

REVISION MODULE A

Introduction

- This revision module contains activities which are related to the language introduced in Modules 1-6. It is intended as a way of checking that the students know that language, and giving them some additional practice.

Grammar and speaking

1. Make a questionnaire about weekend plans.

Write questions with the words in the box. Use *be going to*.

- Go through the examples with the class. Make sure that they understand how to use the prompts to make questions. Tell them that after the first question, questions may contain the word “it”.

- Elicit examples from the class.

- Ask students to write the questions individually.

2. Work in pairs. Ask and answer the questions in Activity 1.

- Pair the students to ask and answer the questions and make notes of their answers.

- Ask students to ask each other in open class to check their answers.

Now write your partner's answers in the questionnaire.

- Tell students to write their partner's answers in the questionnaire.

Possible answers

Questionnaire	
Questions	Answers
What are you going to do this weekend?	<i>I'm going to have a piano lesson.</i>
Why are you going to have it?	Because I love playing piano.
Where are you going to have it?	At the Children's Palace.
Who are you going to do it with?	With my mum.
When are you going?	At 9:00 am on Saturday.

3. Work with a different partner. Talk about your first partner's answers in Activity 2.

- Have the students change partners to ask and answer the questions again, but about their first partners.

- Go through the question prompts again to elicit the change from “you” to “he” or “she”.

4. Work in pairs. Talk about the opinions and give your reasons.

- This activity is based on the topic and language in Module 4. Students may want to go back there to remind themselves of the ways the future tenses are used to make predictions. There is an example here to help them with the activity.

- Remind students that reasons begin with “because”.

- Go through the sentences with the whole class and get students to give their opinions on each one. See how many people agree or disagree with the opinions.

- Tell students to work in pairs and give their opinions using “because”.

- Elicit a few answers around the class.

5. Write sentences from Activity 4.

- Ask students to think about the opinions and reasons they discussed in Activity 4.

- Tell them to write their ideas in complete sentences. Read the example sentences aloud to help them.

- Have students read their sentences aloud in open class.

- Write the most interesting ideas on the board.

Possible answers

1. Robots won't do easy jobs because they will do all the heavy and difficult jobs.
2. Flying will be expensive because oil will be expensive.
3. People won't have short holidays because their

working hours will be short and they will have a lot of free time.

4. Robots and machines won't do interesting jobs because people will want to do them.
5. There won't be cold winds because the world will be quite warm.

6. Complete the sentences with *can* or *can't* and the correct verbs.

- Tell students to look at the sentences first, and then complete them individually.
- Have students check their answers in pairs.
- Elicit answers from the whole class in sentences.

Answers

1. can't ride
2. can play
3. can see
4. Can; help
5. can't go

7. Work in pairs. Look at the map. Ask for and give directions.

- Look at the map with the class and ask what they can see. Find out what places there are in the town and where they are.
- Ask the class where the station is from the cinema, and to think of directions in pairs.
- Elicit a question for asking for directions.
- Put students in pairs to ask for directions. They must follow the guidelines for Student A and Student B. They can use the words in the box.
- Have students ask for directions in open class and others answer.

8. Complete the conversation with the correct form of the words from the box. You can use some of the words more than once.

- Ask the class to complete the gaps individually. If you feel they need some preparation first, here's a suggestion.
- Ask students if you can borrow some of their things. Collect things and redistribute them around the class.
- Have students stand up, hold up what they have and ask. (e.g. Whose pencil is this? Whose books are these?)

- The owner or owners can stand up and say, "It's mine. / They're ours." Others can say, "It's his/hers. / They're theirs." etc.

- Ask students to check their answers in pairs. Then elicit answers from the whole class.

Answers

1. Whose
2. yours
3. mine
4. his
5. his
6. his
7. His
8. your
9. my

Vocabulary

9. Write down as many words as you can. See who can write more.

- Write the headings on the board.
- Tell students to look at the table and think of as many words as they can on their own.
- Put students in groups to brainstorm, share their words and see who has the most.
- Tick off the ones that are the same.
- Hand out chalks to the groups for the whole class feedback.
- Check the words on the board together and correct any mistakes.

