



REVIEW 1



1 Listen and tick.  

1.

a



b



c



2.

a



b



c



3.

a



b



c



4.

a



b



c



5.

a



b



c



Objectives

By the end of this unit, pupils can

- listen and identify specific information related to the theme *Me and my friends*.
- read and identify specific information related to the theme *Me and my friends*.
- use simple sentences to write about themselves.
- read, listen to and understand a short story.



1. Listen and tick.

- Tell pupils that they are going to listen to five dialogues and tick the correct pictures.
- Give them a few seconds to look at the pictures. Ask them to identify the similarities and differences among them (1a. Linda is greeting a boy. 1b. Linda is in bed and saying good night to her mum. 1c. Linda is saying goodbye to a boy. 2a. Big Ben in London. 2b. The Opera House in Sydney. 2c. The Statue of Liberty in New York. 3a. a calendar sheet of Monday. 3b. a calendar sheet of Thursday. 3c. a calendar sheet of Sunday. 4a. A calendar sheet of the first of October. 4b. A calendar sheet of the first of December. 4c. A calendar sheet of the first of September. 5a. A boy is cycling. 5b. A boy is swimming. 5c. A boy is drawing a picture.) Check understanding.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap their answers before you check as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: 1 b 2 b 3 b 4 c 5 a

Audio script

1. *Linda:* Good night, Mum.
Mother: Good night, Linda.
2. *Hoa:* What's your name?
Tony: My name's Tony.
Hoa: What nationality are you?
Tony: I'm Australian.
3. *Mr Loc:* Good morning, class.
Class: Good morning, Mr Loc.
Mr Loc: What day is it today?
Boy: It's Thursday.
4. *Girl:* When's your birthday?
Boy: It's on the first of September.
5. *Boy:* Who's that?
Girl: It's my brother.
Boy: What can he do?
Girl: He can ride a bike.

2 Read and write.  



This is my new friend. Her name is Linda. She is nine years old. She is from England. She is a pupil at Ha Noi International School. She likes music very much. She can play the guitar and sing many Vietnamese songs. She goes to the Music Club on Wednesdays.

1. Where is Linda from?

2. How old is she?




3. What can she do?

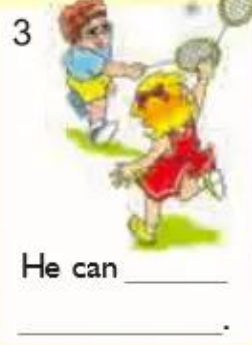
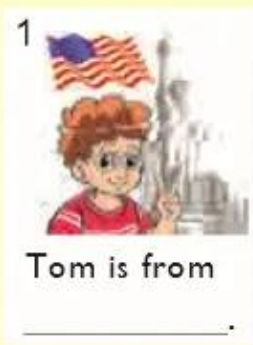
4. What does she do on Wednesdays?


3 Read and match.  

1. What nationality are you?
2. When's your birthday?
3. What can you do?
4. What day is it today?
5. Goodbye, Mai.

- a. It's on the second of May.
- b. See you later, Nam.
- c. It's Tuesday.
- d. I'm American.
- e. I can swim.

4 Look and write. Then say.   



5 Write about you. 

Hi. My name is _____ . I am _____ years old.
I am from _____ . I am a pupil at _____ .
I can _____ . I cannot _____ .
I _____ on Sundays.

2. Read and write.

- Tell pupils that they are going to read the text and write the answers to the questions.
- Give them a few seconds to read the text and questions in silence. Check understanding. Then have pupils read the text again, focusing on the information to answer the questions.
- Give pupils time to do the task independently.
- Get pupils to swap their answers before checking as a class. Provide explanations, if necessary.

Key: 1 She's from England.
2 She's nine years old.
3 She can play the guitar and sing many Vietnamese songs.
4 She goes to the Music Club.

3. Read and match.

- Tell pupils that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding.
- Give them time to do the task independently.
- Get pupils to swap their answers before checking as a class. Provide explanations, if necessary.
- Have a few pairs act out the dialogues.

Key: 1 d 2 a 3 e 4 c 5 b

4. Look and write. Then say.

- Tell pupils that they are going to look at the pictures and write about the character Tom.
- Give them a few seconds to look at the pictures to get some information about Tom. (In Picture 1, Tom is taking a photo with the Statue of Liberty. In Picture 2, Tom is blowing out the candles on his birthday cake. The calendar on the wall shows the fifteenth of January. In Picture 3, Tom is playing badminton. In Picture 4, Tom is going to the zoo.) Elicit the words to fill the gaps.
- Get them to work in pairs. Monitor the activity and offer help, if necessary.
- Select some pairs to say the sentences about Tom in front of the class.

