

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

- 1 Mark the stress on the correct syllables in the words. Then listen and repeat.

Nepalese musical photography	athletic technology referee	economic biology Japanese	geography physical examinee
------------------------------------	-----------------------------------	---------------------------------	-----------------------------------

Vocabulary

- 2 Complete each sentence with the suitable form of the word provided.

1. Technology will probably help to _____ natural disasters.	prediction
2. _____ monuments are always great attractions for visitors and tourists.	icon
3. Floods, tsunamis, droughts are examples of _____ disasters.	nature
4. Scotland is an interesting place to visit with its rich _____.	cultural
5. The victims of the _____ village were provided with food and medicine.	flood
6. This river will soon become _____ if the people here keep dumping waste into it.	pollution

- 3 Match the definitions with their words.

Definition	Word
1. a very serious accident which causes a lot of death and destruction	a. a native
2. a person, plant, or animal which comes from a particular land	b. collapse
3. a substance which makes air, water, soil, etc. dirty	c. a disaster
4. what can happen to buildings in an earthquake	d. an attraction
5. a place of natural or cultural interest	e. contaminated
6. made dirty by adding poison or chemicals	f. pollutant

Grammar

- 4 Choose the correct answer A, B, C, or D to complete the sentences.

- Our city _____ from different kinds of pollution: water, air and noise.
A. is suffering B. are suffering
C. suffer D. had suffered
- Several tropical storms _____ our country recently.
A. struck B. have struck C. are striking D. strike
- The victims on the roofs of the houses _____ with food and water by the rescue team.
A. provided B. will be provide
C. were provided D. had provided
- If we _____ soon, the pollution will get much worse.
A. don't act B. didn't act
C. will not act D. hadn't acted

- I learnt from the news on TV that the earthquake _____ hundreds of houses.
A. destroys B. were destroyed
C. had destroyed D. are destroying
- Look at your weekly schedule. Your presentation on visual pollution _____ at 9.45. Don't be late please.
A. is starting B. starts
C. had started D. has started

- 5 Use the verbs in brackets in the correct form to complete the conditional sentences.

- If trees _____ enough water and sunlight, they _____ well. (get/ grow)
- If today _____ Sunday, we _____ like this. (be/ not have to work)
- If I _____ a city to visit, I _____ to San Francisco. It's my dream. (can choose/ go)
- If we _____ soon, we _____ that forest in five years. (not act/ lose)
- If there _____ no water and air, there _____ no life on earth. (be/ be)
- If everybody _____ solar energy, there _____ much less pollution. (use/ be)

- 6 Choose the correct voice to complete the sentences.

- Food and medical supplies *have sent/ have been sent* to the victims of the hurricane.
- Last week, the community *organised/ was organised* several activities to raise money for the wounded in the earthquake.
- Great Britain *makes up/ is made up* of England, Scotland and Wales.
- Water pollution *causes/ is caused* mainly by industrial waste and sewage from households.
- Canberra *chose/ was chosen* as the capital of Australia in 1908.
- Urbanisation is happening so fast. Tall buildings *have replaced/ have been replaced* paddy fields and pastures.

Everyday English

- 7 Match the sentences in A with replies in B.

A	B
1. How's your visit to the Grand Canyon?	a. Awesome. You are helping to reduce pollution.
2. Last Sunday our group spent nearly a whole day cleaning the beach.	b. Why so?
3. Have you heard about the fire in the ABC shopping centre?	c. No. I had no idea about that.
4. Alaska and Hawaii share no borders with the other states in the USA.	d. Oh yeah! I can't believe it.
5. Look, Phong. There are two rainbows in the sky.	e. Thrilling. I've never seen such an amazing place.
6. How about organising a Clean Day for our school?	f. Good idea. How should we start?
	g. No! Was anybody hurt?

REVIEW 3 (UNITS 7 - 8 - 9)

Introduction

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

Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers in notes in a top corner of the board and add some more if necessary.

