

LESSON 1 SB page 45

Aims: Learners will

- learn about and discuss exam preparation
- revise language from the whole term

Functions:

Expressing opinions
 Making arrangements
 Talking about what would have been advisable

Before using the book:

- Ask students to say words related to studying and tests.
- Discuss how students feel about tests and exams.

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UNIT 18
Getting ready for exams
Lesson 1

1 Listen and correct
 Six weeks before the English exams ...

In this unit, you will:

- revise giving advice about things that have finished.
- revise advice with *if* and other ways to advise.
- discuss ways to revise.

a Mustafa tells Ahmed about a new CD.
 b Ahmed can watch the film but doesn't want to.
 c Ahmed is going out with Samy.
 d They are revising Arabic tonight and English tomorrow.
 e Mustafa is going to see the historical film on Friday.

Correct the information in the sentences.

2 Listen and put a ✓ or a X
 The evening before the English exam ...

a Mustafa is worried about the English test.
 b Ahmed thinks one day's revision is enough.
 c Ahmed says that he won't help Mustafa.
 d Mustafa agrees to go to Ahmed's house.

Now correct the wrong sentences.

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1 Listen and correct

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and say what is happening and who the people are. Ask them to predict what Ahmed is talking about.
- 3 Read through statements *a–e* and explain where necessary. Make sure students understand that all sentences are incorrect. Explain that they will listen to the recording and change the sentences to make them correct. They can write the corrections directly into their books in pencil, or write out the sentences in their exercise books and change them as they listen.
- 4 Play the cassette or read the tapescript. Students correct the sentences.
- 5 Students form pairs and compare answers.
- 6 Check answers with the whole class.
- 7 Ask students what they think is going to happen to Mustafa and Ahmed.
- 8 Draw students' attention to the two pictures, top and bottom of the page. In their pairs, have them discuss the differences between the two pictures.
- 9 Discuss with the whole class.

**Tapescript**

- Narrator: Six weeks before the English exam.*
- Ahmed: Hello, Ahmed speaking.*
- Mustafa: Hi, it's Mustafa. Hey, you know that new historical film? Well, it's on at the cinema in Nile Street. Would you and Samy like to watch it tonight?*
- Ahmed: I'm sorry, we can't.*
- Mustafa: You can't?*
- Ahmed: No, we're revising for our English test.*
- Mustafa: Revising? Why? The English test is not for ages.*
- Ahmed: Yes, I know. But Samy and I always start revising early. We do a little revision each night before the exams. We always revise together. We've got a timetable. We're revising English tonight and Arabic tomorrow. We can see the film on Friday though, when we have a break.*
- Mustafa: No, I'm going to a different film on Friday. Oh well, it doesn't matter. I'll phone Ayman.*
- Ahmed: OK. Well, enjoy the film.*

Answers:

- a Mustafa tells Ahmed about a new film.
- b Ahmed can't watch the film.
- c Ahmed is revising with Samy.
- d They are revising English tonight and Arabic tomorrow.
- e Mustafa is going to see a different film on Friday.

2 Listen and put a ✓ or a ✗

- 1 Look at the picture and ask how they think Mustafa is feeling and why. Ask what Mustafa should have done earlier.
- 2 Read through the sentences and check understanding. Students predict whether they are true or false.
- 3 Play the cassette or read the tapescript. Students complete the task.
- 4 Check their answers.
- 5 Ask them to work in pairs to correct the false sentences.
- 6 Check their answers.
- 7 Play the cassette or read the tapescript again.
- 8 Ask what they think might happen next.

**Tapescript**

Narrator: The evening before the English exam.

Ahmed: Hello?

Mustafa: Hi. It's Mustafa here.

Ahmed: Hello, Mustafa. How are you?

Mustafa: Very busy and very worried.

Ahmed: Oh dear, why?

Mustafa: It's the English exam tomorrow.

Ahmed: Yes, I know.

Mustafa: You know you told me that you revised with Samy. Can you come and revise with me? I need someone to help me.

Ahmed: It's the day before the test, Mustafa!

Mustafa: Yes, I know. I should have revised earlier. Anyway, can you come?

Ahmed: I was going to watch a film tonight.

