

## REVIEW 4 (UNITS 10 - 11 - 12)

### LANGUAGE

#### Pronunciation

- 1 Mark the stress for the following words, then listen and repeat.

unidentified  
meaningful  
unsuitable  
paperless

ability  
immobile  
wireless  
possessive

successful  
informative  
interactive  
impossible

capability  
unpopular  
powerless  
colourless

- 2 Complete the words in these sentences. All the words are taken from the list in 1. Then listen, and check.

- Oxygen is a *col* \_\_\_\_ gas.
- Doctors said that the disease was caused by an *uni* \_\_\_\_ virus.
- The technology can be used to produce *int* \_\_\_\_ educational programmes.
- Animals in the zoo have lost the *cap* \_\_\_\_ of catching food for themselves.
- Most people need a *mea* \_\_\_\_ relationship with another person.
- It is *imp* \_\_\_\_ to count all the stars in the Milky Way.

#### Vocabulary

- 3 Match each verb in column A with a phrase in column B.

A	B
1. meet	- into space
2. make	- face-to-face
3. exchange	- inventions
4. fly	- from science and technology
5. move	- information
6. benefit	- round the sun

- 4 Write the correct form of the words in brackets to complete the passage.

I always wanted to be a great (1. science) \_\_\_\_\_. I dreamt of discovering a new drug that would save the lives of thousands of people. Unfortunately, I was not good at (2. chemist) \_\_\_\_\_ at school and I kept making horrible mistakes and the teacher got frustrated with me.

After some time, I decided I would become an (3. invent) \_\_\_\_\_ and design an amazing new product which would become famous. My parents were encouraging but told me to be a little more practical and not quite so (4. ambition) \_\_\_\_\_. A few weeks later, I had a brilliant idea for a pen that would pronounce a word when you wrote it down. But I became (5. happy) \_\_\_\_\_ when a friend told me that it was not a new (6. invent) \_\_\_\_\_.

### Grammar

- 5 Use the correct form of the verbs in brackets.

Will people still read books in 50 years' time? Scientists think that we will still read books. But books of the future (1. be) \_\_\_\_\_ similar to the books we have today? The answer is no. In the future we will only need (2. buy) \_\_\_\_\_ one book. With this one book we will be able (3. read) \_\_\_\_\_ novels, plays, and even newspapers. It might (4. look) \_\_\_\_\_ like today's books, but it (5. be) \_\_\_\_\_ electronic. When we press a button, words (6. appear) \_\_\_\_\_ on the page. When we want (7. read) \_\_\_\_\_ a different story, we can push the button again, and a new story (8. appear) \_\_\_\_\_ instantly.

- 6 Rewrite the following sentences in reported speech.

- Lena said: "I enjoy chatting on the phone with my friends."
- The teacher said: "A communication breakdown may happen due to cultural differences."
- "What might the inhabitants of Jupiter look like?" Duong said.
- Chau said: "Will we still have traffic jams in 30 years' time?"
- "I've read a book about life on other planets," Phuc told me.

### Everyday English

- 7 Match the questions in the first column with their answers in the second column.

1. What planet is she from?	A. I don't think that will ever happen.
2. How do Martians travel?	B. When people don't speak the same language.
3. Where will we be living in 2100?	C. For discovering radium and polonium.
4. What is 'netiquette'?	D. Oh, she's from Mars.
5. Do you think robots will replace teachers?	E. We might be living on Mars or Venus.
6. What was Marie Curie famous for?	F. Mostly by flying car.
7. Did he say that he would come?	G. It's the set of rules of proper behaviour among people using the Internet.
8. When is there a language barrier?	H. Yes, he did.



## REVIEW 4 (UNITS 10 - 11 - 12)

### Introduction

The aim of this review is to revise what Ss have learnt and practised in Units 10, 11 and 12. T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers on the board and add some more information if necessary.

### LANGUAGE

T can use this language review section as an assessment tool. Give Ss 30 minutes to do the exercises then check the answers with the class. T can then provide further practice with areas that Ss still find difficult. Otherwise, T can conduct each activity like a regular class activity, putting Ss into pairs, eliciting ideas and answers, etc.

### Pronunciation

- 1 Review the rules of stress in words starting or ending in *un-*, *im-*, *-ful*, *-less*, *-ity*, and *-ive* 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:	uni'dentified	a'bility	suc'cessful	capa'bility
	'meaningful	im'mobile	in'formative	un'popular
	un'suitable	'wireless	inte'ractive	'powerless
	'paperless	po'ssessive	im'possible	'colourless

- 2 Ss work individually to complete the words in the sentences. Then T plays the recording for Ss to check.

Key: 1. colourless 2. unidentified 3. interactive 4. capability 5. meaningful 6. impossible

### Vocabulary

- 3 Ss do the task individually and then share their answers with a partner. Check Ss' answers.

Key:	1. meet face-to-face	4. fly into space
	2. make inventions	5. move round the sun
	3. exchange information	6. benefit from science and technology

- 4 Let Ss read the passage for two or three minutes. Ask Ss what part of speech can be filled in each blank. Elicit their answers. Ss do this exercise individually. T may ask some Ss to write their answers on the board. Correct as a class.

