

REVISION MODULE B

Grammar and speaking

Introduction

- This revision module contains activities which are related to the language introduced in Modules 7-12. It is intended as a way of checking that the students know that language, and giving them some additional practice.

1. Write questions and make a questionnaire.

- Tell students that they are going to write some questions and make a questionnaire.
- Go through the prompts with the students and elicit questions.
- Ask students to write the questions on their own.
- Choose some students to read out their questions aloud. Correct any mistakes.

Answers

1. When were you born?
2. Where were you born?
3. When did you start school?
4. What school did you go to when you were seven?
5. Did you ride a bike to school when you were eight?
6. How did you go to school when you were eight?
7. Who did you play with?
8. What games did you play?
9. Why did you like this game?
10. What sports did you like?

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

- Tell students to do the questionnaire. Have students think of the answers to the questions for themselves first and make notes.
- Then in pairs, students ask and answer the questions.
- Tell students to make notes of their partners' answers.

3. Write your and your partner's answers on your questionnaire.

- Tell students to copy the questionnaire table in the textbook on a piece of paper. Make it big enough to write the 10 questions from Activity 1.
- Ask them to use their notes about themselves and their partners to complete the table.
- Walk around and monitor their progress as they work.
- Students check their questionnaires in pairs.
- Call back the answers by asking several students to read out their questionnaires aloud.

Possible answers

1. I was born in September. / He was born in April.
2. I was born in Xiamen. / He was born in Haikou.
3. I started school at seven. / He started school at six.
4. I went to a town primary school. / He went to a village primary school.
5. No, I didn't. / No, He didn't.
6. By bus. / On foot.
7. I played with my friends. / He played with his sister.
8. I played computer games. / He played board games.
9. Because it's very safe. / Because it's very exciting.
10. I liked table tennis and swimming. / He liked football and running.

4. Complete the passage with the correct form of the words and expression from the box.

- Tell students they are going to read about a famous fairy tale writer, called Hans Christian Anderson. Introduce two of his fairy tales: *The Little Match Girl* and *The Ugly Duckling*.
- Tell students to read the passage, answer the following questions and check in pairs. You can write the following questions on the board:
 - 1) Where was Anderson from? (*Denmark*.)

- 2) How old was he when worked in the theatre? (14.)
3) Who did he write stories for? (*Children.*)

- Then call back the answers from the whole class.
- Go through the words in the box with the class. Write “come out—publish, find—feel/think” on the board. Give examples of their meaning:
1) A new book/magazine comes out. = They publish a new book/magazine.
2) I find it interesting. = I think it’s interesting.
- Tell students to read the passage again and complete it with the words in the box. Remind them to decide if they are past or present.
- Tell students to check their answers in pairs.
- Ask some students to read out the sentences from the passage.

Answers

- | | | | |
|-------------|--------------|----------|----------|
| 1. was born | 2. died | 3. tried | 4. moved |
| 5. went | 6. travelled | 7. came | 8. wrote |
| 9. found | 10. became | 11. like | 12. read |

Culture box: Hans Christian Anderson’s fairy tales

Hans Christian Anderson’s fairy tales are well known in Western Europe and America. They are beautiful but some are also very sad. *The Little Match Girl* is about a very poor little girl who sells matches to survive. *The Ugly Duckling* is about a very ugly little duck who is made fun of by all of the others because he is different. One day, he grows up and becomes a beautiful swan.

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

- Ask students to read the passage first. Ask them who it is about and how the writer’s grandpa went to school when he was young.
- Elicit the answers “It is about the writer’s grandpa. He rode his bicycle to school.”
- Tell students to think about whether the missing words are positive or negative, regular or irregular verbs.
- Students complete the sentences on their own, then check with a partner.

- Ask students to read out the passage.

Answers

- | | | |
|----------------|-----------------|----------------|
| 1. listened | 2. didn’t watch | 3. played |
| 4. didn’t play | 5. had | 6. didn’t send |
| 7. didn’t have | 8. rode | 9. travelled |
| 10. went | 11. swam | 12. had |
| 13. wasn’t | 14. didn’t take | |

6. Match the pictures with their meaning.

- Have the whole class look at the four pictures. Ask them where they can see those signs.
- Students match the pictures with their meaning individually, and then check the answers with their partners.
- Call back the answers by asking some students.

Answers

- Picture 1—No swimming.
Picture 2—No talking.
Picture 3—No photos.
Picture 4—No running.

Now explain these signs with *don’t*.

- Ask students to explain the signs on their own, and then check with a partner.
- Call back the answers from the whole class.

Answers

- Picture 1—Don’t swim.
Picture 2—Don’t talk.
Picture 3—Don’t take photos.
Picture 4—Don’t run.

7. Rewrite the sentences with *what*.

- Review the exclamations. Point around the classroom and say, “The room’s so big. What a big classroom!” Point to a few other things and make a few more exclamations. For example, you say, “There are a lot of desks/students.” Students answer, “What a lot of desks/students!”
- Tell students to read the sentences in their textbook and rewrite them individually.
- Students check in pairs. Each student should say

a sentence and the other should respond with the exclamation.

- Nominate a student to read each sentence and another to respond with “What... !”