Mustafa: But Ahmed, I don't know what to do. I'm worried I'll fail.

Ahmed: Don't worry, Mustafa. I'll revise with you. I'll be at your house in about 15 minutes.

Mustafa: Great! Thanks!

Ahmed: No problem. See you soon.

Answers:

- a ✓ (given)
- b ✗
- c ✗
- d ✗

**Further practice**

- Students role play Ahmed and Samy, talking together about what Mustafa did and what he should have done.

LESSON 2 SB page 46 WB page 29**Aims: Learners will**

- revise giving instructions
- revise giving advice
- learn about revising effectively

Structures:

Make sure you begin to revise early.
If I were you, I'd find a quiet place to work.
You'd better plan how to use your time.

New vocabulary:

concentrate, make sure, prepare

Functions:

Giving advice
 Giving instructions

Before using the book:

- Students form pairs and tell each other how they revise for tests.
- Students report their partners' answers to the class.

18 LESSON 2

3 Discuss, then read and match

a The right things to eat and drink
 b Planning how to use your time
 c A good place to work
 d Exercise is useful
 e Not getting too tired
 f Taking breaks can help you concentrate
 g Finish revising before the exams
 h Start revision as soon as you can

What kind of person is Mustafa?
 Now read how to prepare for exams.
 Will he do well in his exams? Why? Why not?
 Match each paragraph 1-8 to the best topics a-h.

An exam is like a race. You have to prepare in order to do the best you can. Here are some ideas:

English Magazine

1 When you study, try to find somewhere quiet and comfortable to work where you can leave your books.
 2 Make sure you begin to revise early. Don't leave everything until the last week. Revising the night before will not help very much.
 3 Think carefully about your revision. How long have you got? Which subjects do you need to revise most? How much time do you need for each subject?
 4 Plan to finish revision before your exams. This gives you time if a subject is more difficult than you thought. It also gives you a break before your exams.
 5 Eat a healthy diet, not just sweets and cake! Too much tea or fizzy drinks can make you feel nervous and stop you sleeping. Drink water or juice.
 6 Work for about sixty minutes, then change subjects. Take breaks of five minutes every hour and move around. This will help you concentrate.
 7 Twenty minutes of exercise like walking two to three times a week will relax you and help you to sleep.
 8 Don't work late or through the night before an exam. Go to bed early. Get as much rest as you can.

4 Give advice

Try to remember the ideas without reading.
 If I were you, I'd find a quiet place to work.
 Advise Mustafa how to prepare for exams.
 You'd better plan how to use your time.

3 Discuss, then read and match

- Students read the two questions about Mustafa in the first two speech bubbles at the top right of the exercise. They discuss their answers first in pairs and then with the whole class.
- Introduce the new words, *concentrate*, *prepare* and *make sure*.
- Read through the paragraph topics a-h and explain where necessary.
- Read through the first paragraph and its heading (c) with students to illustrate the task.
- Students read the text and match the headings to the paragraphs.
- Students form pairs and compare answers.
- Check their answers.
- Discuss with the whole class what they think of the ideas in the text, whether these are tactics they have used previously and whether they think the tactics are or would be successful.

Answers:

- a 5 b 3 c 1 (given) d 7
 e 8 f 6 g 4 h 4

4 Give advice

- Revise the use of *If I were you ...* and *You'd better ...* to give advice.
- Read the two instruction speech bubbles with students and check understanding.
- Explain the task. Students will form pairs and role play giving advice to Mustafa using *If I were you ...* and *You'd better ...*
- Students complete the task. Encourage them to do so from memory with books closed.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some students to demonstrate.

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UNIT 18
Getting ready for exams

1 Complete the revision tables

artist beans beef bulb disappointed energy export historian Iceland import pepper Mexico tailor trade United States upset wire worried

Buying and selling a ... export b c	Countries d e f	Electricity g h i
Feeling j k l	Food m n o	Jobs p q r

2 ✓ to show whether the words mean the same, or opposite

word	related word	same meaning	opposite meaning
a agree	disagree	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b calm	nervous	<input type="checkbox"/>	<input type="checkbox"/>
c crowded	empty	<input type="checkbox"/>	<input type="checkbox"/>
d formal	informal	<input type="checkbox"/>	<input type="checkbox"/>
e get ready	prepare	<input type="checkbox"/>	<input type="checkbox"/>
f look for	search for	<input type="checkbox"/>	<input type="checkbox"/>
g rude	polite	<input type="checkbox"/>	<input type="checkbox"/>
h silent	quiet	<input type="checkbox"/>	<input type="checkbox"/>
i to water	irrigate	<input type="checkbox"/>	<input type="checkbox"/>

1 Complete the revision tables

- Make sure students understand the task. Use the example to demonstrate how the words should

be put into the correct table.

