

REVISION MODULE B

Grammar and speaking

1. Work in pairs. Say what you were doing last Sunday and complete the table.

- Ask the students to think about what they were doing at the different times last Sunday.
- Ask them to fill in the table about their activities first and then ask and answer in pairs. For example:
 - What were you doing at seven o'clock in the morning last Sunday?
 - I was having breakfast.
- Ask the students to complete the table with notes about their partners.

Possible answers

Time	You	Your partner
7 am	having breakfast	sleeping
9 am	reading	listening to music
11 am	shopping	doing homework
2 pm	sleeping	having lunch
6 pm	doing homework	watching TV
9 pm	watching TV	reading

2. Write sentences about what you and your partner were doing last Sunday.

- Read the example sentence with the class. Remind them of paying attention to the tense.
- Tell the students to model and write sentences about themselves and their partners with the notes in the table in Activity 1.
- Elicit some sentences from the whole class.

Extension

- Ask the students to use the table to compare with their partners what they were doing at the same time.
- Elicit some other sentences that are stated in a different way and write them on the board. (e.g. While I was having breakfast at seven o'clock last Sunday morning, Wu Hui was sleeping.)

Possible answers

At nine o'clock last Sunday morning, I was reading. Wu Hui was listening to music./While I was reading at nine o'clock last Sunday morning, Wu Hui was listening to music.

At eleven o'clock last Sunday morning, I was shopping. Wu Hui was doing his homework./While I was shopping at eleven o'clock last Sunday morning, Wu Hui was doing his homework.

At two o'clock last Sunday afternoon, I was sleeping. Wu Hui was having lunch./While I was sleeping at two o'clock last Sunday afternoon, Wu Hui was having lunch.

At six o'clock last Sunday afternoon, I was doing my homework. Wu Hui was watching TV./While I was doing my homework at six o'clock last Sunday afternoon, Wu Hui was watching TV.

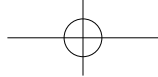
At nine o'clock last Sunday night, I was watching TV. Wu Hui was reading./While I was watching TV at nine o'clock last Sunday night, Wu Hui was reading.

3. Work with another student. Ask and answer questions about what you and your partner were doing last Sunday. Use the table in Activity 1 to help you.

- Ask the students to change partners and look at the notes in the table once more.
- Ask them to ask and answer in new pairs, using the past continuous tense.
- Nominate some pairs to ask and answer. Tell them to find out if they were doing the same things at different times.

4. Complete the passage with the correct form of the words in brackets.

- Review with the class the different uses of the past tenses, i.e. past simple, past continuous.
- Tell the students to read the passage through and guess the missing information.
- Ask the students to complete the passage individually and then check answers with their partners.



- Elicit answers in full sentences from the whole class.

Answers

- | | | |
|-------------|------------------|-----------------|
| 1. went | 2. were enjoying | 3. began |
| 4. decided | 5. were running | 6. fell |
| 7. was | 8. called | 9. were waiting |
| 10. covered | | |

5. Write sentences saying what may happen to the things below:

- Ask the students to look at the things in the list and think of possibilities for the future for each thing.
- Elicit how to use “may”, “might”, “probably” for possibility.
- Ask the students to work in pairs and talk about their predictions about the things in the list. Tell them to use “may”, “might”, “probably”.
- Ask them to write sentences about the possibilities.
- Nominate students to read out their sentences.

Possible answers

- I may have a job in five years' time./I may be at university in five years' time.
- The town where I live might become bigger.
- The Chinese team will probably win in the next Olympic Games.
- My English may be better in three years' time.

6. Complete the conversations with the correct form of the words in the box.

- Look at the words in the box with the class and elicit their difference in meaning.
- Ask the students to read the conversations and think about the missing information.
- Tell them to complete the conversations individually.
- Ask them to check answers by reading the conversations out with their partners.
- Elicit the conversations in pairs.

