



REVISION MODULE A

Grammar and speaking

Preparation

- Show a family picture. Ask the students to describe what's in the picture. Give them an example using "there is/there are".
- Ask who people are. (e.g. Who's this/that?) Ask about possessions and relations in the picture. (e.g. Whose is this...? Whose are these/those...?)
- Ask the students to ask and answer questions in pairs and describe the picture.
- Elicit descriptions with pairs saying as much as they can.

1. Complete the conversations with the correct form of the words from the box.

- Ask the students to read through the words in the box then read the conversations and think about what type of words is missing.
- Ask them to complete the conversations individually and cross out words in the box as they use them.
- Ask the students to check their answers in pairs and practise the dialogues together.
- Ask pairs to read out each conversation. Ask about capital letters.

Answers

1. this; it; your 2. those; They 3. their; He; my
4. you; I; She; her 5. that; his 6. we

2. Complete the conversation with *there is, there isn't, there are, there aren't, is there, or are there*.

- Ask the students to read the conversation and think about whether the missing words are positive, negative, single or plural.
- Ask the students to complete the sentences on their own, then check with a partner.

Now work in pairs and act it out.

- Ask the students to read out the conversation.

Students practise the conversation in pairs.

Answers

1. there are 2. Are there 3. there aren't
4. There are 5. there are 6. Is there
7. there isn't 8. there is

3. Complete the passage with the correct form of the words and expressions from the box.

- Ask the students where different objects are in the classroom.
- Ask the students to move things around the room and put them in different places (e.g. next to / between / in front of).
- Then ask them to read the passage quickly to find out who Dodo is.
- Look at the picture and complete the sentences individually with the prepositions in the box.
- Students read out sentences from the passage.

Now work in pairs. Talk about Daming's family photo.

- Tell the students to work in pairs. Student A asks questions about the people in the picture. (e.g. Who's this? Is this Daming's uncle? Where is Daming's mother?) Student B answers the questions based on the picture and the information in the passage.
- Monitor around the class.

Answers

1. between 2. Behind 3. on the right
4. next to 5. on the left 6. in front of

4. Underline the correct words.

- Ask the students to read the whole passage and think about what the correct answers are.
- Ask them to choose the correct word in each pair of words on their own, then check with a partner.
- Students read out the sentences to the class.



Answers

1. On 2. at 3. don't 4. don't
5. have 6. we 7. In 8. watch

5. Complete the conversation with *some* and *any*.

- Ask the students to read the conversation and think about whether the missing words describe plural or singular, countable or uncountable nouns or whether the sentences are questions or statements.

- Ask the students to complete the conversation on their own, then check with a partner.

- Ask the students to read out the conversation. Students practise the conversation in pairs.

Now make your own conversation with *some* and *any*.

- Put the students into pairs and ask them to make their own conversations after the example.

- Monitor and help as they practise.

- Ask pairs of students to demonstrate their conversations in front of the class.

Answers

1. any 2. some 3. any 4. some

Vocabulary

6. Look at the family tree. Complete the sentences.

- Tell the students to look at the family tree and brainstorm family members in groups of 3-4.

- Tell them to say and write down as many names for family members as they can and decide who everyone in the tree is and label it.

- Write "family" on the board. Draw the tree on the board and several students come up, label it, and write names of family members under the heading.

- Students complete sentences with the names of family members on their own and check with a partner.

- Elicit answers from the class.

Answers

1. son; daughter 2. aunt 3. uncle
4. Sam 5. parents 6. cousin
7. brother 8. grandfather; grandmother

7. Circle the word that does not belong in each group, and say why.

- Elicit some examples of words in different categories (e.g. vegetables / fruit / meat / clothes / countables / uncountables).

- Tell the students to read the words and find the odd one out. (Teach them this expression, meaning the one that's different.)

- Ask how it's different.

- Elicit answers from the whole class and the reasons.

Answers

1. juice (It is not a vegetable.)
2. noodles (It is not a kind of drink.)
3. rice (It is not fruit.)
4. candy (It is not meat.)

8. Work in pairs. Match the jobs with the workplaces.

- Ask the students where they think different people work.

- Model the question with intonation and interest for pronunciation. (Teacher: Where does a teacher work? Students: I think he/she works in a school.)

- Students practise in pairs. Then match the jobs and workplaces individually and check in pairs.

- Elicit answers from the whole class in pairs.