- 2 Students write all the words from the box into the appropriate tables. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:	
Buying and selling:	export, import, trade
Countries:	Iceland, Mexico, United States
Electricity:	bulb, energy, wire
Feeling:	disappointed, upset, worried
Food:	beans, beef, pepper
Jobs:	artist, historian, tailor

2 ✓ to show whether the words mean the same, or opposite

- 1 Read through the example to demonstrate the task. Students will read the two words in the columns headed *word* and *related word*.
- 2 Students then tick the same meaning box or the opposite meaning box for each pair of words. They can do this individually in class, or for homework.
- 3 Check their answers.

Answers:	
a	opposite (given)
b	opposite
c	opposite
d	opposite
e	same
f	same
g	opposite
h	same
i	same



Further practice

- Play a word game. Students sit together in a circle with pens and paper to write on. Give them a topic, e.g. *countries*.
- Give them one minute to write down as many words as they know in English that are related to the topic. In the case of *countries* they should name countries.
- Go round the class asking each student to say a word on their list. They can only say one that

hasn't been said before. Spelling need not be an issue here.

- The rest of the class crosses off any words on their lists that are mentioned.
- Students get points for words that no one else has mentioned. The student with the most points wins.
- Play further rounds with different topics (WB Exercise 1 is a good starting point).

LESSON 3 SB page 47 WB page 30

Aims: Learners will

- practise using *should have done*
- practise giving advice about past actions
- learn more about preparing for exams

Structures:

She should have gone to bed early.

Functions:

Saying what would have been advisable
Giving advice

Before using the book:

- Ask students what they remember about Mustafa and his problems and what he should have done.

Lesson 3 18

5 Ask and answer
On the day before and on the day of the exams ...
a Discuss four important things to do to prepare for exams.
b Discuss four important things not to do.

6 Listen and match
Write the number of each rule with the correct picture.

7 Give advice

a She was tired when she did her history test.
b He was very hungry during the exam.
c My pencil broke and I didn't have another one.
d They arrived late. The traffic was bad.
e He was too hot in the test.
f She was so thirsty she had to ask for a drink.
g I was very nervous.

What should these students have done?
She was tired when she did her history test.
She should have gone to bed early.

5 Ask and answer

- 1 Read through the instructions as a class and explain where necessary.
- 2 Students form pairs and discuss exam preparation.
- 3 Monitor, noting any common errors to review with the whole class after the activity.
- 4 Check their answers, encouraging them to use full sentences in their answers to practise *should*.
- 5 Ask some pairs to demonstrate.
- 6 Students report their discussion to the class.

6 Listen and match

- 1 Students look at the pictures and say what is happening.
- 2 Explain that they will hear some rules for effective exam preparation. They should write the number of the rule next to the matching picture.
- 3 Play the cassette or read the tapescript. Students number the pictures.
- 4 Check their answers.
- 5 Play the cassette or read the tapescript again.



