

REVISION MODULE A

Grammar and speaking

Preparation

- Put students in pairs and set a time limit of six minutes for them to write down as many words and expressions from Modules 1-5 as they can remember. Tell them to write down the words and expressions but not the meaning.
- When they have finished, ask them to check the spelling of their words and expressions.
- Tell each pair to exchange their list of words with another pair.
- Have students write the meanings of the items next to them.
- Finally, tell pairs to give back their word lists and check and correct their classmates' definitions or translations.

Methodology tip: Peer evaluation

If students are allowed to correct each other's work (peer evaluation or peer correction), it is more motivating than simply reading the teacher's corrections. If the teacher corrects their errors, students will look at what they have done correctly or incorrectly but may not think too deeply about what went wrong. However, correcting each other's work, students are likely to put more effort because they do the exercise for reasons of self-esteem. Also they need to understand what is correct and why in order to be able to evaluate their classmate's work.

1. Work in pairs. Describe the pictures.

- Tell students to look at the pictures and decide what they show.
- Allow students to look through Modules 1-5 to find ideas to help them.
- Tell students to write at least one complete sentence to describe each picture. Monitor and help as necessary.
- Put students in pairs to compare their sentences and to try to add more possible sentences where

they can.

- Compare sentences as a class.

Possible answers

Picture (a)

The music sounds awful.

He thinks the music sounds awful.

His brother thinks the music sounds good.

Picture (b)

The flower smells nice/wonderful.

She thinks the flower smells lovely.

Picture (c)

The cake tastes delicious/sweet.

He thinks the cake tastes delicious/sweet.

Picture (d)

The dress looks beautiful/lovely/nice.

She thinks the dress looks beautiful/lovely/nice.

2. Make a questionnaire. Write questions with *Have you ever...?*

- Ask students to read through the cues for the questions, and check their understanding.
- Ask students to tell you the participle form of each verb. Allow them to use a reference list.
- Write the participles on the board for students to refer to.
- Tell students to write the questions in the left-hand column of the table.
- Check students' questions as a whole class.
- Have students read out the questions as a class. Then ask students to repeat them chorally and individually, checking their intonation. (Intonation goes up at the end of each question.)

Now work in groups. Ask and answer the questions. Complete the questionnaire.

- Put students in groups and ask them to take turns asking and answering the questions.
- Tell them to write other members' answers in the table.
- Put students into new groups and repeat the

activity, writing their new group members' answers in the table.

- Ask students to report back to the class about their findings.

Answers

2. Have you ever met a film star?
3. Have you ever eaten a hamburger?
4. Have you ever heard a bird sing?
5. Have you ever learnt to cook?
6. Have you ever ridden a horse?
7. Have you ever read an English book?
8. Have you ever written an email to an English friend?

Language point: *Intonation in questions*

Remind students that, in spoken questions, the intonation at the end of the questions goes:

- up, if the question starts with “Do”, “Have”, “Are”, etc. and can be answered with “yes” or “no”.
- down, if the question starts with “What”, “How”, “Who”, etc. and has to be answered with further information.

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

- Have students read the sentences and find the time expressions.
- Check as a class.
- Have students complete the sentences with the correct form of the words in brackets.
- Tell students to compare answers with their desk partner before checking as a whole class.

Answers

1. has never written/never wrote
2. left
3. have not met
4. Have you seen
5. did you go
6. called
7. arrived
8. went

4. Complete the report with *already*, *just* and *yet*.

- Ask students to remind you of the meaning of “already”, “just” and “yet”.
- Have students read the passage and complete it with “already”, “just” and “yet” as appropriate.
- Tell students to compare answers with their desk partner.
- Check answers as a whole class.

Answers

- | | | |
|---------|------------|------------|
| 1. just | 2. yet | 3. already |
| 4. yet | 5. already | |

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

- Have students read the conversation and tell you what it is about.
- Working individually or in pairs, students complete the conversation with the correct form of the verbs in the box. They can use some verbs more than once.
- Check answers as a whole class.

Answers

- | | | | |
|---------|----------|-------------|----------|
| 1. look | 2. been | 3. have got | 4. eat |
| 5. went | 6. drank | 7. ate | 8. drink |
| 9. eat | 10. eat | | |

Extension

- Ask pairs to practise and perform the conversation as if they were professional actors, adding gestures, facial expressions, etc.
- Invite volunteers to perform for the class.

