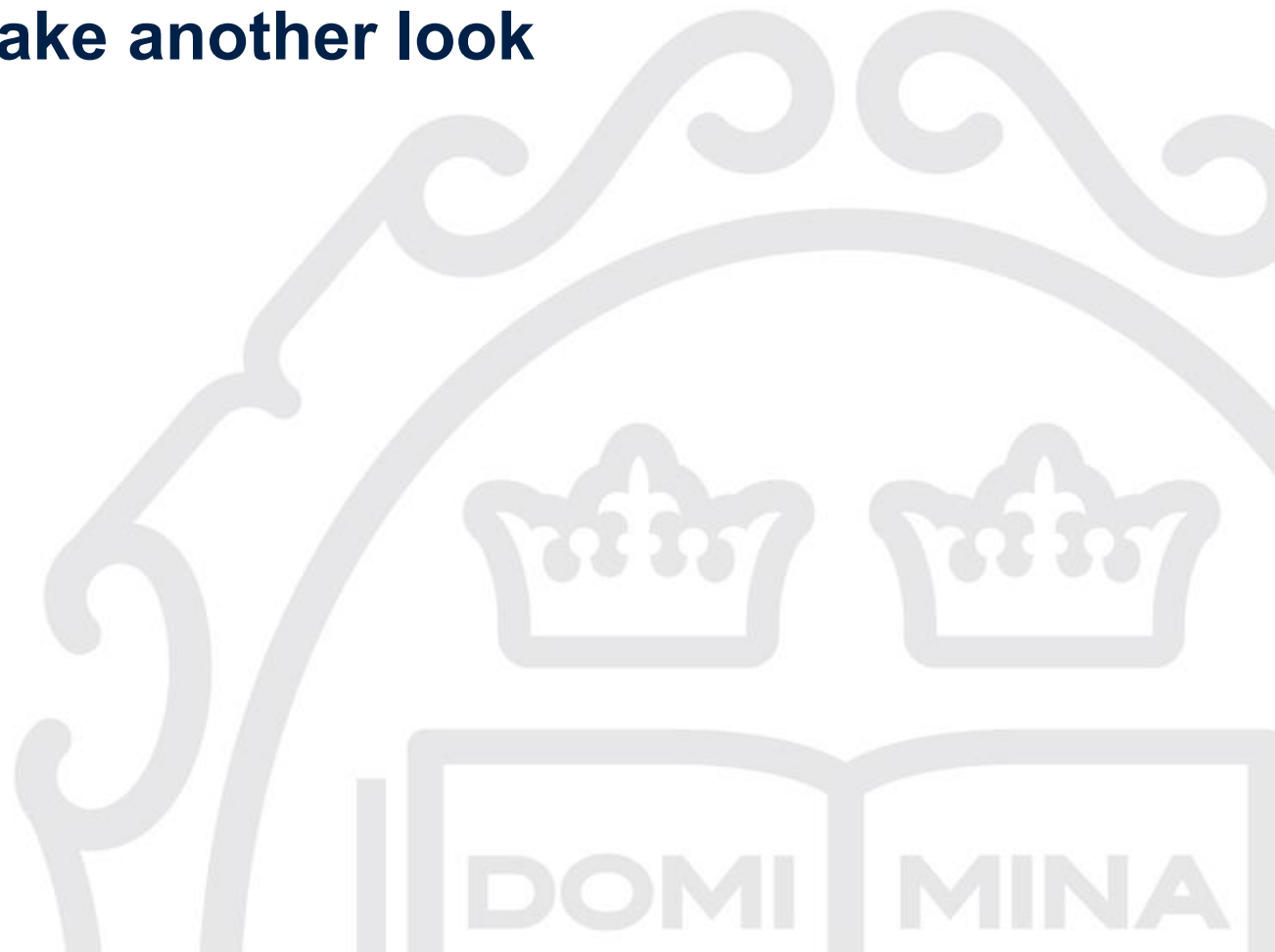


Revision: Let's take another look

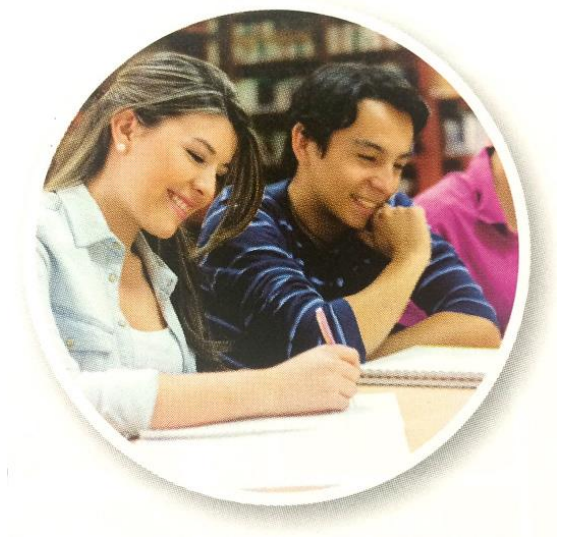
Edmund Dudley
Lithuania, March 2018



Revision: let's take another look

In this talk

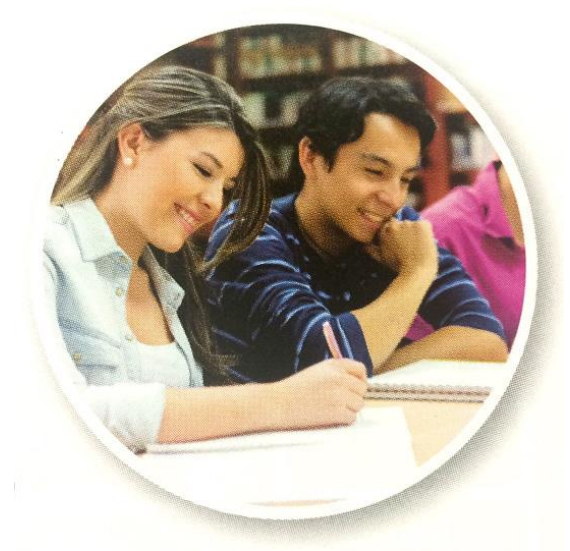
- Why revise?
- Revision and repetition
- Engaging exam practice