Possible answers

school	Place	Shop	Sport	Food
eraser	museum	supermarket	tennis	biscuit
book	bank	clothes shop	basketball	apple
chalk	cinema	market	cycling	noodles
dictionary	park	shoe store	football	orange
homework	school	store	swimming	rice
paper	shop		table tennis	vegetable
pencil	station			
ruler	theatre			

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

- Tell students to read the sentences and then the words in the box.
- Tell them to read the sentences again and complete them with the correct form of the words in the box.
- Call back the answers by asking students to read out the sentences.

Answers

- | | | |
|-----------|----------------|----------------|
| 1. email | 2. picnic | 3. T-shirt |
| 4. robots | 5. supermarket | 6. underground |

Listening

11. Listen and check (✓) the true sentences.

- Tell students to read the sentences first.
- Play the recording through once while students listen. Ask students to decide if the sentences are true or false.
- Play it again for students to check.
- Tell students to check their answers in pairs.
- Play the recording again for them to check.
- Elicit answers from the class and ask students to give the reason if the sentence is false.

Answers

1. × 2. ✓ 3. ✓ 4. × 5. ✓

Tapescript

Betty: What are you going to do in the future, Tony?

Tony: Well, I'm not sure. I want to be a nurse because I'm good at science. But my mother would like me to be a teacher like her.

Betty: Mm, interesting. Do you want to be a teacher?

Tony: No. Teaching is so difficult and I don't think I can do it well. And maybe there will be no teachers in the future and students can learn alone at home. What about you, Daming?

Daming: My parents want me to be a doctor so I can help people in hospital. But you see, I'm good at sport and I can play football very well. So I want to be a football player in the future and help China win the World Cup!

Tony: Wow! Then you will be a real star!

12. Listen to the poem and read.

- Tell students that you are going to read a poem and explain the title. "Perseverance" means "trying hard to do something, even when it is difficult".
- Go through any potentially difficult vocabulary (e.g. proud, smile, kiss, forehead, whisper, sigh,

pleasant).

- Explain that "nay" is an old-fashioned word for "no".
- Play the recording and have students read the poem as they listen.
- Discuss the poem and ask some questions to check the meaning. The following are some examples:
 - 1) How does the writer feel when the teacher says "done well"? (*Glad and proud.*)
 - 2) How will the writer's mother feel? (*Happy.*)
 - 3) What advice did the writer's mother give? (*Don't be afraid. Try.*)
 - 4) How does the writer feel about studying at the end? (*The writer wants to study hard and will not ask for easy work any more.*)
 - 5) What is the message of the poem? (*If you try hard, even when something is difficult, you will enjoy doing it.*)

Reading

13. Read the passage and check (✓) the true sentences.

- Tell students they are going to read about going shopping in London.
- Tell students to read the passage and sentences and decide if they are true or false.
- Tell students to check their answers with a partner.
- Call back the answers from the whole class. If it's false, ask students to say why.

Answers

1. ✓ 2. × 3. × 4. ✓

Writing

14. Join the sentences with so or because.

- Do an example of each form on the board with the class. For example, use "I'm hungry. I didn't have breakfast." to elicit "because". Use "I'm hungry. I'm going to eat an apple." to elicit "so". Ask students which is a reason and which a result.
- Ask students to join the sentences individually, and then check with a partner.
- Elicit the answers as complete sentences.

Answers

1. The weather is warm so I am wearing my T-shirt.
2. We're taking the plane because it's a long way.
3. I take the bus to school because I live a long way away.
4. I like strawberries so I'm going to buy some at the market.
5. She is going to the lost and found office because she can't find her camera.

15. Find a picture of your favourite place of interest and answer the questions.

- Ask students to brainstorm as many places of interest in China as they can, and write them on the board.
- Tell students to find images of their favourite places on the Internet or in books that they might have.
- When they have chosen their favourite place, they should answer the questions.
- Ask students to read their answers out to the rest of the class. It would be good if they could simply

use their answers as reference notes and give their answers without simply reading from the paper.

16. Write a passage about the place.

- Ask students to write a passage about their favourite place individually. Tell them they can use their answers to the questions in Activity 15 as the basis of the passage.
- In pairs, tell students to exchange their passages and help each other correct any mistakes.
- Ask a few students to read out their passages.
- Have the students stick their passages on the boards and ask the students to read them.

Possible answer

My favourite place in China is Hangzhou. It's a large city in the east of the country. I can get there by train. It has a very beautiful lake — West Lake. I can see the Su Causeway and the Leifeng Pagoda. I can buy silk and tea in Hangzhou. I like Hangzhou because it is very beautiful and interesting.