

REVISION MODULE A

Grammar and speaking

1. Complete the sentences with the correct form of the words or expression in brackets.

- Tell students to read the sentences and discuss with a partner whether they think the sentences are referring to the past, present or future.
- Ask students to complete the sentences with the correct form of the words or expression in brackets.
- Allow them to compare answers with a partner before checking as a class.

Answers

- | | |
|-------------|---------------------------|
| 1. was; won | 2. rang; was listening to |
| 3. kept | 4. visited; bought |

2. Complete the sentences with the words or expressions in the box.

- Tell students to read the words and expressions in the box and check meaning by eliciting example sentences from the class. Write the sentences on the board as models.
- Students complete the sentences.
- Check answers as a class.

Answers

- | | | |
|-------------|------------|-------------|
| 1. so that | 2. because | 3. so; that |
| 4. although | 5. but | 6. until |
| 7. since | | |

3. Complete the passage with the correct form of the words and expression in the box.

- Ask students to read through the passage and guess what it is about (a New Year's Eve party).
- Tell students to read the words and expression in the box and think about what they mean.
- Tell students to complete the passage.
- Allow students to compare answers with a partner before checking answers as a class.

Answers

- | | | |
|---------------|-------------|---------|
| 1. while | 2. Although | 3. When |
| 4. As soon as | 5. until | |

4. Complete the passage with the sentences in the box. There is one extra sentence.

- Ask students to read the title of the passage and tell you if they know anything about Marie Curie.
- Ask students to read sentence a) and tell you what they understand about Curie from the information in the sentence (she was alive a hundred years ago and she won a Nobel Prize).
- Tell students to read the first paragraph, then discuss what they have learnt from it.
- Tell students to continue to read the passage and complete it with the sentences in the box.
- Allow students to compare their answers with a partner before checking answers as a class.
- Ask students to discuss with a partner the most interesting fact that they have learnt about Marie Curie from the passage.
- Discuss as a class.

Answers

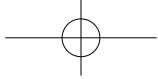
- | | | | |
|------|------|------|------|
| 1. e | 2. b | 3. a | 4. d |
|------|------|------|------|

5. Complete the sentences with your own ideas.

- Ask students to compare their completed sentences in groups of four before comparing sentences as a class.

Possible answers

1. As soon as I got home, I took out my textbooks and started my homework.
2. When the bus came, I said goodbye to my family.
3. When I was talking with Ms Wang, I had an idea for my history project.
4. He became a national hero after leading his country to independence.



5. What were you doing while I was cleaning the kitchen?
6. I did not finish the work until very late at night.

6. Write some rules for the school bus.

- Put students in pairs. Ask them to think of three things that are important to take into consideration on a school bus.

- Elicit ideas from the class and write them on the board. For example: eating, drinking, noise, sitting, feet on seats, talking to the driver, and putting bags on the seats.

- Tell students to choose five of the ideas on the board and, still working in pairs, write rules. For example:

Don't put your feet on the seats.

If the driver is driving, you should not talk to him.

Possible answers

1. Don't talk to the driver while the bus is moving.
2. Stay in your seat.
3. Don't shout.
4. Don't throw things off the bus.
5. Wait until the bus has stopped before you get off.

Now work in pairs and talk about the rules.

Add more rules to your list and take out the less important ones.

- Ask students to change partners. With their new partner, they take turns reading and commenting on each other's rules.
- Tell students to take out unnecessary rules and add in any new ones.
- Tell students to report back to the class about their lists of rules for the school bus.
- As a class, discuss which are the five most important rules.

Vocabulary

7. Complete the passage with the words in the box.

- Read the words in the box with students and check that students remember them from earlier modules.

- Working individually, students complete the passage with the words in the box.

- Check answers as a class.

Answers

- | | | |
|------------|--------------|-----------|
| 1. opinion | 2. plenty | 3. simply |
| 4. habits | 5. knowledge | 6. manage |

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

- Ask students to read the passage and complete it using the expressions in the box.

- Check answers as a class.

Answers

- | | |
|---------------------|----------------------|
| 1. in my opinion | 2. look forward to |
| 3. pay attention to | 4. against the rules |
| 5. on our own | 6. tidy up |
| 7. at least | |

Listening and speaking

9. Listen and number the places according to Daming's route through the museum.

- Ask students to look at the plan. Check that they understand it. (It shows the rooms on three different floors.)

- Play the recording for students to listen to and number the places.

- Ask students to compare their answers with a partner, then listen to the recording again.

- Check answers as a class.