Revision: let's take another look

In this talk

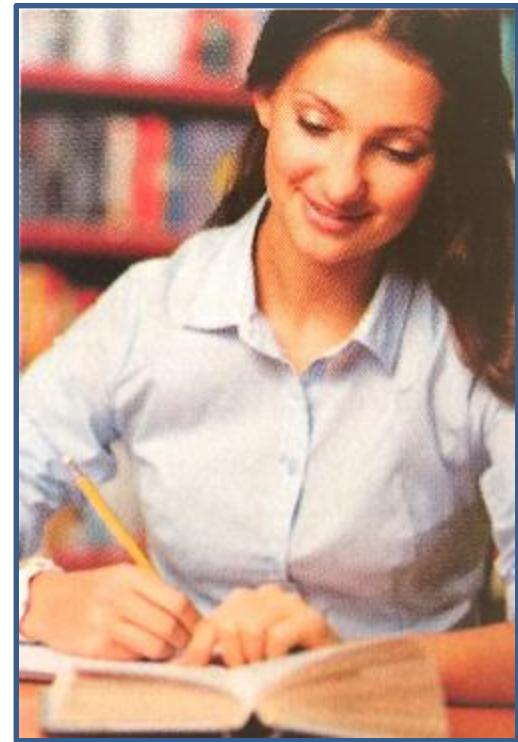
- **Why revise?**
- Revision and repetition
- Engaging exam practice



Why revise?

The benefits of cyclic revision:

- increases goal-orientedness
- makes learning more manageable
- builds effective habits



Why revise?