Tapescript

- Soha:** You will be more relaxed and more confident if you prepare yourself before your exams. Here are some simple rules to follow:
- Ahmed:** One. Go to bed early when you have exams the next day. You may not get the best results if you are very tired during your exam.
- Soha:** Two. Make sure you eat breakfast before an exam. This will give you energy. You should concentrate on the exam, not worry that you are hungry.
- Ahmed:** Three. Ask your teachers what equipment you will need for your exams. Write a list. On the day of exam, check the list and take the right equipment to school. Pens and pencils can break, so always take two or three of each with you.
- Soha:** Four. If you worry about being late for your exams, this will not help you to be calm and confident. Leave home about 10 minutes earlier than usual and make sure you arrive at school on time. Get to the exam room ten minutes before the exam.
- Ahmed:** Five. Remember that you will sit for a long time during the exams. Wear clothes and shoes which are comfortable and aren't too hot or too heavy. Make sure you go to the toilet before the exam.
- Soha:** Six. If you do get nervous before exams, drink a glass of water, exercise or sit calmly by yourself. On the other hand, don't have conversations about the exam just before you start. Other people may make you more nervous.
- Ahmed:** Seven. When you get into the exam room, read the instructions on the exam paper carefully. Make sure you understand what to do.
- Soha:** Eight. Finally, try to finish all the questions. Never spend too much time on one question so you don't have enough time to finish the other questions.

Answers:

a 6	b 1 (given)	c 5	d 7
e 3	f 8	g 4	h 2

7 Give advice

- 1 Read through the statements and check understanding.
- 2 Revise the eight rules for exam preparation given in Exercise 6.
- 3 Revise the past participles of the verbs to be used: *eat, take, leave, wear, drink, read*.

- 4 Explain the task. Students will read the problems and say what the people should have done to prevent those problems happening.
- 5 Students form pairs and take it in turns to say what the people should have done.
- 6 Ask some students to demonstrate.

Answers:

- b He should have eaten before the exam.
- c You should have taken 2 or 3 pencils with you.
- d They should have left earlier.
- e He should have worn lighter clothes.
- f She should have drunk some water before the exam.
- g You shouldn't have spoken to anyone before the exam./You should have sat calmly by yourself./You should have drunk a glass of water.

- 2 Read through the example to demonstrate the writing task.
- 3 Students write the missing parts individually in class, or for homework.
- 4 Check their answers.

Answers:

- a You should have gone to bed at nine. (given)
- b You should have watered it.
- c I should have filled up with petrol / put some petrol in the car.
- d We should have taken the bus / gone by bus / caught the bus.

4 Choose the correct answer from a, b, c or d

- 1 Read the example with students to demonstrate the task.
- 2 Students complete the task individually in class, or for homework.
- 3 Check their answers.

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18 Getting ready for exams

3 Write what you would say in each of the following situations

a I'm very tired, Mum.



You should have gone to bed at nine.

b What's wrong with the plant?



c We'll have to walk.



Why?

d This will take hours.



4 Choose the correct answer from a, b, c or d

- 1 "Dad _____ gone by car," Soha said. "His car keys are on the table."
 a should have b must have c might have **d can't have**
- 2 The park's closed today. We _____ yesterday.
 a should have b should go c must have gone d should have gone
- 3 A lot of new buildings _____ built in the Toshka Valley at the moment.
 a are being b will be c are d were
- 4 Nadia told Salma that she _____ her teeth twice a day.
 a should clean b should cleaned c had clean d to clean
- 5 Soha told Ahmed that she _____ a nice present for their mother's birthday.
 a was bought b has bought c had bought d should bought
- 6 Hesham _____ water the plants because Soha had already done it.
 a mustn't b must c had to d didn't have to

3 Write what you would say in each of the following situations

- 1 Read through the given parts of the dialogues with the students.

Answers:

- 1 d (given)
- 2 d 3 a 4 a 5 c 6 d

 **Further practice**

- Students play a mime game in pairs. Student A has the book open, Student B has the book closed. Student A mimes one of the rules illustrated in SB Exercise 6, and Student B has to say what the rule is. They swap roles and continue until all the rules have been mimed.

LESSON 4 SB page 48 WB page 31

Aims: Learners will

- learn more about different ways of revising
- give advice with *should*

Structures:

You should colour important notes.

New vocabulary:

aloud, diagram, point (n)

Functions:

Giving advice

Before using the book:

- Ask students the rules about exam preparation they remember from the previous lesson.
- Discuss how they revise.

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18 LESSON 4

Read about different ways to prepare and study for exams.

8 Read and then put a ✓ or a X

Computer lab

Being healthy | Farming | History | People | Science | Stories | Travel | Water | Work

1 Different learners remember things in different ways. Some people remember what they see. If you are like this, draw diagrams and pictures, or colour your notes. This will help you to keep things in your mind. In the exam you'll "see" your notes and remember what was there.