Key: 1 America 2 the fifteenth of January
3 play badminton 4 Sunday

5. Write about you.

- Tell pupils that they are going to complete a paragraph about themselves, using word cues.
- Ask them to look at the incomplete sentences to identify the information needed to fill the gaps. Then ask them to think of possible words or phrases to complete the sentences.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is enough time, call some pupils to read their paragraphs aloud.

Key: *Pupils' own answers*

Short story Cat and Mouse 1

1 Read and listen to the story. 🐱 🐭

Do you remember?

Hello, I'm Miu the cat.

Hello, I'm Chit the mouse and this is my sister Mimi.

And those are my friends Maurice and Doris!

Hello.

Who are you?

Hello.

My name's Mary. Is this Chit's house?

Yes, it is.

Hello, Mary!

Hello, Chit!

How are you?

I'm very well, thank you.

Miu, this is my cousin Mary.

Nice to meet you, Mary.

Nice to meet you too, Miu.

Where are you from, Mary?

I'm from America.

Really? Where in America?

New York.

Can you play the guitar?

Yes, I can. Can you play the guitar, too?

No, I can't. But I can play the piano.

Great! Let's play!

1. Read and listen to the story.

- Tell pupils that they are going to read and listen to the story.
- Before pupils listen, ask them to look at the pictures and ask them questions to remind them of the old characters and introduce the new character (e.g. *What's the name of the black-and-white cat? What's the name of the white mouse? Can you see the yellow mouse? Who is she? Can you guess?*).
- Ask them to read the story in silence. Then play the tape and let the pupils listen.

Audio script

Miu: Hello, I'm Miu the cat.

Chit: Hello, I'm Chit the mouse and this is my sister Mimi.

Miu: And those are my friends Maurice and Doris!

Miu: Hello.

Mary: Hello.

Miu: Who are you?

Mary: My name's Mary. Is this Chit's house?

Miu: Yes, it is.

Chit: Hello, Mary!

Mary: Hello, Chit!

Chit: How are you?

Mary: I'm very well, thank you.

Chit: Miu, this is my cousin Mary.

Miu: Nice to meet you, Mary.

Mary: Nice to meet you too, Miu.

Miu: Where are you from, Mary?

Mary: I'm from America.

Miu: Really? Where in America?


Mary: New York.

Miu: Can you play the guitar?

Mary: Yes, I can. Can you play the guitar, too?

Miu: No, I can't. But I can play the piano.

Mary: Great! Let's play!

2 Complete the conversation. 

Miu: Hello.

Mary: Hello.

Miu: (1) _____ are you?

Mary: (2) _____ Mary. Is this Chit's house?

Miu: (3) _____.

Chit: Hello, Mary!

Mary: Hello, Chit!

Chit: (4) _____ are you?

Mary: I'm (5) _____.

3 Work in groups of three. Read the conversation. Then act it out with your own names. 

Chit: Miu, this is my cousin Mary.

Miu: Nice to meet you, Mary.

Mary: Nice to meet you too, Miu.

Miu: Where are you from, Mary?

Mary: I'm from America.

Miu: Really? Where in America?


Mary: New York.

Miu: Can you play the guitar?

Mary: Yes, I can. Can you play the guitar, too?

Miu: No, I can't.



4 Unscramble these words from the conversation. 

a. sheou house

b. ealyrl _____

c. icne _____

d. neridsf _____

e. ragitu _____

f. miracea _____

2. Complete the conversation.

- Tell pupils that they are going to read the text and fill the gaps.
- Give them a few seconds to read the text and check comprehension.
- Give them time to do the task.
- Ask them to swap and check their answers before checking as a class.
- Assign a few pairs to read aloud the dialogue.

Key: 1 Who 2 My name's 3 Yes, it is 4 How 5 very well, thank you.

Audio script

Miu: Hello.

Mary: Hello.

Miu: Who are you?

Mary: My name's Mary. Is this Chit's house?

Miu: Yes, it is.

Chit: Hello, Mary!

Mary: Hello, Chit!

Chit: How are you?

Mary: I'm very well, thank you.

3. Work in groups of three. Read the conversation. Then act it out with your own names.

- Tell pupils that they are going to practise the dialogues, using their own names.
- Ask them to sit opposite of each other and practise the dialogue.
- Call a few pairs to act out the dialogue. Correct the pronunciation, if necessary.

Key: *Pupils' own answers*

4. Unscramble these words from the conversation.

- Tell pupils that they are going to put the letters in the correct order to make words, and that they can find the words in the story. Do the first word as an example.
- Give them time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Ask a few pairs to read aloud the correct words.

Key: b really c nice d friends e guitar f America