

REVISION MODULE B

Grammar and speaking

Preparation

- Play a “Spelling circle” game. Make a list of verbs the students know (e.g. lie / climb / run / make / sit / dance / put / come / walk / fly). Try to elicit them and ask the students to spell.

- Ask them to tell you the words and put them on the board. Say they are going to do the actions and spell what they are doing.

- Ask a group of students to come to the front and stand in a circle.

- Tell the first to say a verb and the second has to mime and spell the action (e.g. run / running).

- Check possible difficulties. Put students into groups to do the same. Monitor.

- Do delayed feedback. Write up the ones that you noticed there were problems with and ask the class to correct.

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

- Elicit the names of zoo animals. List them on the board. Point to one and ask what it eats/they eat. Tell them to listen to the question and decide if the answer should be “... a panda eats...” or “... pandas eat...”

- Elicit a negative example for each, by prompting. For example, the teacher says “panda, bananas”. The students say “A panda doesn’t eat bananas.”

- Tell the students to read the sentences and think about whether they are about one (it) and has an “-s” or more than one (they), no “-s”. If the sentences are negative, ask the students to decide whether the answers should include “doesn’t” or “don’t”.

- Students complete the sentences individually, and then check their answers in pairs.

- Call back answers from the class in full sentences.

Answers

1. like 2. doesn’t like 3. don’t eat 4. live
5. is 6. eat 7. don’t live

2. Complete the sentences with the words in brackets.

- Ask the students about their weekend habits and how often they do things (e.g. watch TV).

- Put some frequency adverbs on the board: always / often / sometimes.

- Ask them when they watch TV. Tell them you always watch TV on Saturday night.

- Ask them again. Tell them to use one of the frequency adverbs in their answers. Ask several students.

- Tell the students to read the sentences and rewrite them, adding the frequency adverbs in brackets.

- Ask the students to check their answers in pairs.

- Elicit answers from the whole class.

Answers

1. Daming never gets music from the Internet.
2. Tony often meets his friends on Saturday morning.
3. Betty and Lingling always do their homework on Sunday.
4. Lingling often visits her grandma at the weekend.
5. Betty never watches television in the morning.

3. Complete the questions with the correct form of the verb *be*.

- Tell the students to read the questions. Decide if they are he/she or they questions.

- Tell them to decide how they ask: “Is...?” or “Are...?” Call out different people: your mother / people / boys / the teacher. Students call back with the right response.

- Students complete the questions individually and check in pairs.

- Elicit the questions from the class.



Now answer the questions.

- Then have one or two groups of students ask and answer in open class to check the short answers.
- Tell the students to ask and answer in pairs.
- Monitor as they work, and then call back answers in open pairs.

Answers

1. Is 2. Is 3. Is 4. Are 5. Are 6. Is 7. Are

4. Look at the pictures. Ask and answer questions about them.

- Elicit the questions from the class with question prompts (e.g. What / he/she / doing?).
- Students ask and answer in pairs.
- Elicit answers from the class.

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

- Ask the students to read the passage. Tell them to answer these questions: a) Whose birthday is it? b) What's Tony's favourite cake? c) What do his friends give him?
- Elicit their answers.
- Students read the passage again and complete the passage with the correct form of the words.
- Students check their answers in pairs.
- Elicit the answers by asking different students to read out the passage around the class.

Answers

1. has	2. is having	3. makes
4. is	5. are	6. are giving
7. is opening	8. give	9. eat
10. aren't eating	11. are eating	
12. (are) drinking	13. is enjoying	

6. Complete the conversation with *at, in, on* or *to*.

- Put different times on the board (e.g. days, times of the day, months, and years). Elicit examples.
- Elicit prepositions by asking students to make questions from question prompts (e.g. What / do / Sunday?).
- Tell the students to read the conversation and

complete it with the correct prepositions.

- Elicit answers in full sentences from the class.

Answers

1. on 2. at 3. to 4. in 5. in 6. in

Vocabulary and speaking

7. Complete the puzzle.

- Ask the students to look at the picture clues and decide what the words are from 1-7 in the puzzle.
- Tell them to do the puzzle on their own.
- Students check their answers with a partner.

Answers

1. box 2. tickets 3. present 4. chocolate
5. T-shirt 6. card 7. cake

8. Complete the sentences with the words from the box.

- Ask the students to read all the sentences first and think about the missing words.
- Tell the students to do the ones they are sure of first. Cross the words out in the box.
- Ask students go back and re-read the others. Complete with the remaining words.
- Students read out full sentences to elicit answers.