LANGUAGE

Pronunciation

- 1** Review the rules of stress in words ending in *-ic*, *-al*, *-ee*, *-ese*, *-logy*, and *-graphy* with Ss as a class. Have Ss then mark the stress independently. Play the recording. Ss listen and correct their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually.

Key:	Nepa'lese 'musical pho'tography	ath'letic tech'nology refe'ree	eco'nic bi'ology Japa'nese	ge'o'graphy 'physical exami'nee
------	---------------------------------------	--------------------------------------	----------------------------------	---------------------------------------

Vocabulary

- 2** Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...). Elicit their answers. Let Ss do the exercise independently. Ss can then share their answers with a partner. Check and write the answers on the board.

Key:	1. predict	2. iconic	3. natural
	4. culture	5. flooded	6. polluted

- 3** Ask Ss to do this exercise individually. Check Ss' answers and write the correct ones on the board.

Key:	1. c	2. a	3. f	4. b	5. d	6. e
------	------	------	------	------	------	------

Grammar

- 4** This exercise revises the use of present tenses, conditionals, and passive voice. Have a brief revision if necessary. Then have Ss do it individually. Ss exchange their answers and discuss if there is any difference in their answers. Check and explain each answer.

Key:	1. A	2. B	3. C	4. A	5. C	6. B
------	------	------	------	------	------	------

- 5** Have Ss read and decide which type of conditional is used in each sentence. Elicit their answers. Then let Ss do this exercise independently. Check and write the correct answers on the board.

Key:	1. get; will grow	4. don't act; will lose
	2. was/ were; would not have to work	5. was/ were; would be
	3. could choose; would go	6. used; would be

- 6** Ask Ss to look at the subjects and the verbs to decide if an active or a passive is needed. Have them do the exercise in pairs. Check and write the correct answers on the board.

Key:	1. have been sent	2. organised	3. is made up
	4. is caused	5. was chosen	6. have replaced

Everyday English

- 7** Have Ss do this exercise in pairs. Correct their answers and ask some pairs to act out the mini dialogues.

Key:	1. e	2. a	3. g	4. b	5. d	6. f
------	------	------	------	------	------	------

SKILLS

Reading

- 1 Read the text and choose the correct answer A, B, C, or D for each question.

HURRICANE KATRINA

New Orleans, in Louisiana, is known as the most unique city in the United States with distinctive architecture, cross-cultural heritage and annual music festivals. However, due to its location along the Mississippi River with lakes on the other side, and nearly half of the city below sea level, the city faces the danger of flooding. So, a levee system and drainage canals were built to protect the city.

Early in the morning of August 29, 2005, Hurricane Katrina, the most destructive natural disaster in the history of New Orleans, struck the city. The storm brought strong winds and heavy rains for several days. As a result, water from the river and lakes rose, breaking the levees and poured directly into the city. Soon 80 percent of the city was under the water. People scrambled to rooftops for safety, desperate for food and drinking water. The winds were so strong that even beds in Hyatt Hotel were seen flying out of the hotel windows. The loss was **tremendous**. Most of the major roads and bridges were destroyed, and houses collapsed. Nearly 2,000 people were killed. After the storm, several natural grounds for the breeding and migrating of different species of animals and birds were **permanently** lost.

- New Orleans is famous for _____.
A. its modern architecture B. its cross-cultural heritage
C. its Mississippi River D. its location
- Which statement is NOT correct about New Orleans?
A. It lies between the Mississippi River and lakes.
B. One of its attractions is its annual music festivals.
C. The city is surrounded by water.
D. Most of the city is below sea level.
- Which one is NOT mentioned as being damaged by Hurricane Katrina?
A. Distinctive architecture B. The levee system
C. Major roads D. Houses
- The word 'tremendous' means _____.
A. puzzling B. huge C. unique D. legendary
- The word 'permanently' is similar to _____.
A. temporarily B. partially C. forever D. rarely

Speaking

- 2 Work in pairs. Choose one of the topics and make a short conversation.

