

LANGUAGE

Pronunciation

1 Circle the word with the different underlined sound. Listen, check and repeat the words.

1. A. calm B. hand C. plastic D. cat
2. A. town B. cow C. snow D. how
3. A. hat B. many C. bad D. apple
4. A. bought B. couch C. sound D. mouth
5. A. bana~~n~~a B. came~~r~~a C. fant~~as~~tic D. pass~~e~~nger

Vocabulary

2 Complete each sentence with a suitable word from the box.

air noise soil deforestation

1. _____ is bad for our planet.
2. _____ pollution can cause breathing problems for some people.
3. A plane engine can make a lot of noise, so the new airport will increase _____ pollution here.
4. We can't plant any trees because the levels of _____ pollution here are very high.

3 Choose the correct words.

1. I couldn't *recognise/understand* him in his uniform.
2. A robot *recycles/guards* their house every night.
3. Don't forget to *do/make* the bed before you go to school.
4. It's your turn to *make/do* the dishes, Nick!

Grammar

4 Complete the text using the verbs from the box and the correct form of *will*.

be not need not be bring use

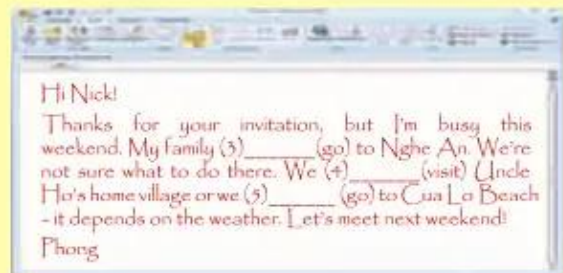
By the end of this century, we will have to explore the Moon to find important minerals. It (1) _____ dangerous for people so we (2) _____ robots instead of humans. It (3) _____ very expensive because robots (4) _____ money, food, air or water. They will only use solar energy. Robots will get minerals from the Moon and they (5) _____ them back to the Earth.



5 Write conditional sentences – type 1, using the suggested phrases in the box.

Condition	Possible result
1. continue to pollute the air	- have breathing problems
2. prevent deforestation	- save a lot of materials
3. recycle more	- help animals and the planet

6 Read e-mails from Nick and Phong. Fill each gap with *might* + the verb in brackets or *will* + the verb in brackets.



Everyday English

7 Match the sentences (1-3) to the responses (a-c).

1. If we use reusable bags, we'll help the environment.	a. Oh, I see. I'll buy some reusable bags for my mum.
2. I'm drawing my dream house.	b. I don't agree with you. If they do all of our work, we'll become very lazy.
3. I think in the future we should make robots do all of our work.	c. Wow! It's so big!

REVIEW 4

Introduction

The aim of this Review is to revise the language Ss have studied and the skills they have practised in Units 10 - 12.

T may ask Ss what they have learnt so far in terms of language and skill. Summarise their answers in the end and add some more information if necessary.

LANGUAGE

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

Pronunciation

- 1 Ask Ss to do this exercise individually, and then share their answers with a partner before giving T the answers. Write the correct answers on the board.

Key: 1. A 2. C 3. B 4. A 5. A

Vocabulary

- 2 Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his/ her answers on the board. T may check the answers with the whole class.

Key: 1. Deforestation 2. Air 3. noise 4. soil

- 3 After Ss do this exercise individually, quickly check Ss' answers.

Key: 1. recognise 2. guards 3. make 4. do

Grammar

- 4 Elicit the form and use of *will* for future prediction. T may call a student to do the exercise on the board while other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

Key: 1. will be 2. will use 3. won't be 4. won't need 5. will bring

- 5 Elicit the form and use of conditional sentences - type 1. Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his/ her answers on the board. T may check the answers with the whole class.

Key: 1. If we continue to pollute the air, we will have breathing problems.
2. If we (can) prevent deforestation, we will help animals and the planet.
3. If we recycle more, we will save a lot of materials.

- 6 Elicit the form and use of *might*. Ask Ss to tell you the differences between the use of *will* and *might*. T may call a student to do the exercise on the board while other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

Key: 1. might meet 2. will leave 3. will go 4. might visit 5. might go

Everyday English

- 7 Ask Ss to do this exercise in pairs. After checking their answers, ask some pairs to act out the short conversations.

Key: 1. a 2. c 3. b

SKILLS

Reading

- 1 Read the advertisement and choose the correct answer A, B, C, or D for each of the gaps.

