

# REVIEW 4 UNITS 9-10

## LANGUAGE

### Vocabulary

1 Use the correct form of the words in the box to complete the sentences.

renew      overcrowd      sustain  
inhabit      infrastructure

1. The powerful storm disrupted the country's poor \_\_\_\_\_.
2. We need to develop green \_\_\_\_\_ communities that can reduce their impacts on the environment.
3. Producing \_\_\_\_\_ energy does not cause harmful emissions or pollutants.
4. Tourists are advised to avoid \_\_\_\_\_ places in big cities.
5. The early \_\_\_\_\_ of the island were involved in farming and fishing.

2 Complete the sentences, using the correct form of the word in brackets. Add *-free* or *anti-* if necessary.

1. Some people believe that \_\_\_\_\_ (meditate) can make you happier and more successful.
2. People sometimes get confused by the nutrition facts labels on \_\_\_\_\_ (cholesterol) food products.
3. Diet can help you to keep your skin healthy, so eat plenty of \_\_\_\_\_ (acne) foods.
4. Foods that are high in protein, but low in fat can help to slow down the \_\_\_\_\_ (age) process.
5. One of the easiest ways to increase your life \_\_\_\_\_ (expect) is to eat a healthy diet.

### Pronunciation

3 Listen to the sentences. Mark their intonation patterns, using  $\uparrow$ ,  $\sim$  or  $\downarrow$ . Then practise saying them.

1. A: I hate this overcrowded office.  
B: Yes. It's stuffy, isn't it?
2. A: The city council members want to improve life of city dwellers.  
B: How will they do that? They have to create more green spaces, don't they?
3. A: I think excessive exercise is bad for your health.  
B: Really?
4. A: Perhaps meditation can slow down the ageing process.  
B: Well, I'm not quite sure.



## INTRODUCTION

Review 4 is aimed at revising the language and skills Ss have learnt in Units 9-10.

Ask Ss whether they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add more information, if necessary.

## LANGUAGE

- Use the Language review as a self-assessment test or revision. Have Ss do all the activities individually or in pairs / groups. Then check answers as a class.
- Alternatively, have Ss complete an activity and check answers before they move on to the next one.

### Vocabulary

- 1 Ask Ss to do this activity individually, and then check their answers with a partner.
  - Have Ss write the answers on the board or read them out loud (depending on the level of the class). Check answers as a class.

#### Key

- |                   |                |                |
|-------------------|----------------|----------------|
| 1. infrastructure | 2. sustainable |                |
| 3. renewable      | 4. overcrowded | 5. inhabitants |

- 2 Have Ss do this exercise individually first, then ask some Ss to write a completed sentence each on the board or read their sentences out loud.
  - Check answers as a class.

#### Key

- |               |                     |               |
|---------------|---------------------|---------------|
| 1. meditation | 2. cholesterol-free |               |
| 3. anti-acne  | 4. ageing           | 5. expectancy |

### Pronunciation

- 3 Play the recording. Let Ss listen and mark the intonation patterns of the sentences. Check Ss' answers as a class.
  - Play the recording again for Ss to repeat each sentence chorally.

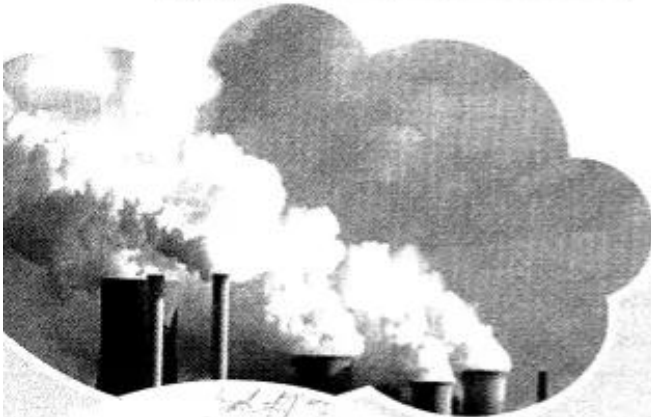
#### Key

- |        |      |        |      |
|--------|------|--------|------|
| 1. A ↘ | B. ↘ | 2. A ↘ | B. ✓ |
| 3. A ✓ | B. ✓ | 4. A ✓ | B. ✓ |

## Grammar

### 4 Complete each question, using the correct question tag.

1. Nobody wants to live in polluted areas, \_\_\_\_\_?
2. They have banned private cars from the centre, \_\_\_\_\_?
3. Please don't drop litter in the street, \_\_\_\_\_?
4. I think we got stuck in a traffic jam, \_\_\_\_\_?
5. None of the city's waste processing plants are efficient, \_\_\_\_\_?



