

## Revision C

### LESSON 1 SB page 50 WB page 32

#### Aims: Learners will

- revise conditional sentences with *if*
- revise giving opinions
- revise how to give advice with *If I were you*

#### Functions:

- Giving opinions
- Giving advice

#### Before using the book:

- Ask students to look back over Units 7–9 for five minutes and then shut their books and tell you what they learnt and what they remember from the units.

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**1 Read and put S for Soha or H for Hala**



a  We wouldn't have won if we hadn't trained very hard.

b  We might have won if our best player hadn't been ill.

c  We could have scored more points than them if our team had been taller.

d  We wouldn't have lost if we had been fitter.

e  We could have played better if we hadn't got tired by the end of the match.

f  We wouldn't have scored more points than them if we couldn't shoot well.

g  We couldn't have won the match if we hadn't played very well.

h  We wouldn't have won the cup if Soha hadn't been a good captain.

**2 Make sentences**

a It's Salma's birthday. What should I do?

b I'm worried that my son doesn't understand his science lessons.

c I don't think I'm doing enough exercise.

d I don't know where to go on holiday next summer.



Read and give the people advice.

I think you should buy Salma a doll or a toy.

In my opinion, you should get her a book instead.

#### 1 Read and put S for Soha or H for Hala

- 1 Look at the scene and ask students to explain it (*Soha's team has beaten Hala's team*).
- 2 Ask what usually happens after a match (*teams discuss why they won or lost*).
- 3 Explain the task. Students will read the sentences and decide whether they were said by the winner (Soha) or the loser (Hala) in their post-match discussions.
- 4 Read the example to demonstrate.
- 5 Students mark boxes **S** for Soha, or **H** for Hala.
- 6 Check their answers.

#### Answers:

a S (given)	b H	c H	d H
e H	f S	g S	h S

#### 2 Make sentences

- 1 Read through the situations and explain where necessary.
- 2 Read through the example exchange with the class. Explain that students will give their opinions on each situation.
- 3 Students form pairs and say what they think about each situation.
- 4 Students report back to class about what their partner's opinions were.

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**1 Choose the correct answer from a, b, c or d**

- If you come here, I \_\_\_\_\_ you how to switch on the computer.  
a show      **b 'll show**      c 'd show      d 'd have shown
- If Hani \_\_\_\_\_ nervous, he would have passed all his exams.  
a wasn't      b were      c hadn't been      d would have been
- Would you mind \_\_\_\_\_ that book, please?  
a pass      b passed      c to pass      d passing
- If Zeinab had a better job, she \_\_\_\_\_ more money.  
a didn't have      b had      c will have      d would have
- The teacher said to the class, "Could I ask you \_\_\_\_\_ more quietly, please?"  
a to work      b working      c work      d worked
- What would you do if you \_\_\_\_\_ some money in the street?  
a will find      b would have found      c find      d found

**2 Write sentences with *If I were you* and *You'd better***



**a** *If I were you, I'd go in a different direction.*



**b** *If \_\_\_\_\_*



**c** *You'd \_\_\_\_\_*



**d** *You'd \_\_\_\_\_*

- 1 Choose the correct answer from a, b, c or d**
- Complete the first sentence with students to demonstrate the task.
  - Students complete the task individually in class, or for homework.
  - Check their answers.

**Answers:**

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

- 2 Write sentences with *If I were you* and *You'd better***
- Look at the pictures and ask students to tell you what is happening.
  - Read the example with the class to demonstrate the task, highlighting the conditional structure to give advice: *If I were you, I'd ...* Ask students to rephrase the advice using *You'd better*.
  - Students complete the task individually in class, or for homework.

**Answers:**

Answers: may vary

- If I were you I'd move the car.
- You'd better run away / say you are sorry.
- You'd better cross the street in a different place.

- Further practice**
- Revise vocabulary from the unit. Pit yourself against the students: start writing a word, which they have to guess. Write the first letter, and give the class 20 seconds to guess what it is. Do the same for each subsequent letter. If students guess the word, they get a point; if they don't, you get a point. Do several words and count up the points.
  - Play a quick team game, a word game or a guessing game and then ask the teams to discuss what could have happened if they'd done things differently. Alternatively, discuss how a famous sporting event could have gone differently.

**LESSON 2 SB page 51 WB page 33**

**Aims: Learners will**

- revise vocabulary
- revise third conditional
- revise giving opinions

**Functions:**  
Giving opinions

- Before using the book:**
- Ask students to tell you the story of Bassam and his great grandfather's button.