Answers

1. give 2. sweep 3. do 4. use 5. save 6. eat 7. buy

9. Work in pairs. Ask and answer.

- Ask one or two questions. Then read the questions with the class.
- Ask them to repeat chorally for pronunciation. Ask the students to ask each other across the class in open pairs.
- Put the students in pairs to ask and answer.
- Elicit the questions and answers from the class in open pairs.

Listening

10. Listen and check (✓) the things they're buying.

- Ask the students to repeat the things listed for



pronunciation recognition.

- Tell them all the pupils are doing things for the Christmas party.
- Tell the students to check the things they hear. Play the recording twice.
- Ask the students to check their answers in pairs. Elicit answers from the class.

Answers

d (✓); e (✓)

Now listen again and match the people with what they like doing.

- Ask the class what they can remember about who is doing what. Elicit their ideas.
- Play the recording again and ask them to match the students with what they are doing for the party.

Answers

Betty—singing songs

Lingling—dancing

Daming—getting the food ready

Tapescript

Lingling: What do you like doing at a Christmas party, Betty?

Betty: I like singing Christmas songs. How about you?

Lingling: I like dancing to your songs!

Betty: That's great.

Lingling: What about Daming?

Betty: He doesn't like singing or dancing. There he is. Let's ask him.

Lingling: Hi, Daming. What do you like doing at a Christmas party?

Daming: I like playing games. And I like getting the food ready. Can you help me?

Betty: OK. What can we do?

Daming: Can you buy some cola and juice?

Betty: Sure. And have we got a Christmas tree?

Daming: Yes, we have!

11. Listen and sing.

- Tell students this is a traditional Christmas song.
- Ask the students to read through the words and ask them what it's about. Check they understand all the words.

- Play the recording and let them listen once.
- Play the recording again, pausing at the end of each line for them to repeat.
- Play the whole recording again and let the students sing along with it.
- Let the students sing together in the class, either with the recording in the background to help, or if they are confident without the recording.

Reading

12. Read the email from Tony's friend, John. Check (✓) the true sentences.

- Tell the students to read the sentences about John and his new school after the email.
- Ask what they think the passage is about. Put their ideas on the board.
- Tell them to read the passage and see if they are right.
- Ask them to read again, underline information about the sentences and decide if they are true or false.
- Ask them to check their answers with a partner.
- Elicit answers from the class. If they are false, ask why.

Answers

1. × 2. ✓ 3. ✓ 4. ×

13. Read the email in Activity 12 again and find out why John is enjoying his new school.

- Ask the students to read the passage again and circle the things John likes.
- Students write six sentences on their own that show why John is enjoying his school, and then check with a partner.
- While they are checking, ask six pairs of students to come to different parts of the board.
- One student in each pair tells his/her partner what sentence to write.
- The class checks the sentences and corrects any errors when the students have sat down.



Writing and speaking

14. Complete the letter. Notice apostrophes (').

- Ask the students to read the email and say what Martin and his brother do with his computer.
- Tell them to check with each other, then re-read and fill in the blanks.
- Monitor while they check their answers in pairs.
- Ask the class to read out the sentences where there are apostrophes. Say the words with apostrophes and spell them aloud.

Answers

1. It's 2. I've 3. doesn't

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

- Check the meaning of “and” and “but” with the class and discuss when to use them. Ask which combines ideas that continue with the same kind of ideas and which connects different or opposite ideas.
- Tell the students to read the sentences and connect the ideas using “and” or “but”.
- Ask the students to check their answers in pairs.
- Elicit answers in full sentences and ask if the connected ideas are the same kind or different.

Answers

1. but 2. but 3. and 4. and

16. Work in pairs. Have a conversation inviting your friends to a party.

- Bring two old mobile phones to class. Give one out to a student and pretend to ring him/her.
- Invite him/her to a party. Role-play a conversation with the student with the prompts in the book.
- Put students into pairs to make a conversation

using the prompts given.

- Give out mobile phones to two students and they ring each other and role-play.
- Pass them on to two more, etc.

17. Write an invitation letter to invite your friends to celebrate New Year's Day.

- Give students the names of students to invite. Tell them they can write their invitations in pairs or groups of three. Start their invitations with “Dear X”, using the names you give them.
- Introduce the topic of the letter. Tell them they can use some of the language from the invitation in their conversations.
- Ask the students to include the ideas in the book or use their own ideas.
- Monitor as they write. Help where needed.
- Ask them to deliver their invitations when they have finished.
- Call pair or group names to read out their invitations or tell the class about them.

Possible answer

Dear Tom,

I'm writing to invite you to celebrate New Year's Day with us.

On that day, we usually go to a concert first, and then have a New Year's Day party. At the party, we always have a traditional family dinner with lots of nice food. After dinner, we always play some games and make a play or tell stories.

It's always fun to celebrate New Year's Day and I hope you can come.

Love from,

Lucy