### 5 Rewrite these sentences, beginning as shown.

1. 'You may feel much better if you start practising meditation.'  
⇒ Dr Quan said \_\_\_\_\_
2. 'If you want to try natural remedies, you can find useful information on the Internet.'  
⇒ Lan said \_\_\_\_\_
3. 'If I drink strong tea, I usually start feeling dizzy.'  
⇒ Huong told me \_\_\_\_\_
4. You use solar water heaters in your home. You reduce your carbon footprint.  
⇒ If you use \_\_\_\_\_
5. You use the high-speed motorway. It takes three hours and a half to travel from Ha Noi to Lao Cai.  
⇒ If you use \_\_\_\_\_

### 6 Change the sentences in reported speech into direct speech.

1. Van's doctor advised her to take a yoga class to relieve stress.  
\_\_\_\_\_
2. The travel agent suggested using the new high-speed motorway.  
\_\_\_\_\_
3. Kevin's brother reminded him to go to his fitness class.  
\_\_\_\_\_
4. My sister promised to call me once a week while I was studying in Singapore.  
\_\_\_\_\_
5. Our fitness instructor warned us not to work out more than thirty minutes a day.  
\_\_\_\_\_

## Grammar

- 4 Ask Ss if they can remember the general rules for forming question tags. Have them discuss in pairs and elicit some of the forms. If necessary, refer them back to the *Do you know ...?* box on page 49.
- Ask Ss to complete the sentences individually.
  - Have Ss compare their answers with a partner. Check answers as a class.

### Key

1. do they
2. haven't they
3. will you
4. didn't we
5. are they

- 5 Elicit the forms and usage of conditional sentences type 0 and conditionals in reported speech.
- Ask some Ss to do the activity on the board while the rest of the class work individually or in pairs.
  - Check answers as a class, and ask individual Ss to explain the changes they have made to verb forms or pronouns.

### Key

1. *Dr Quan said (that) I / we may / might feel much better if I / we start / started practising meditation.*
2. *Lan said (that) if I want / wanted to try natural remedies, I can / could find useful information on the Internet.*
3. *Huong told me (that) if she drinks strong tea, she usually starts feeling dizzy.*
4. *If you use solar water heaters in your home, you reduce your carbon footprint.*
5. *If you use the high-speed motorway, it takes three hours and a half to travel from Ha Noi to Lao Cai.*

- 6 The aim of this activity is to review reported speech with to-infinitives and gerunds.
- Ask Ss to work individually first, and then check their answers with a partner.
  - Invite some Ss to write the direct speech sentences on the board, and then check Ss' answers as a class.

### Key

1. 'Van, you should take a yoga class to relieve stress,' said the doctor.
2. 'Why don't you use the new high-speed motorway?' the travel agent suggested. / 'Let's use the new high-speed motorway,' the travel agent suggested.
3. 'Kevin, remember to go to your fitness class,' said his brother. / 'Kevin, don't forget to go to your fitness class,' said his brother.
4. 'I'll call you once a week while you are studying in Singapore,' said my sister.
5. 'Don't work out more than thirty minutes a day,' our fitness instructor said.

## READING

### 1 Read the text about eco-city planning.

#### Building eco-cities

I first became familiar with the idea of an eco-city when I read the book *Ecocity Berkeley: Building Cities for a Healthy Future* by Richard Register. The author created the word 'eco-city' in 1987 when the book was published.

The inhabitants of this city carefully consider possible environmental impacts and take good care of the environment. There is no pollution as all the vehicles run on local renewable energy. CO<sub>2</sub> emissions are controlled and kept in accordance with strict environmental and air-quality regulations.

In addition, the inhabitants co-exist with nature by dividing the city into two circles or rings. The first ring is the city centre containing the residential areas. The second ring includes vast park space and lots of greenery. The green space filters and refreshes the air people breathe.

*Ecocity Berkeley* is a very inspirational book, which can offer urban planners creative ideas and solutions to environmental problems that can be applied to any city.