Answers

- | | | |
|----------------|------------|------------|
| 1. Must | 2. needn't | 3. need |
| 4. might/could | 5. Could | 6. mustn't |

7. Complete the sentences with *must*, *mustn't*, *can* or *can't*.

- Elicit the difference between “must (mustn't)” and “can (can't)”.
- Tell the students to read the sentences and the conversation and complete them individually.
- Ask them to check their answers in pairs.
- Elicit answers from the class.

Answers

- | | | |
|------------------|------------------|--------|
| 1. must | 2. can't/mustn't | 3. can |
| 4. can't/mustn't | 5. must | |

8. Make a list of what you should and shouldn't do in a fire.

- Ask the students what they should and shouldn't do in a fire. Elicit their ideas and write them on the board.
- Get the students to work in pairs to discuss the ideas and add more ideas. Remind them of using imperatives for suggestions and instructions in an emergency.
- Nominate a few pairs to share their ideas.
- Ask them to complete the list individually.
- Elicit some lists from the whole class.

Possible answers

- Cover your nose and mouth with a wet cloth if there's smoke.
- Tell people to leave the building.
- If your clothes are on fire, drop to the ground and roll.
- Do not go back into a burning building.

Vocabulary

9. Complete the sentences with the words in the box.

- Read through the words in the box with the class and check whether the students understand their meaning.
- Ask the students to read the sentences and complete them on their own. Then tell them to check answers with a partner.



- Elicit answers in full sentences from the whole class.

Answers

- | | | |
|-----------|-------------|---------|
| 1. noise | 2. umbrella | 3. lift |
| 4. stairs | 5. medical | |

10. Complete the sentences with the correct form of the words in the box.

- Ask the students to read the words in the box and check their meaning.
- Ask them to read the sentences, decide the missing words and think if they need to change the words and how.
- Ask them to complete the sentences individually. Tell them to change the words if necessary.
- Elicit answers in full sentences from the whole class.

Answers

- | | |
|-----------------|-------------|
| 1. snake/snakes | 2. hurt |
| 3. bit; showed | 4. medicine |
| 5. danger | 6. appeared |

11. Complete the passage with the expressions in the box.

- Go through the expressions in the box with the class and check their meaning.
- Tell the students to read and complete the passage individually.
- Ask them to check answers with their partners.
- Elicit answers by asking the students to read out the passage line by line.

Answers

- | | |
|---------------------|----------------|
| 1. just in time | 2. shake hands |
| 3. pay attention to | 4. raise money |
| 5. any time | |

12. Underline the correct words.

- Elicit some weather vocabulary, both nouns and adjectives (e.g. sun/sunny, wind/windy). Write them on the board.
- Review with the class how to make a weather

report with the words on the board.

- Ask the students to read the weather report and check the meaning of the words they must choose from.
- Tell them to complete the passage individually.
- Elicit answers, with the students reading the passage out as if making a weather report.
- Encourage the students to model and make their own weather reports.

Answers

- | | | |
|----------|------------|---------|
| 1. snowy | 2. storms | 3. rain |
| 4. hot | 5. showers | |

13. Complete the sentences with the words in the box.

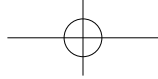
- Read through the words in the box. Ask the students to repeat them chorally and individually.
- Ask them to read and complete the sentences on their own. Then tell them to check answers with a partner.
- Elicit answers in full sentences from the whole class.

Answers

- | | | |
|--------------|---------------|-------------|
| 1. public | 2. report | 3. increase |
| 4. pollution | 5. government | |

14. Work in pairs. Look at the pie chart and make sentences about world population.

- Elicit how to read the chart.
- Ask the students to work in pairs and practise the large numbers in the chart.
- Ask them to read the example sentences aloud and repeat.
- Write some question prompts on the board. (e.g. What is the population of...?/Which continent has...?) Ask the students to talk about world population in pairs by asking and answering the questions on the board. Tell them they can think of more questions to ask and answer. Remind them of making notes about their questions and answers for making sentences later.