2 Other learners revise better through exercise. For example, walk or run along and think about a subject that you have been revising. In the exam, think about where you walked or ran. This will help you remember information in the right order.

3 Other people remember what they hear. If you are like this, read your notes aloud when you revise and talk about the subject with other students. Make little rhymes about important points. In the exam you can "say" the rhyme in your head to remember the information.

4 Be active when you revise. Don't only read but also do something with the information:

- Study your notes for a few minutes each day. It's quick and easy.
- Show important ideas in the notes by using different colours.
- Write important points on cards. Revise them in your free time.
- Choose important points and write them in your own words.
- Cover notes, then write what you remember. Learn any points that you forgot.
- Copy diagrams without words, and complete them without using your book.

a If you remember what you see, take notes and draw diagrams into your exams.

b Running or walking can help you to think about work.

c You must always study quietly.

d Say your rhymes aloud during an exam.

e Cards, coloured pens and notebooks are all useful for revision.

f You must always copy diagrams carefully with words from the book.

9 Give advice

Remember things you should do to revise well.

Try to remember these rules without reading.

You should colour important notes.

You should think when you go running.

8 Read and then put a ✓ or a X

- 1 Ask students what kind of text this is (*an internet article*) and what the topic is, according to the menu bar (*work*).
- 2 Read through the statements and check understanding.
- 3 Introduce *diagram* and *aloud*.
- 4 Ask if students think the statements are true or false. Remind them to tick the boxes according to what is in the text, not according to what they already believe.
- 5 Students complete the task.
- 6 Check their answers and ask them to correct the false statements in pairs.
- 7 Ask them to find *points* in the text and work out its meaning from the context.
- 8 Check their corrections with the whole class.

Answers:

- a (given)
 b c d e f

9 Give advice

- 1 Read through the speech bubbles with students and check understanding.
- 2 Students close their books, then form pairs and take it in turns to try to remember and say the advice given in the text.
- 3 See whether, as a whole class, they can remember all the advice given in Exercise 8.

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5 PROJECT

Getting ready for exams **18**

Get ready for your exams

This project will help you prepare for your exams.

Prepare for all subjects

- What date do your exams start?
- When are you going to start your revision?
- Why is it a good idea to make a revision timetable?
- Are you going to revise by yourself or with other people?
- Which days of the week are you going to revise? At what time?
- What books will you need for your revision?
- Do you remember best by seeing, listening or exercising?
- How can you make your revision active?
- How can you make sure you don't get too tired?
- What are the dates and times for each subject?
- How long is each exam?
- What equipment will you need for your examinations?
- How can you help yourself be prepared, calm and confident?

Ask and answer the questions to plan your revision.

Prepare for English

- Find:
 - exercise books and vocabulary books for English.
 - *Hello English, Year Three, Student's Books.*
 - *Hello English, Year Three, Workbooks.*
 - books from Year Two and Three.
- Read carefully:
 - all Units and Revision Units.
 - all Do it Yourself and Reviews.
 - notes and exercises in your exercise book.
- Revise carefully:
 - the Grammar Review at the back of the Student's Book.
 - practice test exercises in your Workbook.
- Remember to:
 - follow the suggestions for revision in Unit 18.
- Check:
 - how well you remember the grammar that you have studied.
 - how well you remember the meaning and spelling of the words that you have studied.

This list will help you prepare for your English exam.

5 Project

Get ready for your exams

Prepare for all subjects

- 1 Read through all the questions and check understanding.
- 2 Make sure students know when their next exams are going to be.
- 3 Explain the task. Students will write true

- answers to the questions as it suits themselves.
- Students complete the questionnaire for homework, writing out the questions and answers in their exercise books.
 - Students form pairs and ask and answer the questions.
 - Select students to report their partner's answers to the whole class.

- Students form pairs. Student A has the book open, Student B has the book closed. Student A gives prompts and Student B has to remember the lists, e.g.,

A: *Find.*

B: *Exercise books, Year 3 books, ...*

A: *Read carefully.*

B: *All units, notes and exercises for Year 3 ...*

Prepare for English

- Read through the points with students and explain where necessary. As you read through, get students to hold up the books mentioned, or find the sections in the books that are mentioned.