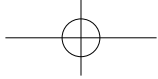
Answers

- | | |
|----------------|--------------------|
| 1. Wonder Room | 2. Technology Room |
| 3. Print Room | 4. Space Room |
| 5. Restaurant | 6. Library |
| 7. Shop | |

Tapescript

Tony: Hi, Daming! Did you have a good day yesterday?

Daming: Yes, I went to the museum. Have you ever been there?



Tony: Yes, but I haven't been there for a long time. I thought it was really good, especially the Technology Room.

Daming: They've opened a new room now, the Wonder Room, and it's even better.

Tony: What's it about?

Daming: It's about the wonders of the world — ancient as well as modern. I spent a long time there because there's so much information about the world. After that I went to the Technology Room, and then upstairs to the Print Room.

Tony: Is that all about the history of printing?

Daming: Yes, it is, and next to that is the Space Room. It's also very good, and it's about space travel.

Tony: I bet you went to the restaurant after that!

Daming: Of course! And then I went back upstairs to have a look at the library, on the top floor. But before I left the museum, I went into the shop and bought you this. It's a book about the history of the Olympic Games in ancient Greece.

Tony: Thanks, Daming! That's really kind of you. You know I'm interested in the story of the Olympics...

Daming: Well, you should go and visit the museum then, and find out even more about it!

10. Listen again and write notes to the questions.

- Ask students to read the questions and, working from memory, write notes in answer to them.
- Allow them to compare notes with a partner, then play the recording again for them to listen to and check.

Now write full answers to the questions. Use the notes you have written to help you.

- Tell them to rewrite their answers as complete sentences.
- Compare answers as a class.

Answers

1. Daming visited the museum yesterday.
2. Tony likes the Technology Room best.
3. The Wonder Room has just opened.
4. You can find information about the wonders of the world there.

5. Daming bought a book for Tony because it's about the history of the Olympic Games in ancient Greece.

6. Daming thinks the museum is really good. (This is an inference from the conversation.)

11. Work in pairs. Ask and answer the questions.

- Allow students time to read the questions and think about their answers.
- If you wish, tell students to take notes to help them.
- Put students in pairs to take turns asking and answering the questions.

Reading and speaking

12. Read the email Tina wrote to three friends in China and do the activities.

- Tell students to read Tina's email and tell you what she wants advice about.

Now read the replies Tina's friends sent her.

- Put students in groups of three, Students A, Students B and Students C. Students A read the email from Hongmei, Students B read the email from Fanxing and Students C read the email from Weiwei.

- When students have finished reading, they tell each other what the email they have read suggested.

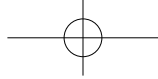
Work in pairs. Discuss places you would suggest for Tina's visit and give your reasons.

- Tell students to think of places they would suggest and note down their reasons.
- Working in pairs, students discuss visits for Tina, giving their reasons.
- Compare ideas as a class.

Writing

13. Choose one of the questions.

- Ask students to read through the questions. Check that they understand the topic of each question.
- Tell students to choose the question that appeals to them most.



14. Write notes about the question you have chosen in Activity 13.

- Ask students to read the instructions and apply them to the question they have chosen, taking notes to prepare for Activity 15.

15. Write a passage. Use the notes you made in Activity 14 to help you.

- Using the example passage as a model, students write a passage based on the question they chose in Activity 13 and using their notes from Activity 14 to help.
- When they have finished, students exchange their passage with a partner and check each other's spelling and word forms.
- Tell students to make one suggestion about information that their partner can add to their passage.
- Tell students to rewrite their passage if necessary, correcting errors and adding new information.
- Use the passages to make a wall display.

Possible answer

Who is your hero?

My hero is Ignaz Semmelweis. He was a doctor living in Hungary in the nineteenth century. He

worked in a hospital for mothers with new babies. At that time, because hospitals were very dirty places, new mothers often fell sick with fever, and often died. Semmelweis was very unhappy about this, so he examined practices in his hospital carefully to try to find a way to stop the mothers from getting sick.

Eventually, he figured out a simple way to stop fever — he told his colleagues to wash their hands! It sounds unbelievable to us today, but at that time people did not understand how important it was to wash your hands to stop disease.

Tragically, although Semmelweis's method was very effective and saved the lives of many young mothers at his hospital, doctors across Europe refused to believe him. They kept examining mothers without washing their hands, so mothers kept dying. Poor Semmelweis was so upset that he went mad, and died in 1865 in a mental hospital. He was only 47 years old.

Today, Semmelweis is remembered as “the saviour of mothers”. He spent his short life fighting ignorance, and for that he is a hero.