

REVISION MODULE A

Grammar and speaking

1. Write advice about learning English.

- Go through the example with the class.
- Elicit how to use “should”, i.e. should + verb in the base form without “to”.
- Ask the students to write advice individually.
- Ask them to check their answers in pairs and elicit examples from the class.

Answers

1. You should read an English newspaper.
2. You should write down your mistakes in your notebook.
3. You should speak English in class.
4. You should listen to the radio in English.
5. You should write new words in your vocabulary book.
6. You should look up new words in a dictionary.

2. Complete the sentences. Use the sentences in Activity 1 to help you.

- Elicit the expressions given in the sentences and write them on the board.
- Ask the class to imagine a student has trouble with vocabulary. Point to one of the expressions and ask the class to use it for giving advice.
- Point to another expression to elicit the same advice, using the different expressions.
- Have the students complete the sentences on their own. Encourage them to make as many sentences as possible.
- Nominate a few students to give advice in full sentences.

Extension

- Pair the students to say what they need to improve in English and give advice, using the expressions.
- Nominate some students to say the problems they have and then have other students give advice, using the expressions.

Possible answers

1. reading an English newspaper
2. write down your mistakes in your notebook
3. speak English in class
4. listen to the radio in English
5. write new words in your vocabulary book
6. look up new words in a dictionary

3. Work in pairs. Ask for and give advice about learning English.

- Write “Vocabulary”, “Grammar”, “Listening” and “Speaking” on the board. Elicit the last two skills from the students, i.e. Reading, Writing.
- Point to one of the words on the board. Tell the students to think of more questions in addition to the question presented in this activity.
- Pair the students to ask questions and give each other advice, using the expressions and ideas from Activities 1 and 2.
- Elicit advice with the students asking and answering.

Now say if you agree or disagree with your partner.

- Ask the students to revise ways of agreeing and disagreeing.
- Ask them to stay in their pairs and reply to their partner’s advice by agreeing or disagreeing.
- Elicit individual pieces of advice for each of the questions in Activity 3 around the class. Ask the students to vote with a show of hands if they agree or disagree with it.

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

- Contrast the difference between adjectives and adverbs, using examples. For example:
 - She’s a good singer. So, how does she sing?
 - She sings well.
- Elicit what the adjective is describing in the example above and then the adverb.
- Guide the students to practise changing from one (e.g. adjective) to the other (e.g. adverb) with a spelling activity. For example:



- Easy.
- Easily, e-a-s-i-l-y.

- Tell the students to read the sentences and complete them on their own.
- Ask them to check their answers in pairs.
- Elicit full sentences from the class.

Answers

- | | | | |
|---------------|--------------|-----------|-----------|
| 1. easily | 2. carefully | 3. safely | 4. slowly |
| 5. carelessly | 6. badly | 7. hard | |

5. Complete the conversations with the correct form of the words in the box. You need to use some of the words more than once.

- Revise the rules of how to make comparatives and superlatives with the class.
- Go through the words in the box and elicit how to make the comparative and superlative form for each, i.e. one syllable adjectives take “-er” and “-est”, two syllable adjectives add “more” and “most”.
- Go through the comparatives and superlatives of the boxed words orally, but don’t write on the board: cold — colder — coldest, dangerous — more dangerous — most dangerous, difficult — more difficult — most difficult, interesting — more interesting — most interesting, popular — more popular — most popular.
- Have the students read the mini conversations and decide if the descriptions are comparing two or three and more things.
- Tell them to complete the conversations individually. Remind them they can use some of the words in the box more than once in different ways.
- Ask them to check their answers in pairs by Ping-Pong asking and answering.
- Elicit answers by nominating different pairs to ask and answer in open pairs.

Answers

1. most dangerous; more dangerous
2. coldest; colder
3. most popular
4. most relaxing; more relaxing
5. most difficult

6. Answer the questions with the words and expressions in brackets.

- Ask the students to read the questions and focus on the prompts in brackets.
- Elicit infinitives should be used to answer the questions. Ask the students to think about the rules of infinitives.
- Elicit what the pattern is when there is a purpose, i.e. + to v.
- Elicit what the pattern is after the word “ask”, i.e. ask sb. to do sth.
- Elicit what the pattern is after a sense word like “see”, “hear”, etc, i.e. + v-ing/v.
- Ask the students to answer the questions individually, using the prompts.
- Tell them to write out the answers in full sentences like the model.
- Ask them to check their answers in pairs.
- Elicit answers by having different pairs ask and answer in open pairs.

Answers

1. I’m watching TV to find out the score of the match.
2. The government built the National Stadium to hold the Olympic Games.
3. I go running every morning to stay healthy.
4. Robert asked you to give him 50 yuan.
5. I heard some children sing/singing in the room.
6. I saw a lot of birds fly/flying over our heads.

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

- Read through the words in the box with the class. Make sure the students are clear about the meaning of all the words.
- Ask the students to read the sentences first and guess the missing words individually.
- Ask them to read the sentences again and complete them on their own.
- Ask the students to check their answers in pairs.
- Elicit answers by having them read out the full sentences.