- Nominate a few pairs to ask and answer about the information of world population in the chart.
- Ask the students to make sentences about world population individually. Tell them to use their notes to help them and make as many sentences as possible.
- Elicit sentences from the whole class.

Possible answers

Oceania has a population of 35 million.
Oceania has the smallest population.
Asia has the largest population.
Europe has a larger population than North America.
The population of South America is smaller than that of North America.

Listening

15. Listen and complete the sentences.

- Ask the students whether they have seen the film *Peter Pan*. If they have, ask them to talk about it; if they haven't, give a brief introduction to the film.
- Ask them to read through the flow chart and think about what information they need to complete, e.g. a noun, a verb, etc.
- Play the recording and ask the students to listen for the missing words and make notes.
- Play the recording again for the students to complete the sentences.
- Elicit answers from the whole class.
- Ask the students to try to retell the story of *Peter Pan* with the chart and say what they think of the film.

Answers

magic; children; bad; throws; cheer; misses; leave

Tapescript

One of my favourite films is *Peter Pan*. It is a very popular story with children and their parents. The story is about Peter Pan. Peter lives on the island of Neverland. He believes in magic and he never wants to grow up. One day he meets some children in London, and they decide to go

to the island with him. They have a wonderful time there — but there's danger too because they meet Captain Hook, a very bad man. Near the end of the film, Peter Pan throws Captain Hook over the side of a ship. The children cheer loudly. But in the end, Wendy misses her family, and is worried about getting back, so she and her brothers leave Peter Pan and go back home. It's a fantastic film, exciting and very funny! See it if you can.

16. Listen and chant. Notice the rhyme.

- Play the recording and tell the students to just listen and enjoy.
- Let them read through the chant and see if there are any words they do not know. Explain any words they do not understand.
- Play the recording again and let the students read while they are listening. Tell them to especially pay attention to and listen for the rhyme.
- Elicit the rhyme, i.e. the rhymes are in pairs, so that the last word of each line rhymes with the last word of the next line: east, least, west, best; north, forth, south, mouth.
- Play the recording once more and have the students chant. Tell them to concentrate on the rhyme.

Reading

17. Read and complete the passage with the sentences in the box.

- Tell the students to read through the passage to get a sense of the story.
- Answer any questions they have about the passage.
- Ask the students to read the sentences in the box and think about where they should be.
- Get the students to complete the passage individually.
- Ask them to check their answers in pairs.
- Elicit answers with the students reading out the passage line by line.

Answers

1. b) 2. c) 3. d) 4. a)



Writing

18. Work in groups of four. Think of ideas for a story.

- Tell the students they will make up a story with their own ideas.
- Show them some pictures on the PPT (e.g. a doctor, a nurse, an old man with a stick, a bicycle, a mop) to help give them some ideas.
- Put the students in groups of four. Tell them to use their imaginations to create their story of an accident with all the pictures. Or encourage them to think of their own stories without the pictures.
- Ask them to look at the questions and share ideas by answering the questions.
- Circulate and monitor as they talk.

Now plan four paragraphs to tell the story.

- Ask each group to decide who will write which paragraph and follow the guidelines for ideas.
- Get the students to plan and tell the story in a chain: each one in the group tells his/her part of the story and then the next student adds to the story.

Demonstrate this with one or two of the more confident students.

19. Each group member writes a paragraph of the story.

- Tell the students in each group to write their own parts of the story individually.

Now put the paragraphs together and revise the story. Then read it to the class.

- Ask the students to go back into their groups to put their paragraphs together and make changes if necessary.
- Ask the students to present their stories to the rest of the class in groups and ask the class to vote for the best or the most interesting story.

Extension

- Get the students to act out their stories in groups. Tell them they can prepare by bringing props, such as clothes they need to be the characters.
- Tell the students they can write the story out as a play script if they have time, but otherwise they should improvise.