Vocabulary

6. Complete the word map with the words in the boxes. There may be more than one possibility.

- Tell students to look at the three word boxes and tell you what type of word is in each box.

- Ask students to look at the word map and tell you which of the nouns they can see. Then tell them to put the missing nouns in the correct place.

- Compare ideas as a class.

- Tell students to find “hand” and “ear”, and ask them to tell you what the next word along the map is in each case, and what kind of word it is.

- Ask them to put the remaining verbs in the correct place on the map.

- Put students in pairs and tell them to add the adjectives. Tell them they can use each adjective more than once, and they can add more bubbles if they like.

- Put pairs together to exchange word maps and compare ideas.

- Invite pairs to the board to draw their map. Discuss as a class.

7. Complete the sentences with the correct form of the words in the second box in Activity 6. There may be more than one possibility.

- Have students read the sentences and check meanings.

- Tell them to choose suitable words from the word map in Activity 6 and to use them to complete the

sentences.

- Have students compare their ideas with a partner before checking answers as a whole class.

Answers

- | | |
|--------------|---------------------|
| 1. look/feel | 2. smell/taste/look |
| 3. sounds | 4. feels/looks |
| 5. looks | 6. smell/look/taste |

Extension

- Have students write their own example sentences for a partner to complete with “look”, “taste”, “sound”, “smell” or “feel”.

8. Complete the passage with the correct form of the words in the box.

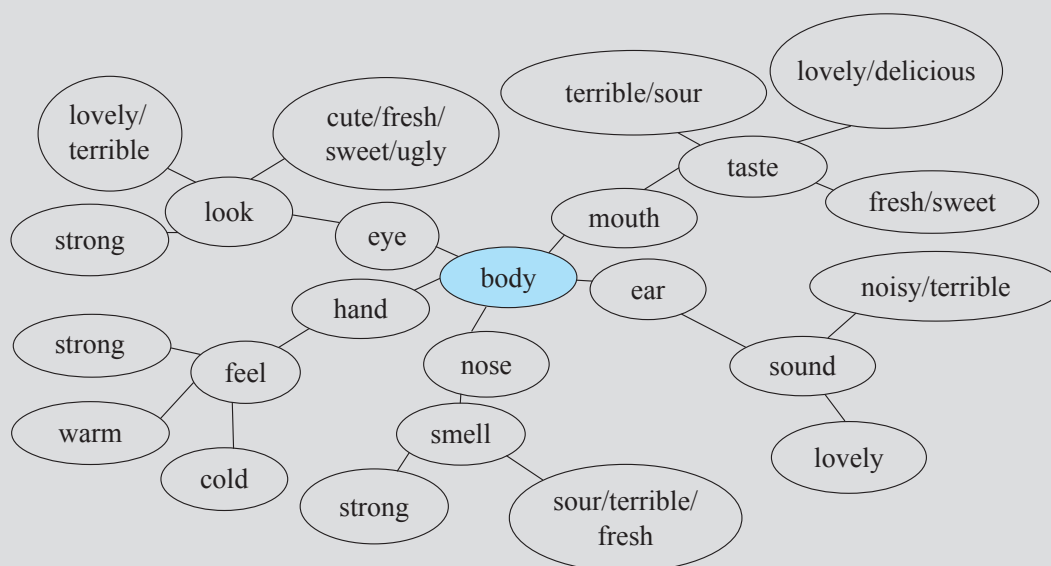
- Tell students that they are going to complete the passage with the correct form of the words in the box. Ask them to look at the box and tell you what type of words they are.

- Tell students to read the passage and decide which verb form they need in each space. Check as a class.

- Ask students to complete the passage with the correct form of the words and discuss answers with their desk partner.

- Check answers as a class.

Possible answer (Activity 6)



Answers

- | | | |
|------------|-----------|---------------|
| 1. created | 2. fight | 3. discovered |
| 4. laugh | 5. expect | |

9. Complete the conversation with the correct form of the expressions in the box.

- Tell students to read the expressions in the box and check meanings.
- Set a time limit of one minute for students to read the conversation and tell you what it is about.
- Ask students to complete the conversation with the expressions in the box. Remind them to check that they have chosen the correct form.
- Have students compare answers with their desk partner, and then check as a class.