Answers

- | | | |
|------------------|-------------|------------|
| 1. to speak | 2. to watch | 3. to sell |
| 4. to understand | 5. to help | |

Vocabulary

8. Complete the passage with the words in the box.

- Review the words in the box with the class.
- Have the students read the passage and complete it individually.
- Ask them to check their answers with their partners.
- Nominate students to read out the passage line by line.

Answers

- | | | |
|------------|-----------|----------|
| 1. wild | 2. danger | 3. stop |
| 4. protect | 5. raise | 6. peace |

9. Underline the correct words to complete the sentences.

- Write the words on the board: offer, hope, decide, plan, want. Elicit how to use them.
- Say and write the sentence on the board: I'm going to the theatre tonight. Ask if it is an offer, a wish, a decision or a plan.
- Ask the students to say the sentence in another way, using the words on the board.
- Ask the students to do the activity on their own.
- Tell them to check their answers in pairs with one saying the first sentence and the other responding with the answer and then change roles.
- Elicit answers in pairs in the same way.

Answers

- | | | |
|------------|------------|-----------|
| 1. offered | 2. decided | 3. wanted |
| 4. hoped | 5. planned | |

10. Complete the passage with the correct form of the words and expression in the box.

- Look at the words and expression in the box with the class. Make sure they understand all the words

and the expression.

- Ask the students to read the passage through and guess the missing information.
- Ask them to complete the passage individually and then check their answers in pairs.
- Elicit answers in full sentences.
- Nominate a few students to read the passage line by line.

Answers

- | | | |
|----------|--------------|-----------|
| 1. coach | 2. warmed up | 3. beat |
| 4. early | 5. careful | 6. chance |
| 7. win | 8. fans | 9. scored |

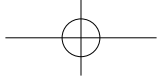
Listening

11. Listen and complete the sentences.

- Ask the students if they can tell you what they know about New York. Ask a few questions:
 - 1) Where is New York?
 - 2) What is it famous for?
- Give the students a general idea about New York if they don't know much about the city: The city is on the east coast of the United States and some of its tourist sites are famous all over the world, for example, the Empire State Building, the Brooklyn Bridge, etc.
- Ask the students to read the sentences through and think about the kinds of words and expressions that will fit in the gaps.
- Play the recording and let the students listen for information.
- Play the recording again and ask the students to complete the sentences individually.
- Play the recording once more and let the students check their answers.
- Ask the students to read out the full sentences to check answers.

Answers

- | | |
|-------------------|---------|
| 1. tallest | 2. tall |
| 3. most popular | 4. best |
| 5. most expensive | |



Tapescript

Betty: Hello, Tony. Did you enjoy your visit to New York?

Tony: Yes, I did. I had a great time. We went to the top of the Empire State Building. It isn't the tallest building in the world now, but it's still very tall.

Betty: Oh yes, all the tourists want to go to the top because you can see all of the city from there.

Tony: Yes, and it's one of the most beautiful buildings in New York.

Betty: Where else did you go?

Tony: We went to the theatre and saw a play.

Betty: Did you enjoy it?

Tony: Yes, I did. It was one of the most popular plays in New York and everyone cheered when they saw the famous actors.

Betty: What else did you do?

Tony: We walked over the Brooklyn Bridge because it's one of the best places to visit in New York.

Betty: Yes, it's a fantastic place to see the city from. Did you stay in a nice hotel?

Tony: Yes, but it was one of the most expensive hotels in the city.

12. Listen and chant. Notice the rhyme.

- Get the students to look through the chant and find the rhymes.
- Elicit where the words rhyme, i.e. at the ends of the lines (e.g. slow/go, seas/please).
- Tell the students to underline the rhymes before they listen.
- Play the recording and let the students read while they listen.
- Get the students to practise the chant individually. Tell them to pay attention to the rhymes.
- Ask them to chant together as a class.

Reading

13. Read the passage and choose the correct answer.

- Ask the students what they know about penguins (e.g. what they eat, where they live).
- Elicit and write their ideas on the board.

- Tell them to scan the passage and decide whether their ideas were correct.
- Ask them to look at the questions and answers after the passage to make clear what they should focus on while reading.
- Tell them to read the passage again, underline the key information and choose the correct answer.
- Elicit answers, with the students asking and answering in open pairs.

Answers

- | | | | |
|-------|-------|-------|-------|
| 1. a) | 2. c) | 3. a) | 4. b) |
| 5. c) | 6. a) | | |

Writing

14. Write a report about your English study this term.

- Write "Good at", "Improve" and "How" on the board.
- Tell the students to think about what they have done well in English study this term and what could be better.
- Elicit some ideas from the class.
- Divide the students into groups. Ask them to list what they are good at and what needs to be improved, and then to give each other suggestions in groups. Ask each one to choose three suggestions that would work best for them.
- Tell them to write sentences about themselves, using the suggestions their partners give and put them together in a report.
- Nominate students to present their reports.

Possible answer

English is my favourite subject. I'm good at listening, reading and writing, but I don't do well in speaking. I'd like to improve my spoken English in three ways.

1. Speak English as much as I can in class.
2. Try to practise more with my friends or classmates after class.
3. Watch English films and listen to English songs every weekend.

I hope I can do better next term.