Topics

- A place in English speaking countries you would like to visit.
- An English speaking country which has a close relationship with Viet Nam.
- A type of disaster which frequently attacks your area.
- A type of natural disaster which threatens areas along the coast.
- A human activity which increases pollution.

Example:

Topic: The most serious type of pollution in your area.

- A: What is the most serious type of pollution in your area?
B: Visual pollution.
A: Can you give an example?
B: Sure. People stick advertisements on walls.
A: Can you do anything to reduce it?
B: Not much. Once we tear off one advertisement, there will be more of them.
A: Oh! That's terrible!

Listening

- 3 Listen to Nguyen talking with his friend Phong, who has just come back from a visit to Singapore and decide if the sentences are true (T) or false (F).

	T	F
1. Phong was told of some environmental rules before he started his tour.		
2. People would be fined if they littered.		
3. Officers on duty can easily be recognised.		
4. You would have to pay \$500 if you spat out chewing gum in the street.		
5. Singapore uses the radio to tell people what they shouldn't do in public.		
6. Both the school and the family are responsible for teaching children how to behave in society.		

Writing

- 4 The school is organising FIGHT POLLUTION DAY to raise students' awareness of the dangers of pollution. Choose one activity you would like your friend to participate in and write to him/ her introducing it.

Saturday, April 4

Activity	Time	Place	Job description
Community work	8.30 - 12.00	In neighbourhoods of the community	Pick up trash Clear ponds and streams Sort trash for recycling
Poster designing	whole day	At school library	Preparation: take pictures of polluted places in the neighbourhood Design posters warning people of the dangers of pollution and call for action to protect the environment.
Greenisation	8.00 - 12.00	In community park and along the sides of community paths	Plant trees and flowers, water them and set up fences to protect them
Talks	9.00 - 10.00 4.00 - 5.00	Three residential areas in the community	Public presentations about what to do to create a pollution-free area

SKILLS

Reading

- 1 Ss read the text and answer the questions independently. Ss compare their answers with a partner before giving them to T. Have Ss explain where they got the answers from in the text.

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

Speaking

- 2 The focus of this speaking exercise is on fluency. Let Ss work in pairs to choose their topic and think about their questions and answers. Remind them to use expressions they have learnt from the conversations in GETTING STARTED to respond in a natural way to what they hear. They then practise between themselves. Ss in pairs act out their conversations in front of the class.

Listening

- 3 Ask Ss to read the statements carefully first. T then plays the recording. Ss listen and decide if the statements are true or false. Write Ss' answers on the board. Don't confirm their answers at this stage. Have Ss listen again and check their own answers. Correct their answers.

Key: 1. T 2. T 3. F 4. F 5. F 6. T



Audio script:

Nguyen: Is Singapore really as clean as it's advertised?

Phong: Yes, it is.

Nguyen: How can they do that?

Phong: They have a very strict policy on keeping the environment clean. Before we started our tour, the tour guide warned us that we could be fined or arrested for spitting or littering.

Nguyen: But how would they know?

Phong: There are hundreds of officers in plain clothes. Their job is to blend into the crowd and spot anyone who breaks the law.

Nguyen: What would happen if you did break the law?

Phong: Well, for example, if you spat out your chewing gum in the street, you would be fined two hundred dollars.

Nguyen: Really? But how could you know about it?

Phong: There are posters in public places to tell people what they should or shouldn't do.

Nguyen: That's a good idea.

Phong: And from a young age, children are taught how to behave at school and in the family.

Nguyen: Habits start early, right?

Phong: Yes. Once you've learnt them, they become lifetime habits.

Writing

- 4 First, have Ss read to understand the schedule of the Fight Pollution Day. They then choose the activity they would like their friend to participate in and write to him/ her to introduce it. Remind Ss that they can use the present simple to talk about practical aspects of an event in the future. For example:

The event takes place on Saturday, 4 April.

The event starts at 8.30 and finishes at 12.00.

We pick up trash and sort it for recycling.

T can call on a student to write his/ her letter on the board. Other Ss and T comment on it. Ss then refer back to their own work and see if they want to make any changes. Collect some work to correct at home.