Key: 1. scientist 2. chemistry 3. inventor 4. ambitious 5. unhappy 6. invention

### Grammar

- 5 Ss work individually and then compare their answers with a partner. Call some Ss to read out their answers. Confirm the correct answers.

Key:	1. will ... be?	2. to buy	3. to read	4. look
	5. will be	6. will appear	7. to read	8. will appear

- 6 Ss do the task individually. Have two Ss write the sentences on the board while other Ss do the exercise at their desks. Ss comment on the sentences on the board. Confirm the correct ones.

Key:	1. Lena said (that) she enjoyed chatting on the phone with her friends.
	2. The teacher said (that) a communication breakdown might happen due to cultural differences.
	3. Duong asked (me/ us) what the inhabitants of Jupiter might look like.
	4. Chau asked (me/ us) if/ whether we would still have traffic jams in 30 years' time.
	5. Phuc told me (that) he had read a book about life on other planets.

### Everyday English

- 7 Ss do the task individually. Then they can check their answers in pairs and practise saying the exchanges as naturally as possible. Select different pairs to say the exchanges to the rest of the class.

Key: 1. D 2. F 3. E 4. G 5. A 6. C 7. H 8. B

## SKILLS

### Reading

- 1 Read the following passage and mark the sentences as true (T) or false (F).



1. There are no rules for texting. ☐
2. Texting is always affecting language in a bad way. ☐
3. Everyone is worried about texting. ☐
4. A child should not write text messages. ☐
5. Texting is said to enrich a language. ☐
6. Sometimes, there is more than one way of understanding a message. ☐

### Speaking

- 2 Choose one of the questions that interests you the most.

1. What form of communication is used most widely today?
2. What form of communication do you think will be used the most in 2100?
3. What is the most important invention of the past hundred years?
4. Who is the greatest person in the history of science?
5. What would life be like on Mars in 100 years' time?

Prepare to talk for about one minute. Take turns to talk in groups.

### Listening

- 3 Listen to the conversation and choose the correct answer to each question.

1. How many times did Nick try to phone his brother?  
A. Three      B. Four      C. Five
2. Mike asked Nick \_\_\_\_\_.  
A. why he got very angry  
B. what he wanted to tell Tom  
C. if he had the wrong number
3. Where was Tom when Nick phoned the last time?  
A. He was out.      B. He was busy.  
C. He was at home.
4. Nick wanted to get in touch with Tom because \_\_\_\_\_.  
A. his landline telephone was out of order  
B. they were cut off  
C. he had a crossed line
5. Nick had a communication breakdown because of \_\_\_\_\_.  
A. a language barrier      B. cultural differences  
C. a lack of communication channels

### Writing

- 4 Write an online message to a friend and tell him/ her about the problems you have had recently with your iPad.

You can refer to the following:

- time-consuming
- flat battery
- weak signal
- no connection



## SKILLS

### Reading

- 1** Have Ss read the passage one or two times. Clarify anything they do not understand fully. T may have some Ss read aloud sentence by sentence. Correct their pronunciation. Then Ss do the exercises in pairs. Correct as a class.

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

### Speaking

- 2** Ss work individually first. Have them read all the five questions and think of the question that interests them the most. Then Ss can spend a few minutes thinking about what they would like to say about the topic. Then they form groups of about four Ss. Have Ss ask and answer on their topics. Encourage them to use the language they have learnt. Go round and observe the groups. Remember that the focus of the activity should be fluency, so don't expect Ss' accuracy to be high. Praise Ss' efforts in communicating their ideas verbally.

### Listening

- 3** Before playing the recording, give Ss a minute to read the questions. Check that Ss understand the phrases used. Play the recording once or twice, or as required. Ss listen and choose the correct answers. Play the recording again for Ss to check their answers.

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



#### Audio script:

Nick: I had a disastrous morning.

Mike: Oh, what happened?

Nick: I couldn't find my mobile phone so I went out to find a phone box. It took me half an hour to find a phone box that worked - the first three were all out of order. After that, I dialled Tom's number and heard the phone ringing, but then there was a silence!

Mike: And then?

Nick: I dialled again and got a wrong number. The third time I had a crossed line - I could hear two people having a personal conversation. The fourth time, I managed to speak to Tom, and we exchanged a few words, then we were cut off and we lost the connection. I got very angry.

Mike: And ...?

Nick: When I tried again later, he wasn't in the office.

Mike: But Nick, tell me, what did you want to tell your brother so urgently?

Nick: That my home telephone is out of order. Tom is the Head of the Telecom Department.

### Writing

- 4** Before writing, have Ss brainstorm ideas about the use of modern equipment in our lives: advantages, disadvantages, etc. Then explain the writing task. Ss need to write a short - not more than 100 words - online message to a friend. Elicit from Ss the words and phrases they may need for their writing. Remind them of the reasons for communication breakdown and the rules of netiquette they learned in Unit 10.

Give them time to do the writing task. Have Ss swap their work with their partner to check before going through some of the messages as a class. Collect their work to check at home.