

REVISION MODULE B

Grammar and speaking

1. Look at the pictures. Describe what has happened.

- Tell students to look at the pictures and write sentences describing what has happened using the cues given.
- Ask students to compare answers in pairs.

Answers

1. The driver has been hurt.
2. Someone has helped the driver.
3. Someone has phoned the hospital.

What do you think will happen next?

- Ask students to make predictions about the situation using the cues given.

Answers

1. The driver will be taken to hospital.
2. The driver will be treated by doctors.
3. The car will be repaired.

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

- Tell students to scan the sentences first to find out what they are about (books). Students do not have to complete the sentences at this point.
- Ask students what the time reference for the sentences seems to be. Are the sentences about the past, about now, or about the future? (The sentences mostly refer to the past. Sentence 2 is about the present.) How do they know? (From time expressions such as “long ago” and “today”, and from the forms of the verbs, e.g. “It does not mean...” and “it was a big success”.)
- Ask students to complete the sentences.
- Allow students to compare answers before checking answers as a class.

Answers

1. were written
2. are not written
3. was created
4. came out

3. Complete the conversation with the correct form of the words and expression in brackets.

- Tell students to scan the conversation first to find out what it is about (environmental protection). Students do not have to complete the conversation at this point.
- Ask students about the time reference for the problems mentioned in the conversation. Are the problems finished or still happening? Does the conversation mention the future? (Yes.)
- Ask students to complete the conversation.
- Allow students to compare answers before checking answers as a class.

Answers

1. be found
2. can be saved/will be saved
3. were not taken
4. are left
5. is wasted
6. is; thrown away
7. can be recycled/will be recycled

4. Complete the passage with *that*, *which* or *who*. There may be more than one answer.

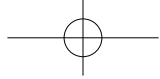
- Write the words “that”, “which” and “who” on the board.
- Ask students which words we use for things and which one we use for people. Elicit answers.
- Ask students to work in pairs to complete the passage.
- Allow students to compare answers before checking answers as a class.

Answers

1. that/which
2. that/which
3. that/which
4. that/which
5. that/which
6. that/who

5. Make new words. Join the parts of words in Box A with the words in Box B. You need to use some of them more than once.

- Put students in pairs to make as many words as possible using the words and parts of words in the boxes.



- Elicit the words and write them on the board.

Possible answers

careful, hopeful, wasteful, international, careless, hopeless, outside, upside, upstairs, unusual, electricity, nationality

Now complete the sentences with the new words you have made.

- Tell students to work in pairs. Ask them to read through the sentences first and identify the most important information in each sentence. They may underline it or write it down.
- Ask students to think about the information they have identified and how it will help them answer the questions. For example, in Question 2, some animals are “very different”. What word did they make which means the same as “very different”? (unusual)
- Ask students to complete the sentences.
- Allow students to compare answers before checking answers as a class.

Answers

- | | | |
|----------------|------------|------------------|
| 1. upstairs | 2. unusual | 3. wasteful |
| 4. careful | 5. hopeful | 6. international |
| 7. electricity | | |

Vocabulary

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

- Ask students to read the words in the box. Make sure they understand that “centre” is a noun, meaning a building where something happens, and that “plant” is a verb here.
- Tell students to read through the sentences to figure out the meanings. For the first three sentences, ask them to look for words from the sentences that can combine with words in the box to form two-word phrases (e.g. glass bottles, recycling centre, air pollution).
- Ask students to complete the sentences.
- Allow students to compare answers before checking answers as a class.

Answers

- | | |
|--------------|-----------|
| 1. glass | 2. centre |
| 3. pollution | 4. plant |

7. Complete the passage with the correct form of the words in the box.

- Read the words in the box with students and ask them which words cannot change form.
- Working individually, students complete the passage with the words in the correct form.
- Check answers as a class.
- Tell students to read the passage again and remember as much as they can about the story of *Oliver Twist*.
- With books closed, discuss *Oliver Twist* as a class, eliciting information about the story from the class and writing notes on the board.
- Tell students to write a summary of the story without looking at the passage.

Answers

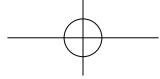
- | | | |
|-----------------|-------------|------------|
| 1. himself | 2. stomach | 3. though |
| 4. difficulties | 5. relative | 6. reasons |
| 7. action | 8. everyday | 9. care |

8. Complete the sentences and conversation with the correct form of the expressions in the box.

- Tell students to read the expressions and check meaning.
- Ask students to work in pairs to complete the sentences and conversation.
- Check answers as a class.