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**3 Listen and finish the dialogue with a, b or c**

1 a You'd better go to bed.    b I'm sorry. I'm very busy.    c Could I ask you to wait, please?  
 2 a In my opinion it's boring.    b I think it's great.    c I'm afraid I can't say.  
 3 a I think it's a nice car.    b If I were you, I'd look there.    c You'd better stop.  
 4 a You'd better go at four.    b I think medicine is useful.    c Certainly. No problem at all.

**4 Match the verbs to the nouns**

Verbs	Nouns
a block	<input type="checkbox"/> some food at a restaurant
b give	<input checked="" type="checkbox"/> a road
c give up	<input type="checkbox"/> in an exam
d knock	<input type="checkbox"/> smoking
e order	<input type="checkbox"/> an opinion
f succeed	<input type="checkbox"/> someone over

Now make sentences.



**5 Play the 'If' game**

a Where would you have gone if your friend had invited you out yesterday?  
 b If you could live in a different country, where would you live? Why?  
 c What will you do tonight if you have some free time?  
 d Who will you phone tonight if you need help with your homework?

**Rules**

- In pairs, ask and answer questions a-d.
- Write your partner's answers.
- Check each other's grammar.
- Change partners.
- Tell your new partner what your first partner said.
- In groups of four, choose the most interesting answer to each question.



**3 Listen and finish the dialogue with a, b or c**

- Read through the options with the students and check understanding. Get them to guess what the dialogues might be about.
- Play the cassette or read the tapescript. Students circle *a*, *b* or *c* to finish each dialogue.
- Check their answers.

**Tapescript**

**1**

Nadia: Hi, Salma. What's wrong?  
 Salma: I'm not feeling well, Mum. I'm tired and I've got a headache.  
 Nadia: I'm sorry about that. ...

**2**

Ahmed: What are you reading, Samy?  
 Samy: A book by Pele, the famous footballer. I borrowed it from the library.  
 Ahmed: What's it like?  
 Samy: I'm enjoying it. ...

**3**

Sally: Hi, Soha. Is everything ok?  
 Soha: No, I can't find my bag. Is it at your house?  
 Sally: No, it's not.  
 Soha: Oh, dear.  
 Sally: It's probably in your dad's car. ...

**4**

Nadia: Nawal, how are you?  
 Nawal: Fine, thanks Nadia. How's Salma?  
 Nadia: She's still in bed, but she's feeling a lot better, thanks.  
 Nawal: Oh that's good news.  
 Nadia: Would you mind looking after Salma while I go to get her medicine?  
 Nawal: What time?  
 Nadia: About five.  
 Nawwal: About five? ...

**Answers:**

1 a (given)	2 b	3 b	4 c
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**4 Match the verbs to the nouns**

- Students match the words to make a meaningful phrase.
- Check their answers.
- Students form pairs and make sentences using the phrases.
- Students tell the rest of the class the sentences that they've written.

**Answers:**

e  
 a (given)  
 f  
 c  
 b  
 d

**5 Play the 'If' game**

- Read through the game rules with the students. Make sure they understand
- Read through the first question and elicit answers as an example.
- Students form pairs and play the game.

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**3 Write the words**

- the opposite of *polite*
- The polite language which we use with strangers is called ..... speech.
- A calm person who waits a long time is this.
- A person who succeeds is .....
- Something is this when there is no way to pass.
- If something is not as good as you hoped, you feel .....
- Something is this when it makes you a little angry.

**4 Write what you think**

Write ideas about how to make traffic better.

Use some words from exercise 3.

- In my opinion, people should ride more buses to get to work.* .....
- .....
- .....

**4 Write what you think**

- Ask students for some ideas about how traffic problems could be eased, and write key vocabulary and structures up on the board.
- Students write their ideas individually in class, or for homework.

**Answers:** \_\_\_\_\_

Answers will vary.

**Further practice**

- Students play Hangman with words from Units 7–9. Students try to re-create the dialogues from Exercise 5 on SB page 51.

**3 Write the words**

- Use the example to demonstrate how the sentences and phrases *a–g* are definitions for the words that go in the empty grids.
- Students write the correct words in the grids. They can do this individually in class, or for homework.
- Check their answers.

**Answers:** \_\_\_\_\_

- rude (given)
- formal
- patient
- successful
- blocked
- disappointed
- annoying