Answers

1. What a
2. What a fine day
3. What a happy
4. What wonderful music

Vocabulary

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

- Tell students to think about as many types of music as they can, and explain whether they like them.
- Elicit what “blues” means when it refers to music and what it’s like. Tell students that blues songs tend to be rather sad and about the struggles of life.
- Tell students to read the sentences about music and complete them individually with the words from the box.
- Elicit answers in full sentences from the class.

Answers

1. slow
2. modern
3. fun
4. music
5. beautiful
6. sad

9. Complete the passage with the correct form of the expressions from the box.

- Ask students to do the actions according to the expressions in the box. Elicit where people do them.
- Tell students to read the passage and complete it individually.
- Elicit answers in full sentences from the whole class by asking them to read out the passage sentence by sentence.

Answers

1. shake hands
2. kiss each other
3. stand close
4. arm in arm

10. Complete the email with the correct form of the words from the box. You can use some of the words twice.

- Read the words in the box with the class and elicit their past form.
- Tell students they are going to read an email quickly to find out where the writer is.
- Students read the email quickly. Elicit the answer “The writer is in London.”
- Tell students to read again and complete the email with the correct form of the words in the box. Some words may be used more than once.
- Elicit the answers by asking students to read out the email sentence by sentence.

Answers

1. arrived
2. took
3. went
4. came
5. visited
6. visited
7. had
8. looked
9. did
10. bought

Listening and speaking

11. Listen and choose the correct answer.

- Read the sentences with the class. Ask them what they can tell you about Tony from the statements. (e.g. He went away. / He flew. / Someone met him. / He bought something.)
- Play the recording through once while students listen for the answers.
- Play the recording again. Students choose the correct answers and then check them in pairs.
- Play one more time for students to check.
- Elicit answers in full sentences from the whole class.

Answers

1. Hong Kong
2. four
3. uncle
4. a dragon boat
5. a present

Tapescript

Lingling: Where did you go on holiday, Tony?

Tony: We went to Hong Kong.

Lingling: What a wonderful city! How long did it take to get there?

Tony: Well, it took four hours, and my uncle met us at the airport.

Lingling: Where did you stay?

Tony: We stayed in a hotel.

Lingling: What did you do in Hong Kong?

Tony: We went on a bus tour of the city.

Lingling: Did you like the food?

Tony: Yes, of course! We ate at a great restaurant near the sea. And we saw a dragon boat. It was fantastic!

Lingling: Did you go shopping?

Tony: Yes, we did. I bought you a present.

Lingling: How nice of you!

12. Write the conversation.

- Read the prompts with the class. Elicit some examples of the questions and answers.

- Tell students to write the conversation between A and B individually.

Now work in pairs and act it out.

- Tell students to check their conversations in pairs and then act them out.
- Elicit answers by asking some pairs to act them out.
- Write the conversation on the board.

Possible answer

A: Where did you go on holiday?

B: We went to the sea.

A: What did you do?

B: We swam in the sea and ate in a restaurant.

A: Did you buy any presents?

B: Yes, we spent a lot of money.

13. Listen to the poem and read.

- Tell students that this poem is a famous children's poem. Tell them to listen carefully to the rhymes and the tones.
- Point to the picture and show the meaning of "curl". Teach the meaning of "forehead" and "horrid". Point out that "forehead" and "horrid" are pronounced in the similar way so that they rhyme.
- Play the recording and ask students to read while they listen.
- Repeat the poem chorally with the whole class.

Reading

14. Read the passage and answer the questions.

- Ask students to talk in groups of 3-4 about what they think the difference between blues, rock and rap music is.
- Ask students what instruments people use to play music and where the music is from.
- Elicit ideas from the whole class and put them on the board for a prediction activity.
- Now ask students to read the questions and guess the answers individually. Elicit possible answers.
- Tell students to read the passage quickly to see if they are right. Check with their ideas on the board.
- Then they read the passage again, underline key information and answer the questions.
- Check the answers with the whole class with students asking and answering.

Answers

1. It comes from America.
2. It's sad, slow music.
3. Yes, it is.
4. Blues came first.
5. It began in the 1950s.
6. It started in New York City.

Writing

15. Work in pairs. Ask and answer the questions about what you did last week.

- Read the questions with the class. Ask students to repeat them after you.
- Put students in pairs to ask each other the questions.
- Have students ask and answer in open class.

16. Write down your answers to Activity 15.

- Tell students to look at the questions again and write the answers for themselves.
- Nominate some students to read their answers in class.

17. Put your sentences together. Use words like on Monday, and, so, but, because, first, next and finally.

- Ask students to join the sentences together to make a paragraph. Remind them to use conjunctions.
- Circulate and monitor their progress as they work.
- Collect their paragraphs and redistribute them to students in different parts of the room.
- Put students into groups of 4-6 to read, exchange and talk about their paragraphs.
- Each group then tells the class one or two things about the paragraphs in their hands for the whole class to find out who they belong to. (e.g. His/Her

favourite class was History. He/She went to the zoo last weekend.)

- The class have to listen to identify their paragraphs.

Possible answers

I went to school from Monday to Friday last week. On Tuesday afternoon, we had a basketball match with Class 2. After school, I bought my mother a present because it was her birthday. On Wednesday, we played tennis but it rained so we went inside. On Thursday, first we had an art lesson and next we had a music lesson. On Friday, we watched a film about Chinese history. Finally, it was the weekend. I went shopping with my friends on Saturday, and on Sunday I had lunch with my grandmother.