my car. And I love the sound my car engine makes when I'm driving fast. I find that really exciting.*

Narrator: Five

Woman 3: *I love the sound of the street market in my town when I go shopping there early in the morning. It's a really interesting noise. Friendly traders are shouting out the prices of their goods and people are telling each other their news. I like markets because they're less formal than ordinary shops.*

Narrator: Six

Child: *My favourite sound is the sound of a busy kitchen, especially if someone's cooking a meal for me. It makes me really hungry.*

 **3 Listen again. Find and correct the factual mistakes in these sentences (one is correct).**

- 1 Tell the students to listen again while you play the recording or read the script.
- 2 Allow time for them to complete the exercise. Remind them that one sentence is correct.
- 3 Tell the students to compare answers in pairs.
- 4 Go through the exercise with the whole class.

Answers: _____

- b Speaker two's favourite sound is the sound of his children talking and laughing.
- c Speaker three says that the sound of birds singing wakes her up.
- d Speaker four enjoys listening to music when he's driving his car.
- e Correct.
- f Speaker six enjoys the sound of people cooking.

4 Read these sentences. What is the difference between *hear* and *listen*?

- 1 These verbs are easily confused. Put the students in pairs to discuss the questions.
- 2 Check answers as a whole class.

Answers: _____

You hear things all the time that you are awake. You listen to things when you pay attention to something or someone. So you listen to the radio, but you can hear rain even when you are doing something else.

5 Complete these sentences with *hear* or *listen*.

- 1 Read out the first sentence, completed as the example.
- 2 Tell the students to complete this task alone, then compare answers with a partner.
- 3 Check answers as a class.

Answers: _____

- | | |
|----------|----------|
| b hear | c listen |
| d listen | e hear |

 **6 Focus on collocations**

- 1 Read out the first sentence, completed as the example.
- 2 Tell the students to complete this task alone, then compare answers with a friend.
- 3 Play the recording or read the script for the students to check their answers.

Answers: _____

- | | | |
|----------|------|-----------|
| b saying | c go | d telling |
|----------|------|-----------|

T A P E S C R I P T

- a *I like the sound my baby makes when she wakes up in the morning.*
- b *She just loves saying new words to herself.*
- c *I love the sound of the street market in my town when I go shopping there.*
- d *People are telling each other their news.*

LESSON 2

SB pages 117

Grammar

1 Samir is a month old. Make sentences about his development using the future perfect.



Age	Development	
a 3 months	hold things in his hands	<i>By the age of three months, Samir will have held things in his hands.</i>
b 6 months	get first teeth	
c 9 months	pick things up	
d 12 months	speak his first words	
e 15 months	start to walk	
f 2 years	turn the pages of a book	

2 Complete these sentences using future perfect verbs.

- a By six o'clock this evening, I
- b By this time tomorrow, I
- c By this time next week,



3 Rewrite these sentences using passive verbs.

- a The farmers pumped the water onto the fields. *The water was pumped onto the fields by the farmers.*
- b The writer based his novel on a true story.
- c They are building a high wall to keep out thieves.
- d The authorities have reduced air pollution by building more modern factories.
- e The detective investigated the crime at the bank.
- f People are driving more cars into the city these days.

4 Discuss these questions in pairs.

- a What things do humans and animals need to survive?
- b Which emotions do people sometimes feel when they play sports?



Revision F

Answers:

- b By the age of six months, he will have got his first teeth.
- c By the age of nine months, he will have picked things up.
- d By the age of twelve months, he will have spoken his first words.
- e By the age of fifteen months, he will have started to walk.
- f By the age of two (years), he will have turned the pages of a book.

2 Complete these sentences using future perfect verbs.

- 1 Ask a student to complete the first sentence with their own ideas.
- 2 Allow time for them to write their own sentences; tell them to compare with a partner.
- 3 Go round and check. Make sure they use the future perfect.
- 4 Check answers; invite volunteers to read out their sentences to the class.

Students' own answers

3 Complete these sentences using passive verbs.

- 1 Tell the students to read the first sentence and example carefully.
- 2 Allow time for them to complete the task and then compare answers in pairs.

- 3 Check answers; ask different students to read out the completed sentences. If students need more help, they can refer back to Focus on Grammar on page 107.

Answers:

- b His novel is based on a true story.
- c A high wall is being built to keep out thieves.
- d Air pollution has been reduced (by the authorities) by building more modern factories.
- e The crime at the bank was investigated by the detective.
- f More cars are being driven into the city these days.