Answers

- actor—theatre
doctor/nurse—hospital
farmer—farm
manager—hotel
policeman—police station
teacher—school



Listening

9. Listen and complete the table for Betty.

- Look at the table about Betty's school day and ask what's missing.
- Ask questions about routine, then use question prompts on the board to elicit questions. (e.g. What time / she / leave home? When / she / get up? What / she / do at 7:00?)
- Tell them to listen and find the answers.
- Ask the students to complete the table individually, and then ask questions in pairs to check answers.
- Elicit answers in pairs from the whole class.

Answers

7:00	get up
7:30	go to school
8:00	start lessons
10:10	have a break
12:30	lunch
3:40	go home
4:15	do sports

Tapescript

Grandma: Betty, are you busy on Thursday?

Betty: On Thursday I get up at 7:00 and go to school at 7:30.

Grandma: Do you start lessons at 8:00?

Betty: Yes, we start at 8:00.

Grandma: What do you do at break?

Betty: We have 20 minutes' break at 10:10. I talk with a friend.

Grandma: When is your lunch?

Betty: It's at 12:30. I have half an hour for lunch. I do some work at the library at 1 o'clock.

Grandma: You go home at 3:40. That's early.

Betty: Yes, but I do sports at 4:15.

Grandma: Oh, that's why you are so busy.

10. Listen and chant. Notice the rhythm.

- Show the students a picture of sausages in a frying pan, or draw it on the board so they can visualise what they are going to hear in the chant.
- Check they can pronounce "sausages", drill

chorally, emphasising the stress on the first syllable.

- Teach the words "pop" and "bang" for example by blowing up a balloon or a paper bag and making it burst then have students shout "Pop!" and make a loud noise and have students shout "Bang!"
- Play the recording all the way through and have the students listen.
- Play the recording again and pause after each line and have students repeat it, playing it again if necessary until they get the rhythm and pronunciation right.
- Have students chant by themselves.

Reading

11. Read the passage. Match the favourite days with the people.

- Tell the students to skim read the passage and underline the days and names. Demonstrate what you mean by "skim".
- Read quickly, find out who the four students are and underline their favourite days.
- Ask them to match the favourite day with the right person, and then check with a partner.
- Elicit answers from the whole class. Ask what their favourite days are and why.

Answers

Tony—Wednesday
Lingling—Tuesday
Daming—Sunday

12. Check (✓) the true sentences.

- Tell the students to read the passages again and underline what each student likes and doesn't.
- Students read the sentences again. Check (✓) the true sentences individually, and then check with their partner. If not true, say why.
- Ask one student to read out a sentence and another to say if it is true or not. If not, ask him/her to say why.

Answers

1. ✓ 2. × 3. × 4. ✓ 5. × 6. ✓



Writing

13. Read the letter by Daming and correct the mistakes. Notice capital letters, full stops and questions marks.

- Put some words on the board without capital letters. Elicit which ones need capital letters and why.
- Ask them to read the passage and answer individually.
- Ask four students at a time to come up and write a sentence each in different parts of the board while the others check their answers with a partner.
- When all the sentences are on the board, check it with the class. Students correct the errors.

Answer

Dear Jack,

Hello. My name's Daming and I live in Beijing. Beijing is a big city in China. My mother is a nurse. Tony and Lingling are my friends. We're in Ms Li's class. There are 40 students in our class. My favourite subject is art. I don't like maths. For lunch I eat healthy food. I eat fruit and vegetables. I don't drink cola.

Where are you from? What's your favourite subject? What do you like to eat?

Love from,
Daming

14. Complete the sentences with *and* or *but*.

- Read through the examples with the students.
- Ask them to read and connect sentences individually and then check with their partner.

- Elicit answers from pairs. A reads the two sentences and B the joined sentence.

Answers

1. but 2. and 3. and 4. but 5. but/and

15. Complete the information about yourself.

- The students should complete this individually.
- They then read each other's information in pairs and work together to notice and correct any errors.
- Elicit examples from the class.

Now write a paragraph.

- Explain that students now have all the information they need to write a paragraph about themselves.
- Tell them to use the table to help them and write 8-10 sentences. Remind them to use a range of vocabulary they have learned and both positive and negative forms of verbs.
- Monitor and help around the class and tell them they can look in the back of the book or their notebooks for vocabulary.

Possible answer

My name's Annie and I live in Shanghai. I'm at the Green Hill Secondary School and I'm in Mrs Li's class. There are 30 students in our class. We're in Grade 7. I like maths and science but I don't like history. My favourite day is Friday because we have my favourite lesson on Friday — music. My favourite food is fruit because it's healthy and delicious. I eat fruit for breakfast. I don't eat candy or drink cola.