What are the habits and attitudes of good learners?

- They do deliberate practice (Ericsson)
- They study to learn, not just to 'ace the test' (Dweck)
- They want to be challenged
- They respond with curiosity to gaps in their knowledge
- They look for support



The role of classroom revision

Students will...

- Develop effective habits and routines
- Become familiar with important content



Revision: let's take another look

In this talk

- Why revise?
- **Revision and repetition**
- Engaging exam practice



Revision and repetition

Some DOs and DON'T's

DO

- go back through pages of the unit
- try to breathe new life into materials
- look for ways to challenge students

DON'T

- forget to recycle the materials you have
- forget the power of repetition
- rush to photocopy exercises

Revision and repetition

Breathing new life into materials

6 Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

Revision and repetition

Breathing new life into materials

- Invite students to read one of the sentences, e.g.
5. My shoes are too dirty to wear to the party.
- Ask a follow-up question, e.g.
Why don't you clean them?
- Students come up with a reason, e.g.
I'm too lazy.

6 Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

Revision and repetition

Breathing new life into materials

- Get students to look at all six sentences
- Challenge them to come up with reasons / explanations
- One student reads out an explanation, e.g

It's twenty years old and the brakes are bad.

- Other students supply the sentence it refers to:

3. My dad's old car isn't safe enough to drive.

6 Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

Finding ways to challenge students

The sky is _____ cloudy to see the stars.

We haven't got _____ time.

too and enough

4.6 *Too* comes before an adjective. *Enough* comes after an adjective.

This jacket is *too* small for him.

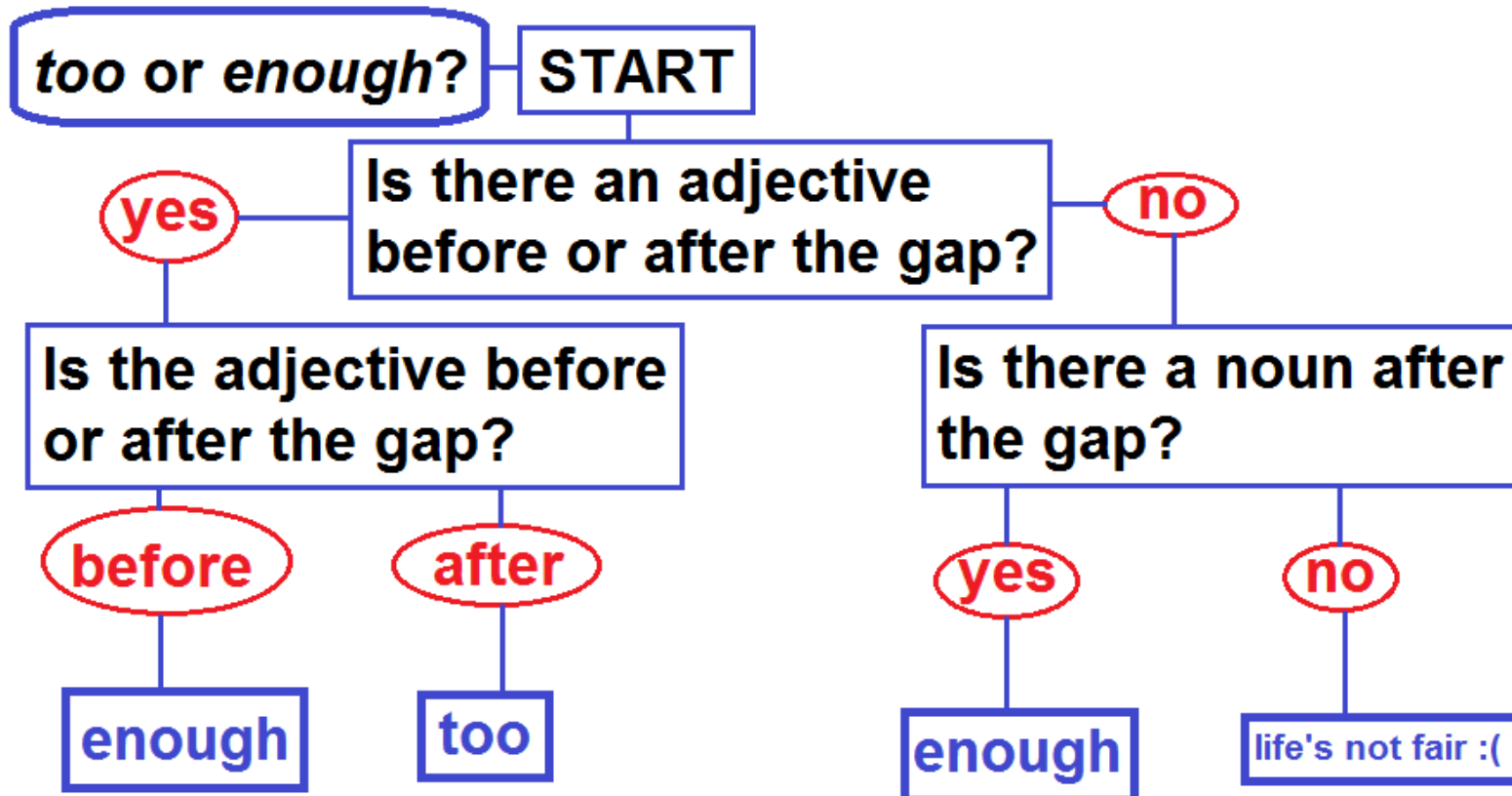
This jacket isn't big *enough* for him.

4.7 *Enough* comes before a noun.

He can't buy it. He hasn't got *enough* money.

The sky is _____cloudy to see the stars.

We haven't got _____ time.



Some or any?

3.2 *some* and *any*

We usually use *some* in affirmative sentences and *any* in negative sentences and questions. We use them with plural nouns and uncountable nouns.

There are *some* traffic lights at the end of the road.

There's *some* pasta on the table.

The dog doesn't want *any* biscuits.

They haven't got *any* money.

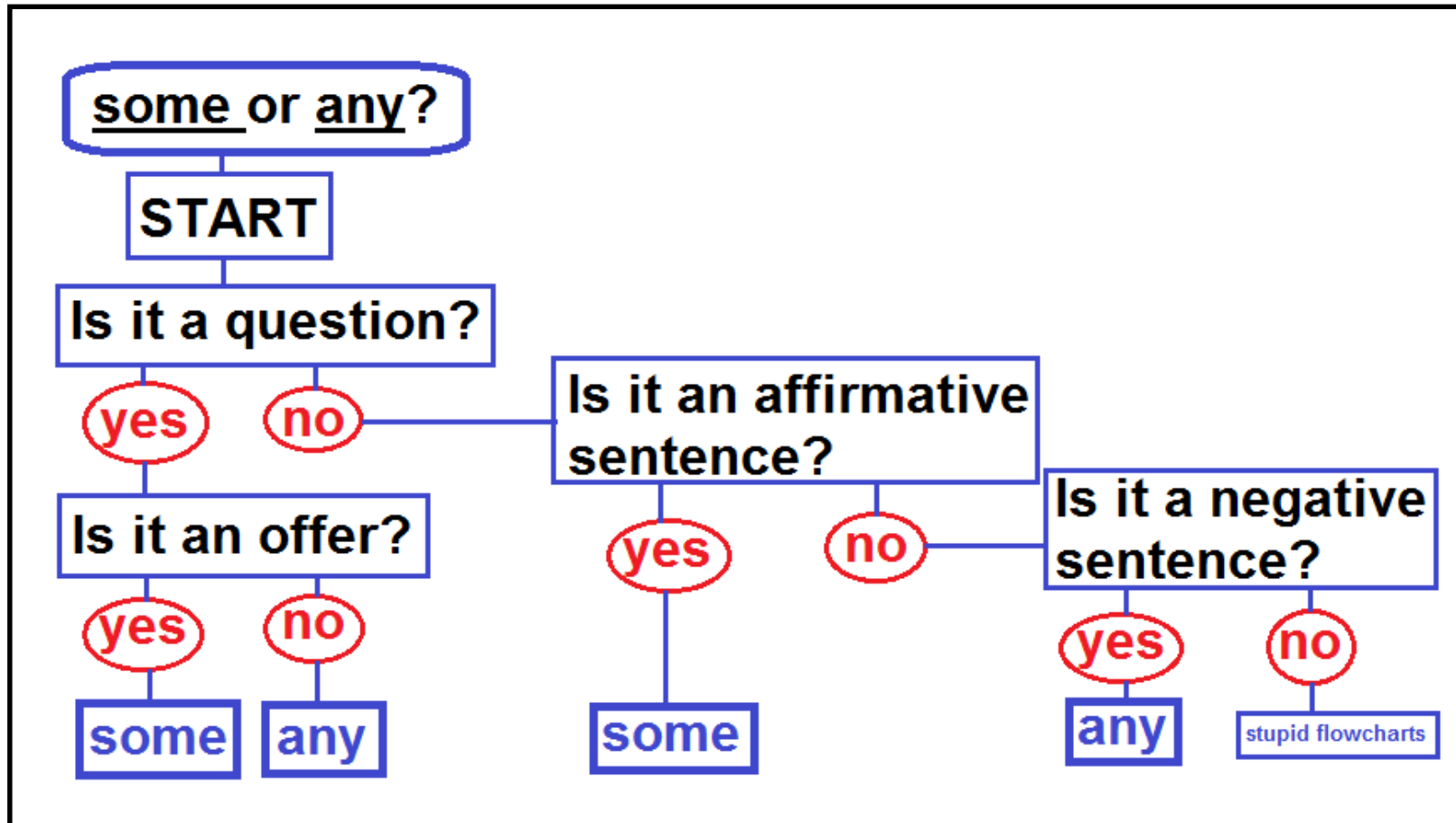
Are there *any* cinemas in your town?

Do you need *any* help?

We usually use *some* when we offer or ask for something, even if it is a question.

Would you like *some* tea? Can I borrow *some* money?

The dog doesn't want _____ biscuits.



Hybrid revision

One activity with the vocabulary of another

7 SPEAKING In pairs, describe the photo. Say what might / must / can't have happened.

5D

Grammar

Modals in the past

I can use past modals correctly.

3C

Listening

The body's limits

I can listen for specific information.

become dehydrated carry climber cold desert
equipment food and water frostbite heat
high altitude oxygen survive temperature tent

Novelty through combination



become dehydrated carry climber cold desert
equipment food and water frostbite heat
high altitude oxygen survive temperature tent

old

+

old

=

new

Revision: let's take another look

In this talk

- Why revise?
- Revision and repetition
- **Engaging exam practice**



Engaging exam practice

- Putting strategies into practice
- Making predictions
- Collaborative games
- Paired language-analysis tasks
- DIY revision quizzes

Exam strategies

Do students read them?

Use of English

Exam Strategy

If you are not sure of an answer, first eliminate all of the options that you know to be incorrect. Then re-read all of the choices in context. Decide which option sounds best in the context.



Exam strategies

In practice...

5 Read the strategy above. Then choose the correct option (A–C) to complete the text.

People's interests change and develop *over* time and they often like different activities ¹ ___ different stages of their lives. Children and teenagers, for example, often enjoy doing activities that they find exciting, like rollerblading or skateboarding. When people settle down and start ² ___ family,

1 A in

B at

C while

2 A –

B a

C the

Predictions



OXFORD
UNIVERSITY PRESS

- 1 What is true about the woman's feelings when she entered the house?
 - A She realised that she had missed her old home.
 - B She was happy to return to the house.
 - C She understood that coming back was a mistake.
 - D She was sad about the condition of the house.

Use of English game

ABCD multiple choice

Money Drop

- Students work in pairs
- Give each pair \$100 in virtual money
- Show the first question and the ABCD options
- Students must play **all** their money
- They can spread their money over 1-3 of the answers
- Reveal the correct answer
- They keep any money on the correct answer
- All other money is lost







- 1 What is true about the woman's feelings when she entered the house?
- A She realised that she had missed her old home.
 - B She was happy to return to the house.
 - C She understood that coming back was a mistake.
 - D She was sad about the condition of the house.



Back in time

As she stepped into the hall after nearly thirty years of absence, she realised at once that she shouldn't have come back. The smell of wood smoke, damp stone and ancient paper brought the past back so powerfully that it nearly knocked her backwards. In an instant she felt like a young girl again, alone and frightened in the house. She remembered feeling very, very cold – not from the damp and the near-freezing temperature, but because a terrible new life was beginning. And she could do nothing to stop it.

You start with \$100.
You can divide that between
any three answers

- 1 What is true about the woman's feelings when she entered the house?
-  She realised that she had missed her old home.
 -  She was happy to return to the house.
 -  She understood that coming back was a mistake.
 -  She was sad about the condition of the house.

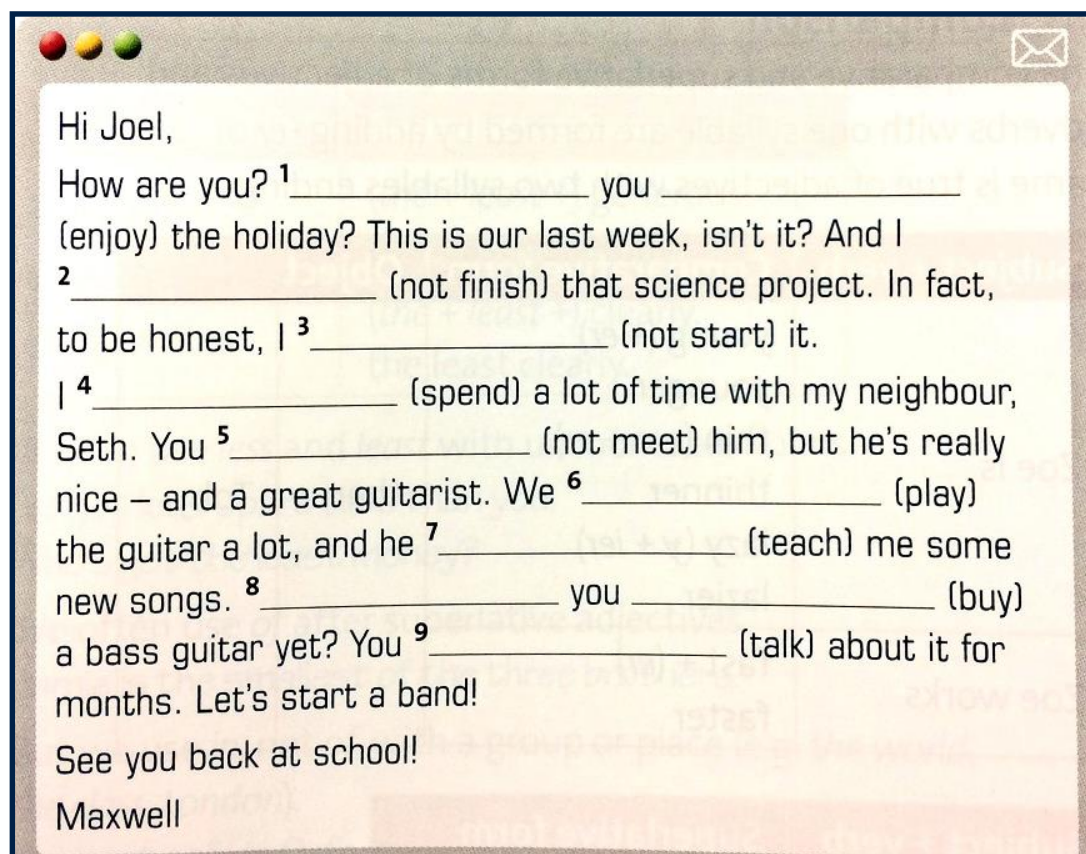
As she stepped into the hall after nearly thirty years of absence, she realised at once that she shouldn't have come back.

Language analysis: Attempt 1

Individual work

Students:

- work individually
- check their answers
- hand in their paper
- forget all about it



Hi Joel,

How are you? ¹_____ you _____
(enjoy) the holiday? This is our last week, isn't it? And I
²_____ (not finish) that science project. In fact,
to be honest, I ³_____ (not start) it.

I ⁴_____ (spend) a lot of time with my neighbour,
Seth. You ⁵_____ (not meet) him, but he's really
nice – and a great guitarist. We ⁶_____ (play)
the guitar a lot, and he ⁷_____ (teach) me some
new songs. ⁸_____ you _____ (buy)
a bass guitar yet? You ⁹_____ (talk) about it for
months. Let's start a band!

See you back at school!

Maxwell



**TWO WEEKS
LATER...**

Language analysis: Attempt 2

Pair work

Put together a completed version of the same task, consisting of:

- some correct answers
- some of the students' high-frequency mistakes

Do a grammar auction:

- Students attempt to *buy* the items they think are correct



Hi Joel,

How are you? ¹ Have you been enjoying

(enjoy) the holiday? This is our last week, isn't it? And I

² haven't been finishing (not finish) that science project. In fact,

to be honest, I ³ haven't been starting (not start) it.

I ⁴ 've been spending (spend) a lot of time with my neighbour,

Seth. You ⁵ haven't been meeting (not meet) him, but he's really

nice – and a great guitarist. We ⁶ 've been playing (play)

the guitar a lot, and he ⁷ 's been teaching (teach) me some

new songs. ⁸ Have you been buying (buy)

a bass guitar yet? You ⁹ 've been talking (talk) about it for

months. Let's start a band!

See you back at school!

Maxwell

DIY revision quizzes

- Get students to compile revision questions after each lesson
- At the end of the unit, get them to test themselves...
- ...or their classmates

Writing revision
questions


Answering
revision questions

→ When does the learning take place?

Were you paying attention?

Test students' attention to detail


- Refer back to images / content they have seen...
- ...but might not have been paying attention to



Revision: let's take another look

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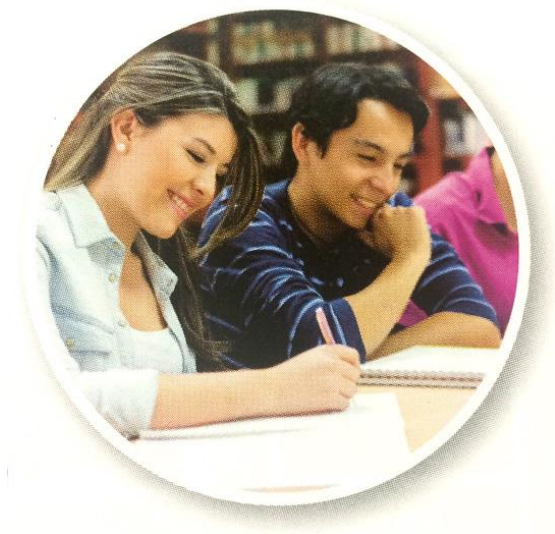


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Revision: let's take another look

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- Why revise?
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Sources

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Revision: Let's take another look

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Lithuania, March 2018

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