后记

衷心感谢各位亲爱的老师选用《英语》（新标准）教材以及与教材配套的教师用书。

正如我们在本书“前言”中所述，本套教材是按照“素质—题材—功能—结构—任务—可行”的原则编写的：

“素质”——教材首先要落实国家《义务教育 英语课程标准》所规定的“注重素质教育，体现语言学习对学生发展的价值”的基本理念；

“题材”——教材内容要包括课程标准所规定的各个级别的话题项目；

“功能”——教材要涵盖课程标准所规定的不同题材所需要运用的功能项目；

“结构”——教材要涵盖各个分册中的题材和功能所需要的语法项目；

“任务”——教材要根据课程标准所规定的“注重语言实践，培养学生的语言运用能力”的理念，以及各个级别对“语言技能”和“语言知识”的要求来设计各种任务活动；

“可行”——教材在按照上述五个步骤设计完成并初步定稿之后，要回过头来，从使用本书的教师和学生的角度来审视一下各个分册是否“可行”——是否符合外语学习规律，是否符合我国外语教学实际，内容是否多了、难了，等等。

正是基于上述原则，特别是出于“可行”的考虑，我们专门在本册教师用书中为各位老师设计了丰富而实用的内容，以期把教材的设计意图和编写理念更为清晰地传达给各位老师，同时帮助各位老师把本套教材的内容与各地教学实际更好地结合起来。

此外，我还要借助这个机会，向各位老师提出一个请求：请你们在使用完本册教材和教师用书之后，将你们和学生们的意见、建议甚至是批评反馈给我们（Email: beed@fltrp.com），以便我们改进和提高教材和教师用书的质量，使它们更为“可行”。为此，请允许我——与你们从事着共同事业的战友——预先向你们致以诚挚的谢意。

最后，我希望借“后记”一角，对黄雪祥和王路两位老师以及David A. Hill表示由衷的感谢。你们把自己在一线教学中取得的宝贵经验融入到了本书之中，使它能够更好地适应广大教师和学生的需要。换句话说，是你们使它更加“可行”。感谢你们！

你们的

二〇一二年春日



《英语》（新标准）数码点读教材使用说明

《英语》（新标准）课本已经全部升级为数码点读教材。这种新型教材在印刷时采用了高新技术，在纸张上加印了与课本声音文件相关联的隐形底码。用配套的外研通点读笔轻轻点击，就能听到清晰纯正的英文发音，包括课文朗读、翻译及讲解、课堂练习、歌曲歌谣等，英语课本从此“开口说话”了。

那么，如何更好地利用新型的数码点读教材学好英语呢？

一、课前预习

课前预习是培养学生自主学习能力的环节，也是提高课堂学习效率的关键。使用外研通点读笔配合课本进行预习，能够解决学生在发音等方面的困难，使课文预习变得简单、有趣。

1. 点读单词、短语和句子，并利用点读笔的跟读对比功能，对照原声，检查自己的发音，对不标准的发音进行自我矫正。
2. 点读课文，利用点读笔的翻译功能了解课文大意。
3. 对于在课文中遇到的疑难之处，做出标记。

二、课后复习

学习语言需要及时重复、反复操练。使用数码点读教材和点读笔，学生回家后也可以获得及时辅导，从而将英语课堂延伸到家里。

1. 利用点读笔，进行单词听写、分角色对话和课文翻译等练习。
2. 点读课文，反复跟读，尽量模仿点读笔中的语音、语调和节奏，直至熟读。
3. 自主完成课后习题后，可以用点读笔辅助进行检查。

三、拓展阅读

学好英语需要大量课外阅读。外研社精选了数百册外语类点读图书，包括经典读物、英文词典、歌曲歌谣等，供学生拓展阅读使用，仅需一支外研通点读笔即可点读全部点读书。所有点读书的声音文件都可以在外研社网站上免费下载。

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