## SPEAKING

### 3 Work with a partner. Choose two ideas (or use your own ideas) and make a conversation about sustainable living.

#### Sustainable living

- sort rubbish for recycling, use waste to generate electricity, heat, etc. to meet daily needs
- design walkable streets: walk first, then cycle, then use public transport
- protect natural habitat, support local agriculture
- promote simple lifestyle, cook with locally grown, organic ingredients

#### Example:

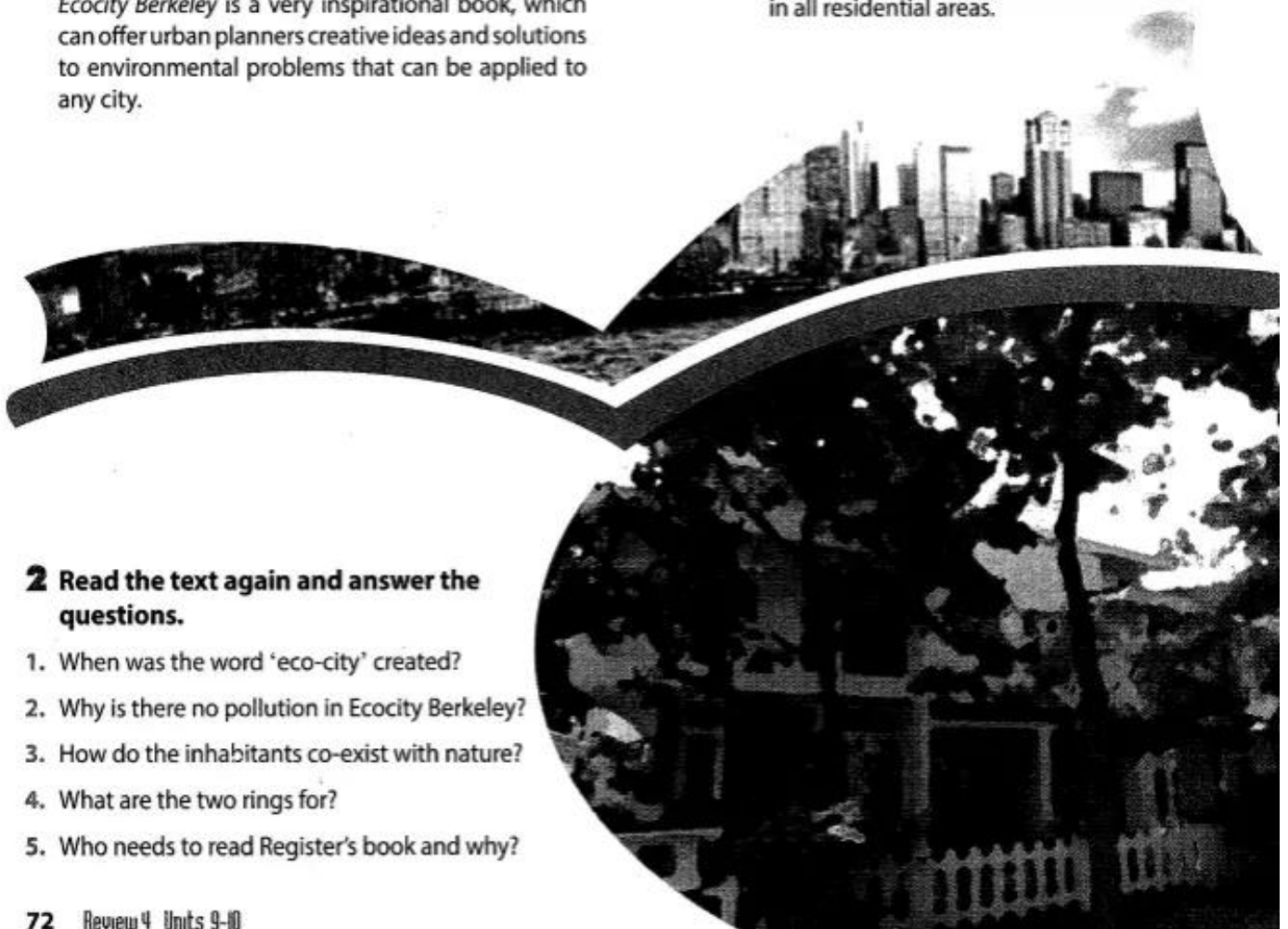
**Student A:** How can we live more sustainable lifestyles? What do you think our urban planners should do?

**Student B:** I think they should redesign abandoned areas and convert them into rich, diverse ecosystems.

**Student A:** Sounds great. There should also be gardens in all residential areas.

### 2 Read the text again and answer the questions.

1. When was the word 'eco-city' created?
2. Why is there no pollution in Ecocity Berkeley?
3. How do the inhabitants co-exist with nature?
4. What are the two rings for?
5. Who needs to read Register's book and why?