Answers

- | | |
|---------------------|---------------------|
| 1. is worried about | 2. were unable to |
| 3. if possible | 4. find out |
| 5. get lost | 6. such as |
| 7. is known as | 8. care about |
| 9. take part in | 10. it is better to |
| 11. make sure | |



Listening

9. Listen and number the activities in the order you hear them.

- Ask students to read the activities, then listen to the recording and number the activities.
- Tell students to compare their answers with a partner, then let them listen to the recording again.
- Check answers as a class.

Answers

a) — 1; b) — 6; c) — 4;
d) — 5; e) — 2; f) — 3

Tapescript

Woman: Hello, this is ABC Photography School. Can I help you?

John: Hello, I'm John Blair. I'm attending your photography course next week, but I'm not sure how to get to the school. Could you give me some more information?

Woman: Yes, of course. Well, your flight arrives at 6 o'clock on Sunday evening and we'll meet you at the airport of course. We'll take the bus into the city, and walk to our school.

John: Great! I'm glad I don't have to find it by myself. And when does the course start?

Woman: I've got your programme. The course starts at 9 o'clock in the morning the day after you arrive. In fact, all your classes start at 9 every day, Monday to Friday.

John: And I'll need to take photos for the competition on the last day, right?

Woman: Yes. You'll need to do that in the afternoon. And the first prize is a new camera!

John: Will there be any other activities?

Woman: Yes, of course! In the evening you can go swimming. And on Wednesday evening, we'll take you all for a walk around the city, which is very beautiful at night.

John: That sounds great.

Woman: Oh yes, and on Thursday — your last evening, there will be a party for all the students.

John: My plane leaves for home on Friday evening, right?

Woman: Yes. Don't worry. The bus will take you back to the airport at 5 o'clock. Your plane leaves at 7.

John: Thank you very much! I'm sure I'll have a great time. I'm looking forward to it!

10. Listen again and complete the timetable with activities.

- Ask students to look at the timetable and try to complete it from memory.
- Allow them to compare answers with a partner, then play the recording again for them to listen to and check.
- Check answers as a class.

Answers

	Morning	Afternoon	Evening
Monday	classes	—	swimming
Tuesday	classes	—	swimming
Wednesday	classes	—	a walk around the city
Thursday	classes	—	party for all
Friday	classes	taking photos for the competition	leaving for home

Reading and speaking

11. Work in pairs. Look at the pictures and describe them.

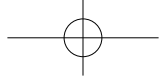
- Put students in pairs and ask them to describe the pictures.
- When pairs have finished speaking, elicit ideas as to what they think the children in the pictures are doing.
- Write their ideas on the board.

12. Read the passage and check your description in Activity 11.

- Tell students to read the passage and check their ideas from Activity 11.

Now complete the table.

- Ask students to cover the passage and complete the table from memory.
- Allow them to compare answers with a partner, then check answers as a class.
- As a class, discuss whether students would like this kind of school or not, and why or why not.



Answers

1. live far from; have a local school
2. small building
3. “air” lessons
4. Turn on; listen to
5. usual lessons
6. their mum
7. email; on Monday and Tuesday
8. on Wednesday
9. Talk to
10. the Internet and the telephone

Writing

13. Read the information about Susan’s life in primary school and in high school.

- Ask students to read the information and, with a partner, discuss how similar or different it is to their own life in primary school and in high school.
- Compare ideas as a class.

Now use the information to write a short passage about Susan’s life in primary school and in high school. Try to use different sentence structures.

- Write the first two or three sentences as a class, encouraging students to use words like “but”, “because”, etc. For example:

At primary school, Susan walked across the farm for five minutes to get to her classroom, but now she has a 20–30 minutes’ bus ride every day.

- Ask students to write their passage.
- When they have finished, ask students to draw illustrations showing different parts of Susan’s school life. Use the passages to make a wall display.

Possible answer

Susan was a pupil of the School of the Air. She is now studying at South Sydney High School. Before, her journey to school was only a five minutes’ walk, but now she has to ride a bus for 20 to 30 minutes. Her schoolday was shorter in primary school. She finished at 12:00, but now she finishes at 15:30. Perhaps the biggest difference for her is the number of pupils at her new school — there are 800 students! There were only 12 pupils at the School of the Air.

High school has good points and bad points for her. Now she has lots of friends, can study lots of subjects, and can talk to the teacher face to face, instead of using the telephone or the Internet. It is easier to understand things when you can talk to the teacher face to face. But she has a long journey to school, and there are lots of students in her class. Sometimes she misses her quiet time in primary school, when she could play outside and spend time with the animals. But there are more things to do at high school. Now Susan can swim and join a computer club, as well as play football. On the whole, Susan likes her high school a lot.