OUR KITTY 2012 MAKES YOUR LIFE EASIER!

This new home robot has three programmes: it can (1)_____ the house, it can clean the floor and it can interact (2)_____ people. Kitty 2012 is fast and intelligent. When we're away, it can listen for certain noises and (3)_____ signals to our mobile phone if there's trouble or danger. It can move (4)_____ the house and climb steps to find dirty places and clean them. It has cameras in its eyes so it can watch people and react to them.

1. A. guard B. wake C. look D. prevent
2. A. to B. with C. on D. at
3. A. bring B. pass C. send D. take
4. A. away B. above C. for D. around

- 2 Read the text and choose the correct answer A, B, or C for each of the gaps.

WHAT WILL OUR HOUSES IN THE FUTURE BE LIKE?

Scientists predict the places and the ways we live will change a lot in the future.

Our houses in the future will be more eco-friendly. We won't use electricity in our houses. We will use wind energy or solar energy instead.

We will be able to control our future houses with our voices. Doors and windows will open and lights will go on when we ask them to. It will make our lives easier and more comfortable.

In the future, there will be underwater or underground cities. There will be cities in the air and on other planets too. We'll have to build cities there because there will be so many people and not enough land to build houses or buildings on.

1. The scientists predict where and how we live in the future _____.
- A. will change a lot
 - B. will not change much
 - C. will change only a little



2. According to the text, which of the following is NOT true about our future houses?
 - A. They will be more eco-friendly.
 - B. They will use electricity.
 - C. They will use wind energy.
3. We will be able to control our future houses _____.
 - A. with our voices
 - B. by clapping our hands
 - C. with a mobile phone
4. Why will we have to build cities in the air, on other planets, and underground?
 - A. Because we won't have enough land to build houses on.
 - B. Because living there will be more comfortable.
 - C. Because life on the Earth will become boring.

Speaking

- 3 Work in pairs. You are going to design your future houses. Discuss the questions below.

- Where will your house be located?
- What type of house will it be?
- How big will it be?
- What will there be in front and behind it?
- What will it have? (example: helicopter, swimming pool, zoo, gym...)

- 4 Work in groups. Take turns describing your future house and try to persuade your group members to live in it. Who has the best future house in your group?

My future home is ...

Listening

- 5 Listen and tick (✓) what people from the Youth Eco-Parliament advise us to do for our environment.

1. Recycle more rubbish (for example, glass, paper and plastic, ...).
2. Give your old clothes to charity instead of throwing them away.
3. Pick up rubbish in parks or in the street.
4. Grow your own vegetables.
5. Save energy - turn off lights and TVs when you're not using them.
6. Use reusable bags instead of plastic bags.

Writing

- 6 Write about what you think we should do to improve the environment. Use the ideas from 5 or your own ideas.

I think we can do many things to improve the environment around us. Firstly, _____

SKILLS

Reading

For exercises 1 and 2, ask Ss to do them individually and check their answers with a partner before giving their answers to T to confirm the correct answers.

Key:	1	1. A	2. B	3. C	4. D
	2	1. A	2. B	3. A	4. A

Speaking

- 3 Have Ss work in pairs, discussing the questions in **3**. T may go around to help weaker Ss.
- 4 Have Ss work in groups, taking turns to describing their future house and try to persuade their group members to live in it. Then ask each group to choose a student who has the best future house in the group to talk about his/her future house in front of the class. Ask some other Ss to give comments and decide which student has the best future house in the class.

Listening

- 5 Play the recording once for Ss to listen and choose their answers. Play the recording again to check their answers then give the correct answers to Ss. Announce the answers to Ss. With a weaker class, T may play the recording as many times as possible until Ss have chosen all their answers.

Key:

1	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>
2	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>



Audio script:

In 2004, 120 young people from ten European countries met in Berlin at the first Youth Eco-Parliament. They gave ideas for improving the environment around us. Here are some of the things they advised us to do:

- recycle more rubbish (for example, glass, paper and plastic)
- pick up rubbish in parks or in the street
- save energy - turn off lights and TVs when you're not using them
- use reuseable bags instead of plastic bags

Writing

- 6 Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss may use the ideas given in **5** or their own ideas. T may brainstorm with Ss for the language necessary for writing and note some useful expressions and language on the board.

Ask Ss to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.