## SKILLS

### Reading

- 1** Ask Ss to read the title and make guesses about the content of the text, first in pairs, then in class.
- 2** Have them skim the questions before reading the text. Give Ss enough time to read the text.
  - Encourage them to use 'scanning' techniques to look for the specific information, e.g. have the questions in mind when they read, and look for clues that can help them to find the answers.
  - Check answers as a class and give explanations if necessary.

#### Key

1. It was created in 1987 (when the book *Ecocity Berkeley: Building Cities for a Healthy Future* by Richard Register was published).
2. There is no pollution as all the vehicles run on local renewable energy.
3. They co-exist with nature by dividing the city into two circles or rings.
4. The first ring is the city centre containing the residential areas. The second ring includes vast park space and lots of greenery, which filters and refreshes the air people breathe.
5. Urban planners need to read the book because it can offer them creative ideas and solutions to environmental problems that can be applied to any city.

### Speaking

- 3** Have Ss work in pairs.
  - Ask them to read the suggested ideas on sustainable living and the example first, and then decide which two points they want to focus on.
  - Encourage Ss to take notes and prepare a short script for their conversations, then practise them a few times.
  - Invite some pairs to role-play their conversation in front of the class.



## LISTENING

### Too much exercise

- 4 Listen to the recording about the negative effects of over-exercising. Decide whether the following statements are true (T) or false (F) according to the speaker.

	T	F
1. The more exercise you do, the healthier you become.	<input type="radio"/>	<input type="radio"/>
2. Doing intensive workouts is too much of a good thing.	<input type="radio"/>	<input type="radio"/>
3. People may become addicted to high-intensity physical activity.	<input type="radio"/>	<input type="radio"/>
4. Over-exercising can be harmful to the body's muscles, joints and heart.	<input type="radio"/>	<input type="radio"/>
5. You should consult with an instructor before starting a new exercise programme.	<input type="radio"/>	<input type="radio"/>

## WRITING

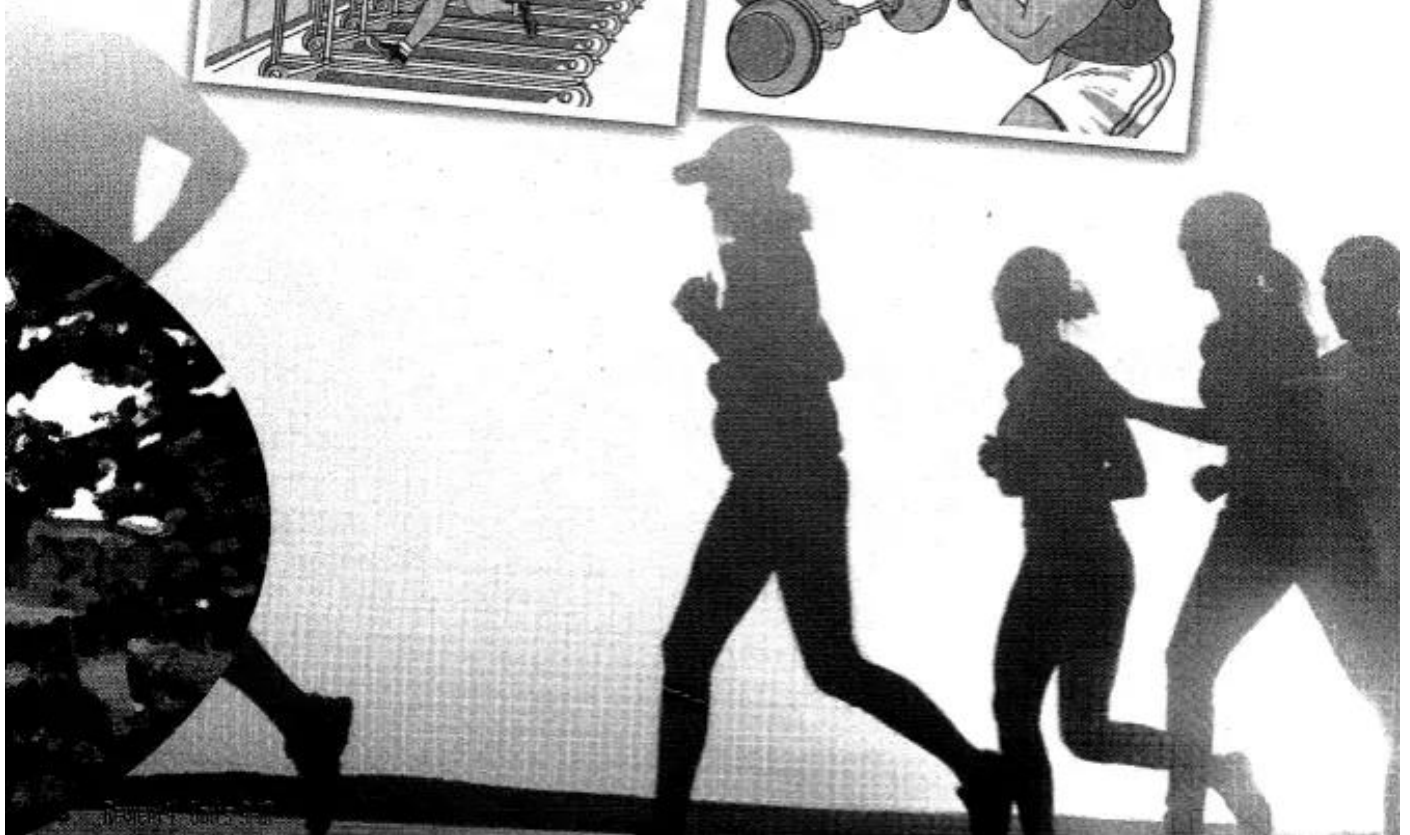
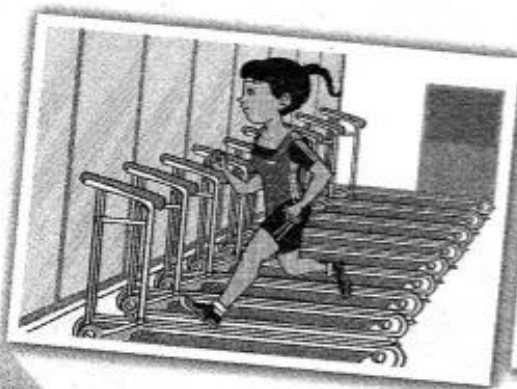
- 5 Think of any advice you can give to over-exercisers. Write a short text about the reasons for over-exercising. Use the suggestions in the box or your own information and ideas.