Further practice

- Students exchange their own ideas for how to revise and prepare for exams and write a booklet or leaflet about it.

LESSON 5 SB page 49

Aims: Learners will

- learn about words that have more than one meaning or form
- revise *so + adjective + that*
- revise past tenses

New vocabulary:

careless, helpless, hopeless, useless

Functions:

Expressing cause and result
Reporting past events

Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.

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Lesson 5 18

DO IT YOURSELF Building words

We can add *-ful* and *-less* to some verbs to make adjectives.

Complete the table

	help	care	use	hope
<i>-ful</i>				
a	<i>hopeful</i>			a <i>hopeless</i>
b				b
c				c
d				d

Adjectives with *-ful* and *-less* have opposite meanings.

Choose the correct word

- The football team is *useful* / *useless*. They never win any matches.
- Sally is a *helpful* / *helpless* person who always does things for her friends.
- Be *careful* / *careless* when you carry those eggs.
- Sally wasn't very *hopeful* / *hopeless* about her exams, but she got good marks.
- This book is very *useful* / *useless*. It tells you how to revise.
- You have been very *careful* / *careless*. Your writing is full of mistakes.

REVIEW Look at the key language

REMEMBER

- advice about things which have already happened
- advice using *if*
- other ways to give advice

d Match the words below with the same meanings.

get ready	important points
have a rest	prepare
main ideas	study again
revise	take a break

Key language

Ahmed, you shouldn't go to bed late. You've got a test tomorrow.

You'd better wear a jacket, Salma. It's cold today.

If I were you, I'd eat a healthier diet.

I'd use a different garage, if I were you. This one isn't good.

I should have bought some more milk. There is none in the fridge.

That driver shouldn't have parked here. He's blocking the road.

Make two more examples of a to c.



Complete the table

- Read the explanation in the speech bubbles.
- Explain that students will use the four words in the box at the top to make new words with the suffixes *-ful* and *-less*, as in the example.

- Elicit the meanings of *hopeful* and *hopeless*.
- Students write the words in the boxes.
- Check their answers.
- Give examples of their use, and make sure students understand their meanings.

Answers:

- a hopeful/hopeless (given)
- b careful/careless
- c useful/useless
- d helpful/helpless

Choose the correct word

- 1 Students choose and circle the correct words in the sentences.
- 2 Check their answers.

Answers:

- | | | |
|-----------|-----------|------------|
| a useless | b helpful | c careful |
| d hopeful | e useful | f careless |



- 1 Draw students' attention to the *Remember* box and read *a–c*. Elicit examples.
- 2 Read through the examples of key language with the students and check understanding.
- 3 Students should write the correct letter *a–c* in each box in the *Key language* section. For *d*, students write out the pairs of words which have the same meanings in their exercise books.
- 4 Students do the task individually, then form pairs and compare their answers.
- 5 Check answers with the whole class.
- 6 In their pairs, students think of two more examples for each of the language items in the *Remember* box.
- 7 Students share their ideas with the whole class.

Answers:

- c (given)
- c
- b
- b
- a
- a
- d get ready – prepare
- have a rest – take a break
- main ideas – important points
- revise – study again



Further practice

- Do spelling tests of the new vocabulary from the unit. Mix up the letters of the new words and write them on the board or on papers. Award points to the first person to solve them.
- Students bring into class examples of exam timetables and revision notes that they have prepared.

A s s e s s m e n t

Listening Task

Target element: giving instructions, exam vocabulary

Use SB page 46, Ex. 3. Read out in random order some of the pieces of advice about exam preparation. Students write the letters *a–h* (the paragraph topics) in the order that they hear the topics read out.

Speaking Task

Target elements: 'should have done', exam vocabulary

Role play a student who has had some problems in his/her exams such as those in SB page 47, Ex. 7. Get students to say what you should/shouldn't have done.

Reading and Writing Task

Target elements: 'should do', exam vocabulary

Use, SB page 48, Ex. 8. Write questions about the advice given in the texts and have students write sentences with *should* as their answers.

a) What should you do if you remember things you see?

You should ...

b) What should you do if you remember better with exercise?

c) What should you do if you remember what you hear?