Grammar

1 Samir is a month old. Make sentences about his development using the future perfect.

- 1 Tell the students to read the instructions and the example carefully.
- 2 Tell the students to complete the task alone, then check in pairs. Go round and make corrections where necessary.
- 3 Go through the answers with the whole class. If students need more help with the future perfect, they can refer back to Focus on Grammar in Unit 16, page 102.

4 Discuss these questions in pairs.

- 1 Read out the first question and invite initial ideas from the whole class.
- 2 Students discuss both questions in pairs. Go round and monitor.
- 3 Invite three or four pairs to share their ideas with the class.

Suggested answers: _____

- a They need clean water, food, a place to live, etc.
- b They can feel excited, happy, sad, tired, etc.

LESSON 3

SB page 118

Reading

1 Discuss these questions in pairs.

- 1 Allow time for the students to study the pictures at the top of the page.
- 2 Tell the students to discuss the questions in pairs. Go round and listen, supplying vocabulary if necessary.
- 3 Ask volunteers to report back to the class.

Answers: _____

- a
 - 1 turning off a computer
 - 2 recycling bottles
 - 3 sharing cars
 - 4 recycling paper
 - 5 recycling mobile phones
- b (suggested)
 - 1 This saves electricity when the computer is not being used.
 - 2 Recycled glass or plastic can be made into new jars, bottles, etc.
 - 3 Sharing transport reduces the number of cars on the road and so the amount of pollution.
 - 4 Saving paper reduces the number of trees that need to be cut down for paper.
 - 5 Materials from mobile phones can be used again.

2 Read the text and answer these questions.

- 1 Allow time for the students to read the text. Go round and answer any questions; make a note of difficult words and check them with the whole class later.

Revision F

Reading

1 Discuss these questions in pairs.

- a What actions to reduce damage to our environment do these photographs show?
- b How do they help the environment?

2 Read the text and answer these questions.

- a Which of the actions from Exercise 1 are described in the article?
- b What other actions are suggested?

3 Read again. Are these sentences True or False? Correct the false sentences.

- a Forests are being cut down because we need land to grow more food. *...True...*
- b The actions which the writer suggests will cost people money.
- c The article suggests that people use cold water to wash their clothes in.
- d The article suggests that we get our mobile phones from a charity.
- e The article suggests that we do not buy more food than we need.
- f The article suggests that it is best to drive a car alone.



4 Read again and find highlighted words in the article with these meanings.

- a made to happen *...caused...*
- b continues to live/exist after a difficult or dangerous situation
- c to become larger
- d weather conditions in an area
- e remove something because you don't want it
- f no longer existing/living

Saving our planet

We hear a lot about the damage that is being **caused** to the earth: our cars and factories **increase** pollution; forests are being cut down so that farmers can have more land to grow food for the world's increasing population; and we are not doing enough to prevent animal and plant species from becoming **extinct**. So how can we make sure our planet **survives**? Here are some things everyone can do which will also save us money.

Firstly, we should use less energy. This will slow **climate** change and save money. We could start by turning off lights, computers and other machines in our homes when we are not using them. We could also use low-energy light bulbs and wash our clothes in warm (not hot) water.

Next, we should think about what we use and what we **get rid of**. Here are a few simple ideas that will save money as well as the environment. Use both sides of sheets of paper in a computer printer; if you get a new mobile phone, give your old one to a charity to recycle; take newspapers, bottles and tins to a recycling centre. A lot of the food that we buy is wasted: only buy what you need.

Finally, think about how you travel. Sometimes, you can make a phone call or send an email instead of making a journey. The cheapest way of getting about is to share a car with a friend.

These are small things, but if everyone follows this advice, the earth will be a healthier, safer place.

- 2 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

Answers: _____

- a They are all described.
- b Use low-energy light bulbs, wash our clothes in warm water; use both sides of paper in a printer; take newspapers and tins to a recycling centre; only buy as much food as you need; phone or email instead of travelling

3 Read again. Are these sentences True or False? Correct the false sentences.

- 1 Have students read the text again.

Communication skills

1 Answer the following questions.

- a Where do you usually stay when you go on holiday?
- b Have you ever stayed in a hotel? If you answered yes, what was the hotel like?
- c Do you think that all hotels are the same? Why/Why not?
- d Do you think that it would be better to stay in a big, modern hotel or a small, traditional hotel? Why?
- e What problems might you have with a hotel?
- f What can you do if you have a problem with a hotel?



2 Read the situation and discuss the questions in pairs.

Situation

You are on holiday with your family and have just arrived at your hotel. Although it is quite an expensive hotel, you are in the old part of the building and you find the following problems.

- The rooms are too hot.
- The water system is very noisy.
- You can hear the people in the next room.
- The view from the window is terrible.
- The food in the restaurant is not good.

- a Which are the two most serious problems?
- b Can you do anything about this situation?
- c Who can you talk to?



SKILLS FOR LIFE

Do not be afraid to complain about something if you need to, but always do it calmly and politely. People will be much happier to help you this way.

3 Work in groups of three.

You are brothers/sisters on holiday. Discuss what you can do about the hotel problems. Use some of these expressions.

- *We could (tell/phone) ...*
- *What/How about (asking) ...?*
- *Why don't we (complain) ...?*
- *We should (say) ...*

4 Work in pairs.

Student A Go to the reception of the hotel to make a complaint. Use some of these expressions.

- *I'm sorry to bother you, but ...*
- *I'd like to make a complaint.*
- *I'd like to speak to the manager.*
- *The problem is ...*

Student B You work at the hotel. The manager is not here today. Listen to and answer the customer's complaints. Use some of these expressions.

- *I do apologise.*
- *I'm afraid he's/she's out at the moment.*
- *I'm sorry about that. I'll make sure ...*
- *Perhaps we can ...*

Revision F

4 Read again and find highlighted words in the article with these meanings.

- 1 Tell the students to find the highlighted words in the text and match the words with their meanings, using the context to help them. Either do this as a class activity or in pairs.
- 2 Check answers as a class.

Answers: _____

- b survives c increase d climate
- e throw away f extinct

LESSON 4 SB page 119

Critical thinking

1 Answer the following questions.

- 1 Ask students to look at the picture and then to discuss the questions in pairs.
- 2 Allow time for them to discuss ideas with a partner; go round and listen, offering prompts.
- 3 Invite volunteers to share their ideas with the class.

Students' own answers

2 Read the situation and discuss the questions in pairs.

- 1 Read out the instructions, then allow time for the students read the text.
- 2 Allow time for them to discuss ideas with a partner; go round and listen, offering prompts.

Students' own answers

- 3 Invite volunteers to share their ideas with the class.

3 Work in groups of three.

- 1 Allow time for the students to read the instructions.
- 2 Invite some initial suggestions from the whole class.
- 3 Put them in groups of three to practise their conversations. Go round and listen; make sure they use some of the expressions suggested.
- 4 Invite volunteers to roleplay for the class.

- 2 Ask them to read the first sentence and the example answer. Check that they agree with it.
- 3 Allow time for them to complete the exercise. Go round and check, offering help where needed.
- 4 Students compare answers in pairs.
- 5 Check answers with the class.

Answers: _____

- b False. They will save them money.
- c False. It suggests using warm water.
- d False. The writer suggests giving our old mobile phones to a charity.
- e True
- f False. The writer suggests sharing a car with a friend.

4 Work in pairs.

- Put the students in pairs, A and B. Tell them to read their instructions and then practise their conversations.
- Go round and listen; make sure they use some of the expressions suggested.
- For variety, ask volunteers who are not partners to roleplay a new conversation in front of the class.

Students' own answers

Skills for life

Read the text in the box with the students. Discuss briefly with the class why it is better to remain calm and polite when making a complaint (so the problem does not escalate). If there is time, ask two pairs of students to roleplay a bad example and a good example of behaviour while making a complaint.

LESSON 5

SB page 120

Extra reading

1 Read this part of *Oliver Twist* and discuss the questions.

- Ask students to read the questions, then allow them time to read the paragraph.
- Students can check their answers in pairs before you discuss them as a class.

Answers: _____

- Mr Brownlow
- Because he was too poor to go to school. He had to work in the workhouse.
- Because he knew how difficult life was for them.

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.

Revision F

Extra reading

1 Read this part of *Oliver Twist* and discuss the questions.

Oliver now had a father, a good home and an education. But although he lived a long and successful life, he could never forget the many poor children that lived in the city nearby.

- Who was Oliver's new father?
- Why did Oliver not have an education when he was younger?
- Why do you think that Oliver never forgot the poor children that lived nearby?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

compulsory educated equal
improvement opportunity
reform (take for) granted

3 Read about education and answer these questions.

- In the past, what kind of work did educated people do?
- At what age does compulsory education usually begin?
- Which five school subjects are most important today?
- How has education for people of 18 and over changed in modern times?

4 Discuss these questions in pairs or small groups.

- Do you think that people take education for granted today? Why/Why not?
- Why do you think that so few children went to school in the past?
- Why do you think that girls did not get an education in the past?

WORKBOOK PAGES 105-108

120

Education today and in the past

Today most children have an education, but we should not **take this for granted**. Things were very different in the past, when only a small number of children went to school. These were mostly the children of important people in society and they became lawyers or doctors. Reading, writing and mathematics were the most important subjects. Nearly everywhere, it was only boys who were **educated**, while girls stayed at home with their mothers and learned to cook and look after the home. The children of poor people did not have the **opportunity** of going to school and many of them started work at a very young age.



Since then, there have been many **reforms** in education. Some people still pay for their children to go to school, but the greatest changes and **improvements** have been in public education. **Compulsory** education, which is free to everyone, usually starts between the ages of four and six and continues until children are sixteen or eighteen. Reading, writing and mathematics are still the most important subjects, but other subjects, such as science and technology, are also important for people growing up in the modern world. In modern societies, boys and girls now have **equal opportunities** in education.

One of the greatest changes has been to higher education. In some countries, between 40% and 60% of students aged 18 and over now go to university, but this is not usually free. In most places parents have to pay for their children's higher education.



5 PROJECT

Use the internet or a library to find out about the history of education in Egypt.

- Allow students time to look up the words in the dictionary.
- Check answers as a whole class.

Answers: _____

- compulsory:** must be done because of a rule or law
- educated:** an educated person has a high standard of knowledge and education
- equal:** the same in size, value, amount, etc.
- improvement:** when something becomes better than it was
- opportunity:** a chance to do something
- reform:** a change that is made to a political or legal system in order to make it fairer or more effective
- take for granted:** to believe that something is true without making sure

3 Read about education and answer these questions.

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

Answers: _____

- a They often became lawyers or doctors.
 - b Between the ages of four and six.
 - c Reading, writing, mathematics, science and technology.
 - d Many more people go on to higher education, but parents have to pay for this.
-

4 Discuss these questions in pairs or small groups.

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

Suggested answers: _____

- a Students' own answers
 - b Because there were not many schools and people probably had to pay to send their children to them. Many people did not have enough money or lived too far from a school.
 - c Because most girls did not get jobs. They stayed at home to look after the family.
-

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 What's the problem, sir?
- b I do apologise.
- c Surely they could come/repair it now?
- d They will have repaired it before you go out.

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

Answers: _____

- a What do you think they should do?
- b I'm afraid he's out at the moment.
- c How about taking the bus? / Why don't you take the bus?
- d Perhaps I could speak to the manager.

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

Answers: _____

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

A Language Functions

1 Finish the following dialogue:

Someone is making a complaint at a hotel.

Man I'm sorry to bother you. I'd like to make a complaint.

Hotel office **1** _____?

Man The window in my room won't close.

Hotel office **2** _____ . I'll ask someone to repair it for you this afternoon.

Man **3** _____?

Hotel office OK, I'll see if someone can visit your room now.

Man When do you think they will have repaired it? I'd like to go out in thirty minutes.

Hotel office **4** _____ .

Man Before I go out? Thank you.

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

1 Some new friends phone you to say that they can't find your house and they don't know where they are. Ask your mother for advice.

2 A person phones you and asks to speak to your father. He is not here.

3 Your cousins phone you and say that they have missed the train to Cairo. Suggest that they take the bus.

4 You make a complaint at a shop but the assistant cannot help you. You want to speak to the manager.

B Vocabulary and Structure

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

1 The computers _____ used by all the children in the school.

- a will b will be c will have d have

2 Mona can't play tennis at 9.30 because she won't _____ her homework by then.

- a have finished b be finished c finished d finishing

3 The museum _____ visited by thousands of people this year.

- a was been b has been c has d have

4 You can't use classroom 2 because it _____ redecorated.

- a is being b being c was been d will have

5 Magda does not like airports because there is always a lot of _____ .

- a noises b noise c a noise d the noise

6 Many people in Europe have light brown _____ .

- a hairs b hair c hairy d the hairs

- 7 Please can you go to the shops and buy a _____ of honey.
 a piece b cup c jar d plate
- 8 The story is not real, it is _____.
 a factual b virtual c financial d fictional
- 9 The baby has a very happy _____ on his face!
 a ecosystem b expression c emotion d effect
- 10 When the lion ran towards me, I felt _____.
 a terrified b annoyed c dangerous d bored
- 11 Some animals are _____, so you only see them at night.
 a naughty b national c nocturnal d miserable
- 12 There are very good leisure _____ in my city, so I am never bored.
 a facilities b guides c hectares d horns



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

- 1 Conan Doyle invented Sherlock Holmes. (*by*)

- 2 Someone ate my lunch! (*has been*)

- 3 There's not much sugar left in the container. (*a little*)

- 4 The noise in that room is so loud! (*a lot of*)

5 Find and correct the mistakes in the following sentences:

- 1 The story is about a criminal that happened in London 100 years ago. 1 _____
- 2 An important machine was given from a factory by a thief. 2 _____
- 3 The owner of the factory asked a pilot to find out who had taken it. 3 _____
- 4 The thief who took the machine was found and sent to space. 4 _____

5 Find and correct the mistakes in the following sentences:

Answers: _____

- 1 ~~criminal~~ crime
- 2 ~~given~~ stolen/taken
- 3 ~~pilot~~ detective
- 4 ~~space~~ prison

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

Answers: _____

- 1 Sherlock Holmes was invented by Conan Doyle.
- 2 My lunch has been eaten!
- 3 There's (only) a little sugar left in the container.
- 4 There is a lot of noise in that room!

6 Read the following passage, then answer the questions:

Answers: _____

- 1 They do not know about twenty percent of them.
- 2 They will study more species of insects.
- 3 They can help plants to grow, they remove natural rubbish and they are food for many birds and animals.
- 4 Students' own answers
- 5 a
- 6 c

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

Answers: _____

- 1 Because the population of the world is growing.
- 2 Students' own answers
- 3 He is going to inherit the family home, Baskerville Hall.
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

C Reading Comprehension and the Set Books

6 Read the following passage, then answer the questions:

Does the sound of an insect in your room bother you? There are more than 900,000 kinds of insects, but scientists think that only about 80 percent of the world's species have been studied. In the future, we will probably find many more. So before you get rid of that annoying insect in your room, remember that they can play an important part in our ecosystem. They help plants to grow, they remove natural rubbish and they are food for many birds and animals.

Some scientists think that insects are healthy to eat. They think that more and more people will have started to eat insects by the time your grandchildren are adults. Some insects are annoying and some are dangerous, but other insects may be more useful than you realise!

- 1 What percent of insect species do scientists not know about? _____
- 2 What will scientists study more of in the future?

- 3 In what ways can insects help the ecosystem?

- 4 Why do you think people might eat insects in the future?

- 5 What do many people do with insects that are annoying?

a They get rid of them.	b They eat them.
c They put them in a room.	d They give them to their grandchildren.
- 6 When do some scientists think that more people will eat insects?

a in about ten years	b in about 20 years
c in about 60-70 years	d in about 200 years

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

- 1 Why is it necessary to produce more food?

- 2 Why do you think millions of people around the world are hungry?

- 3 What is Sir Henry Baskerville going to inherit?

- 4 Why do you think Sherlock Holmes becomes interested in Dr Mortimer's story?

- 5 Why do you think light pollution makes birds lose their way?

- 6 What do you think we can do to reduce the problem of light pollution?

D The Novel

8 Answer the following questions:

- 1 Why do you think Mr Sikes ran away from London hours after he heard Noah's news?

- 2 Who is Edwin Leeford and what other name did he use?

- 3 Why do you think Charley Bates started to fight with Mr Sikes?

- 4 What did the servants from the workhouse say about Mrs Bumble?

- 5 What are the papers that Fagin has hidden in his chimney?

"This is not true!" cried Monks. "I do not have a brother."

- 6 Who is Monks talking to?

- 7 Who is Monks's brother?

- 8 What kind of person is Monks? How do we know this?

E Writing

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

- a pollution in your city or village
- b a crime and how it was solved

F Translation

10 A Translate into Arabic:

- 1 It is necessary to turn off any lights that are not needed.

- 2 Egypt has reclaimed 400,000 hectares of desert to produce more food.

B Translate into English:

- يجب أن يُعاقب كل مهمل على إهماله.

8 Answer the following questions.

Answers: _____

- 1 Students' own answers
- 2 Edward Leeford is the half-brother of Oliver. He uses the name Monks.
- 3 Students' own answers
- 4 They said that Mrs Bumble took a gold locket and some papers from Nurse Sally when she died.
- 5 The papers say that Rose Maylie is Agnes's younger sister.
- 6 He is talking to Mr Brownlow.
- 7 His brother is Oliver Twist.
- 8 He is greedy and cruel because he wants Oliver to be a thief so that he won't inherit from his father.

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

Students' own answers

10

Answers: _____

A Translate into Arabic

- 1 من الضروري غلق أية أنوار (كهربية / كهربائية) لا نحتاجها.
- 2 استصلحت مصر 400.000 / أربعمائة ألف هكتارًا من الصحراء لإنتاج طعام أكثر.

B Translate into English

Every careless person should be punished for his / her / their carelessness.