

# REVIEW

## 3

1 Listen and number. 🎧 🗣️



2 Read and complete. 🧐 🗣️

orange juice    drinking    seven    thirty    family

It is five (1) \_\_\_\_\_ now. Hoa's family is already awake. The (2) \_\_\_\_\_ is at the dining table now. Hoa and her father like eating eggs and bread, and (3) \_\_\_\_\_ tea for breakfast. Her mother likes eating *banh chung* and meat, and drinking (4) \_\_\_\_\_. They are ready to leave for work at (5) \_\_\_\_\_ o'clock.

## Objectives

By the end of this unit, pupils can

- listen and identify specific information related to theme *Me and my family*.
- read and identify specific information related to theme *Me and my family*.
- write about their parents.
- read, listen to and understand a short story.

### 1. Listen and number.

- Tell the class that they are going to listen to a text and number the items in the picture.
- Give them a few seconds to look at the picture. Check comprehension by pointing to the items and asking questions: *Are there any flowers in the room? What are they like? What time is it now? What are the parents doing? What are they giving to the children? What can you see on the table? What are the food and drinks?* (a. There are red and yellow flowers in the living room. b. It's 8 o'clock now. c. The parents are giving the children lucky money. d. & e. There is *banh chung*, fish, meat, water, milk and orange juice on the table.)
- Play the recording three times: the first time for pupils to listen; the second time for them to do the task and the last time for them to check the answers. Pause after each time.
- Get pupils to swap their answers before checking as a class. Give further support to pupils who got more than half of the answers wrong.

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

#### Audio script

It is the first day of Tet. It is 8 o'clock in the morning. The family is getting ready for Tet. There are beautiful flowers in the living room. On the dining table, there's a lot of nice food such as meat, fish and slices of *banh chung*. There are also drinks such as milk, orange juice and water.

The family is wearing their new clothes. Mai and her brother are very happy because they're getting lucky money from their parents.

### 2. Read and complete.

- Tell pupils that they are going to complete a text about Hoa's family.
- Ask pupils to guess what Hoa's family does in the morning and read the text to check their answers. Give a few seconds for them to read the text in silence. Check comprehension by asking: *What time is it? Is Hoa's family still sleeping? What is the family doing? What kinds of food do Hoa and her father like eating? What time does the family leave for work?*
- Set a time limit for the task.
- Have pupils swap and check their answers before checking as a class.

**Key:** 1 thirty 2 family 3 drinking 4 orange juice 5 seven



**3** Read and match. 🧐 🗂️

1. What time do you get up every morning?
2. What does your mother do?
3. