

## REVIEW 3 (UNITS 7 - 8 - 9)

### LANGUAGE

#### Pronunciation

**1 a** Mark the questions with falling, rising, or falling-rising arrows. Then listen, check, and repeat.

**b** Mark the sentences with falling or rising arrows. Then listen, check, and repeat.



**A:** What are you doing? Are you baking?

**B:** Yes. I'm trying a recipe for Japanese cotton cheesecake.

**A:** Japanese cotton cheesecake? Sounds strange.

**B:** Right, but my friends say it's really delicious.

**A:** Do they sell that kind of cake in bakeries?

**B:** Yes. But I want to make it myself.

**A:** This tour is cheap.

**B:** That tour is cheaper.

**A:** Let's book that tour today.

**B:** But the travel agent is closed today.

**A:** Tomorrow is fine.

#### Vocabulary

**2** Fill each blank with a word/phrase from the box.

tender    bilingual    stew    jet lag    full board  
garnish    excursion    official language    marinate

- Remember to \_\_\_\_\_ the sliced beef in a little oil for half an hour before stir-frying. The beef will be \_\_\_\_\_ that way.
- I'm learning to \_\_\_\_\_ different dishes to make them more attractive.
- You should \_\_\_\_\_ the beef for an hour if you want your grandparents to have it.
- My best friend couldn't come to the party because she was suffering from \_\_\_\_\_ after her trip to the USA.
- Are you going on a(n) \_\_\_\_\_ with your class this Sunday?  
- Yes, we have one twice a year.
- Do you require half or \_\_\_\_\_?  
- Half, please.
- I was born in Viet Nam and grew up in France. I can speak both Vietnamese and French, so I'm \_\_\_\_\_.
- What's the \_\_\_\_\_ of Canada?  
- There are two: English and French.

**3** Fill each blank with the correct form of the word given.

- My brother trained to be a teacher, but then he decided to become a tour \_\_\_\_\_.
- If you want to pay a more \_\_\_\_\_ price, remember to book the tour two weeks in advance.
- My English is a bit \_\_\_\_\_. I haven't used it for years.
- My grandfather is 80 years old, and he's \_\_\_\_\_ in both French and English.
- There is nothing more boring than a seaside town in the low \_\_\_\_\_.
- To make a carrot cake for four people, you need 200 grams of \_\_\_\_\_ carrot.
- When you place food over boiling water to cook, it means you \_\_\_\_\_ it.
- Someone who is going past a particular place is a \_\_\_\_\_-by.

GUIDANCE

REASON

RUST

FLUENCY

SEASONAL

GRATE

STEAMER

PASS

## Introduction

The aim of this unit is to revise the language Ss have learnt and the skills they have practised in Units 7, 8, and 9.

Help Ss recall the vocabulary and language skills they have learnt in these units, and encourage them to contribute as much as possible.

## LANGUAGE

T may use the LANGUAGE review as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

### Pronunciation

**1 a + b** Review the use of falling, rising, and falling-rising tones in *statement* questions, *finding out* questions, *making sure* questions, and sentences to show new and known information.

Ask Ss to do this exercise individually and then share their answers with a partner before giving T the answers. Play the recordings for Ss to check and repeat. Have some Ss read out the conversations with correct intonation. Give comments.



**Key + Audio script:**

- a** A: What are you doing? Are you baking?  
B: Yes. I'm trying a recipe for Japanese cotton cheesecake.  
A: Japanese cotton cheesecake? Sounds strange.  
B: Right, but my friends say it's really delicious.  
A: Do they sell that kind of cake in bakeries?  
B: Yes. But I want to make it myself.
- b** A: This tour is cheap.  
B: That tour is cheaper.  
A: Let's book that tour today.  
B: But the travel agent is closed today.  
A: Tomorrow is fine.

### Vocabulary

**2** Have Ss do this exercise in pairs. Check the answers as a class.

**Key:** 1. marinate; tender    2. garnish    3. stew    4. jet lag  
5. excursion    6. full board    7. bilingual    8. official language

**3** Ask Ss to work out what kind of word each blank needs to complete the sentence (e.g. noun, verb, adjective, etc.). Then have Ss complete the sentences individually. T can ask some Ss to write their answers on the board. Confirm the correct answers.

**Key:** 1. guide    2. reasonable    3. rusty    4. fluent  
5. season    6. grated    7. steam    8. passer

## Grammar

### 4 There is one mistake in the underlined words in these sentences. Find and correct it.

1. We had an excursion to the Lake Hudson, a man-made reservoir in Oklahoma, last Sunday.  
A B C D
2. Don't put too much garlic in the salad; two bunches are enough.  
A B C D
3. If you did more exercise, your muscles will be stronger.  
A B C D
4. Remember not to skip the breakfast because it's the most important meal.  
A B C D
5. I don't like to eat out because it isn't easy to find a restaurant which have good food and service.  
A B C D
6. She's fluent in both English and French, but her Vietnamese is rusty even though she is the Vietnamese American.  
A B C D

### 5 What would you say in these situations? Use conditional structures and the words given to write suitable sentences.

1. Your friend wants to widen his English vocabulary. You think it's best to read short stories in English. Give him some advice. (SHOULD)  
\_\_\_\_\_
2. Your sister wants to become a tour guide. Your mum thinks she can succeed if she learns more about history and culture. Here is what your mum says to her. (CAN)  
\_\_\_\_\_
3. Your cousin wants to improve her English and asks you which language centre she should go to. You think it's possible to choose either The Sun or The Shine. You tell her what you think. (MAY)  
\_\_\_\_\_
4. A friend asks you what you would do at a restaurant if you saw a fly in your soup. Answer his question. (IF)  
\_\_\_\_\_

5. Your brother and his friends are planning a one-day excursion for their class. They don't know where to go and ask you for advice. Tell them. (WERE)  
\_\_\_\_\_

### 6 Combine each pair of sentences to make a complete sentence, using a suitable relative pronoun.

1. Last holiday we stayed in a resort. Mi recommended it to us.  
→ \_\_\_\_\_
2. Some people talk too loudly in public places. I don't like them.  
→ \_\_\_\_\_
3. The dishes are so hot. My mother has cooked them.  
→ \_\_\_\_\_
4. Last year I visited a small town. They filmed *The Little Girl* there.  
→ \_\_\_\_\_
5. Ms Mai was my teacher. I will never forget her.  
→ \_\_\_\_\_

## Everyday English

### 7 Complete each short dialogue with a sentence in the box.

- A. I'm not into science.  
B. I can't wait to go camping with you again.  
C. But I'm starving. D. Lucky him.  
E. I can't picture her in traditional costume.

1. A: Hey, don't touch that! You have to wait for our grandparents before starting to eat.  
B: (1) \_\_\_\_\_. I haven't eaten anything this morning.
2. A: Why have you changed the channel?  
B: (2) \_\_\_\_\_. I prefer Eco-tourism on Channel 12.
3. A: Mi's giving a presentation on Vietnamese foods at an international conference. She's decided to wear *ao dai*.  
B: (3) \_\_\_\_\_. She usually wears casual clothes.
4. A: We are going camping this weekend. Would you like to join us?  
B: Great! (4) \_\_\_\_\_.
5. A: Phong is the winner of our English speaking contest. He has been given five million dong.  
B: (5) \_\_\_\_\_.

## Grammar

- 4 Have Ss read the sentences. Then ask them to find the mistake in each sentence, and write the corrected version of the sentence. Now have Ss compare their answers in pairs. Check their answers as a class.

**Key:**

1. B the Lake Hudson → Lake Hudson
2. C bunches → cloves
3. D will be → would be
4. B the breakfast → breakfast
5. C have → has
6. D the Vietnamese American → a Vietnamese American/Vietnamese American

- 5 Have Ss read the situations and write suitable sentences. Call on two Ss to write their sentences on the board. T and other Ss give comments. Correct any mistakes.

**Suggested answers:**

1. If you want to widen your English vocabulary, you **should** read short stories in English.
2. You **can** become a tour guide if you learn more about history and culture.
3. If you want to improve your English, you **may** go to either The Sun or The Shine language centres.
4. If I saw a fly in my soup, I would tell the manager.
5. If I **were** you, I would go to Song Nhi Resort.

- 6 Elicit from Ss the relative pronouns and their uses (e.g. who, whom, which, that, where). Ask Ss to do this exercise individually and compare their answers with a partner. Have some Ss read out their sentences. Correct any mistakes.

**Key:**

1. Last holiday we stayed in a resort **which/that** Mi recommended.
2. I don't like people **who** talk loudly in public places.
3. The dishes **which/that** my mother has cooked are so hot.
4. Last year I visited a small town **where/in which** they filmed *The Little Girl*.
5. Ms Mai was a teacher **whom/who** I will never forget.

## Everyday English

- 7 Elicit the meanings of the sentences in the box. Have Ss do this exercise in pairs. After checking their answers, ask one or two pairs to act out the short dialogues.

**Key:**

1. C                      2. A                      3. E                      4. B                      5. D

## SKILLS

### Reading

1 Read MI's email to Nick and do the exercises that follow.

<i>From:</i>	mi@quickmail.com
<i>To:</i>	nick@quickmail.com
<i>Subject:</i>	English Camp

Hi Nick,

How are you? I'm having so much fun here at English Camp. It's a pity you can't join us. It's my third day here and I wish the camp would last a month!!!

On the first day, we put up the tents. They held a tent competition, and although we tried our best, our team was only the runner-up. Guess what? I met Nam, our classmate, but we couldn't talk much because he was in another team.

Before lunch we played some team building games. It was exciting! In the afternoon we went fishing. Hung, a student from Luna School, is a really good angler. He caught ten fish while I caught none. However, we let them all go.

The second day, when we had a cooking competition, was also awesome. We had to draw lots to choose the dish we would cook. Hung did ours and we were asked to make sushi. Hung and I didn't know how to make it, but lucky us – we had Chie in our team! She's a student who comes from Tokyo and has lots of experience making sushi. Our sushi won the first prize! It's great that Chie taught us how to make this healthy dish.

Today there's an English speaking contest on how to learn English successfully for non-native English speaking students. Hung's giving a presentation on his top tips for learning English.

I must go now. Chie and Hung are calling me. Until next time,

Mi

a Decide if the statements are true (T) or false (F).

		T	F
1.	Mi's team wasn't the winner of the tent competition.		
2.	Mi is the only student from her class to join the camp.		
3.	They played some team building games after lunch.		
4.	Hung is a better angler than Mi.		
5.	They kept some fish and let others go.		

b Answer the questions.

1. How did the campers choose the dish to cook for the competition?
2. Where does Chie come from?
3. What prize did they win?
4. Who is the English speaking contest for?
5. What is the topic of Hung's presentation?

### Speaking

2 Work in groups and discuss the questions.

1. Have you ever joined an English speaking camp? If yes, share your experience with your friends. If no, tell your friends about the class excursion you liked best.
2. Do you think it is a good idea to take part in an English speaking camp? Why/Why not?



## SKILLS

### Reading

- 1 a** Have Ss read the email and decide if the statements are true or false. Ask Ss to compare their answers with a partner before giving T the answers. Confirm the correct answers. Ask Ss to explain the false statements.
- b** Have Ss do these exercises individually, check their answers with a partner before giving the answers to T. Two Ss can write their answers on the board if time allows.

**Key:**

**a**

1. T
2. F (Nam, their classmate, also joined the camp)
3. F (they played the games before lunch)
4. T
5. F (they let all the fish go)

**b**

1. They drew lots.
2. She comes from a school in Tokyo/from Tokyo.
3. They won the first prize.
4. It's for non-native English speaking students.
5. It's about his tips on how to learn English.

### Speaking

- 2** Ask Ss to work in groups to discuss the questions. Have Ss report their groups' answers to the class. Give comments and summarise Ss' ideas.

## Listening

- 3** Listen to Hung giving a presentation on his tips for learning English well. Complete the listener's notes. Use no more than **THREE** words for each blank.

### *Tips for Learning English*

- Reading (1) \_\_\_\_\_ in English
  - + widening (2) \_\_\_\_\_
  - + understanding the context
  - + remembering words longer
  - + knowing how to use words (3) \_\_\_\_\_
- Practising grammar
  - + doing exercises from different (4) \_\_\_\_\_
  - + good books: *Grammar in Use* and *Active Grammar*
- Taking opportunities to speak and write English
  - + joining an (5) \_\_\_\_\_
  - + exchanging emails and chatting on Skype
  - + improving skills and widening knowledge of (6) \_\_\_\_\_
- Being (7) \_\_\_\_\_
  - + not being afraid of making mistakes
  - + taking part in class (8) \_\_\_\_\_
  - + asking your teacher and classmates for help

## Writing

- 4** Choose one of the topics and write a paragraph about it.

a. What are your tips for learning English well?

b. What do you think you can learn from other countries' foods?

You can start your paragraph with:

*Here are some of my tips for learning English well.*

*In my opinion, we can learn several things from other countries' foods.*



## Listening

- 3** Have Ss read the notes carefully. Play the recording for the first time. Ss listen and fill each blank with no more than three words. Elicit the answers from Ss and write them on the board. Play the recording a second time for Ss to check their answers. If there are any difficulties, play the recording a third time, stopping at difficult points. Confirm the correct answers.



### Audio script:

My tips to learn English well are not complicated. Firstly, I usually read stories and books in English. Reading them helps me widen my vocabulary and understand the context where words are used. This way I can remember vocabulary longer and know how to use the words correctly. Secondly, to practise English grammar, I do lots of exercises from different grammar books. I find *Grammar in Use* and *Active Grammar* useful because they explain grammar thoroughly, and provide learners with various types of exercise. Thirdly, I take every opportunity to speak and write English because these are my weak points. I've joined an international project which connects students from all over the world. I've made friends with four students from the USA, Australia, France, and Egypt. We write each other emails and chat on Skype. That way I can not only improve my English skills but also enrich my knowledge of different cultures. My last tip is to be self-confident. Don't be afraid of making mistakes in the process of learning. In class, you should take part in the activities actively. If there are any things you don't understand, ask your teacher and classmates for help. These tips have helped me to become a successful English learner.

### Key:

- |                          |                       |                   |                  |
|--------------------------|-----------------------|-------------------|------------------|
| 1. stories and books     | 2. vocabulary         | 3. correctly      | 4. grammar books |
| 5. international project | 6. different cultures | 7. self-confident | 8. activities    |

## Writing

- 4** Have Ss choose one of the two topics and write a paragraph. The audio script in the **Listening** section can serve as a writing model. It might be useful to study its structure with Ss before they attempt their own paragraphs. Ask Ss to write individually. Ask two Ss to write their paragraph on the board. Other Ss and T give comments. Collect some paragraphs to correct at home. Alternatively, have Ss revise and rewrite their paragraph as homework.

For a less able class, have Ss collectively brainstorm ideas for the topics before they write. Comment on their ideas.