Answers

- | | |
|------------------|------------------|
| 1. caught a cold | 2. arrived at |
| 3. take part in | 4. at the moment |
| 5. proud of | |

Listening

10. Listen and check (✓) the correct answer.

- Have students read the questions and tell you what the recording is about.
- Ask students to predict eight words that they think they will hear, using the questions as clues to the content (e.g. win, prize, bus). Write their words on the board.
- Play the recording for students to listen to and have them tell you if they hear any of their words.
- Have students read the questions and then listen to the recording again and check the correct information.
- Play the recording again if necessary.
- Check answers as a whole class.

Answers

Questions	Daming	Betty
1. Who has a pet?	✓	✓
2. Who walks the dog?	✓	✓

Questions	Daming	Betty
3. Whose dog has entered a competition?	✓	
4. Who can go to Qingdao?	✓	

Tapescript

Betty: Have you got a pet?

Daming: Yes, I've got a very clever dog.

Betty: Wow. How long have you had a dog? You never talk about it.

Daming: About two years. He was a gift from my aunt for my birthday.

Betty: Do you take your dog for a walk?

Daming: Yes, every evening after dinner. You know, my dog is very smart. He won first prize in a competition this year.

Betty: Great! What was the competition?

Daming: "Dog of the Year". He won a special race. He jumped over lots of things and then swam across a small river.

Betty: What was the prize?

Daming: A trip to Qingdao... with my dog.

Betty: Fantastic!

Daming: Do you have any pets, Betty?

Betty: Yes, I have a dog too. We can take our dogs for a walk together.

Daming: What a great idea!

11. Listen again and answer the questions.

- Tell students to read the questions and try to answer them from memory.
- Play the recording again for students to check their answers.
- Check answers as a whole class.

Answers

1. His aunt gave him the dog.
2. Daming entered his dog for a competition this year.
3. The competition was "Dog of the Year".
4. The prize was a trip to Qingdao with the dog.

Extension

- Ask pairs of students to plan similar conversations about interesting pets, competitions and prizes. Call

on some pairs to perform their conversations.

12. Listen to the poem and read.

- Ask students to cover the poem with their hand but to look at the title and the picture. Have students tell you what they think the poem is about.

- Tell students to close their books. Elicit words related to the sky and space that they think might be in the poem (e.g. stars, moon, dark...). Write their words on the board and check meanings.

- Play the recording and ask students to listen for their words. Discuss as a class.

- Ask students what emotion the poem shows.

- Play the poem again, and ask students to try to write down complete phrases.

- Put students in pairs to compare their phrases and try to build on them. Play the recording again for students to try to write at least one complete line.

- Allow students to check what they have written by comparing with the poem.

- Find out if students like the poem. Then ask them to read it again silently.

- Play the poem line by line for students to listen to and repeat. Then put students in pairs to practise reading the poem to each other.

- Invite volunteers to read the poem to the class.

Extension

- Strong classes may like to write a similar poem. If so, ask them to illustrate it and use the finished poems to make a wall display.

Reading

13. Read the passage and complete the poster.

- Ask students to read the poster and tell you what it is about and what information is missing.

- Discuss as a class.

- Tell students to read the passage and complete the poster.

- Have students compare answers with their desk partner before checking as a class.

Answers

- | | |
|--------------------------|--------------------------|
| 1. the stars and planets | 2. a model space station |
| 3. the science museum | 4. more about space |
| 5. Thursday | 6. 5.00 pm |
| 7. the Science Lab | 8. A famous scientist |

14. Work in pairs. Talk about your favourite cartoons using the following questions. Take notes when necessary.

- Ask students to work individually to read the questions and write their answers.

- Read the questions out loud for students to listen to and repeat chorally.

- Put them in pairs to take turns asking and answering the questions and talk about their favourite cartoon with their partner, adding information to their partner's answers if they can.

- Remind them to take notes about their partner's answers.

Now write a passage about your partner's favourite cartoon.

- Tell students to rewrite their notes as a paragraph or passage.

- Monitor and help as necessary.

- When they have finished, tell students to exchange their passage with a partner, and check the forms of verbs, spelling, etc.

- Then ask students to write a final version of their passage and illustrate it.

- Use students' passages to make a wall display.

Possible answer

My favourite cartoon is *Scooby-Doo*. It is a funny television series. It started in the 1960s. Scooby-Doo is a big, brown dog with triangular ears and he's very friendly. He lives with his four friends Shaggy, Velma, Daphne and Fred, and they have a bus. Scooby and his friends are detectives and solve mysteries with ghosts and monsters. Scooby and Shaggy are usually scared, but they become heroes at the end of each story.