### Reasons

- worrying too much about physical appearance
- building the perfect body: weight loss; lean, toned legs
- pressure to look fit, muscular and toned; arm or leg muscles too small (boys)
- self-dissatisfaction, fear of being overweight, perfect as models, thin waistlines, flat bellies (girls)

### Example:

Some people over-exercise for a number of reasons. Teenagers may worry too much about their physical appearance and want to build ...



## Listening

- 4 Focus Ss' attention on the instructions and have them read the five statements in the table.
- Play the recording once for Ss to listen and decide on the correct answers.
  - Play the recording again, pausing at appropriate places and highlighting the clues in the listening text, so that Ss can check their answers.
  - Ask some Ss to call out their answers. Correct any wrong answers.

**Key** 1. F 2. T 3. T 4. T 5. F



### Audio script

Nobody can deny the benefits of exercise to human health. But too much exercise can do you more harm than good. Many people believe that more exercise brings more benefits, and they try to have too much of a good thing. This leads to extreme workouts in the gym, and long hours of outdoor fitness walking or cycling. However, high intensity may cause addiction to and overdose in exercise.

Over-exercising may damage the body's muscles and joints, increase the risk of heart disease or stroke, and even cause death. The same degree of exercise might be moderate to 30-year-olds and intense to 60-year-olds. Always consult with a doctor before starting a new exercise programme to make sure you exercise safely and effectively.

## Writing

- 5 Explain any words Ss may not know, e.g., *lean*, *toned legs*, *waistlines*, and make sure they understand the suggestions in the box.
- Ask Ss to work in pairs or groups and discuss if they agree / disagree with the suggested reasons.
  - Have Ss write their drafts first in class, swap them with a partner for peer review, and then write their final versions at home.

### Suggested answer

Some people over-exercise for a number of reasons. Teenagers may worry too much about their physical appearance and want to build the perfect body. Some of them may feel peer pressure to lose weight or get lean, toned legs. Male teenagers may experience pressure to look fit, muscular and toned like celebrities in films, magazine ads or sports. Many boys feel that their arm or leg muscles are too small and try to work out several times a week to increase muscle mass.

Girls' over-exercising can result from self-dissatisfaction and fear of being overweight. They may compare themselves with fashion models considered to be physically perfect. They may worry about their waistlines not being thin enough or their bellies being too fat.

If you think your friend is over-exercising, try to talk to them, and explain that their bodies need to rest as well. Ask them to focus on other aspects of life such as study and hobbies.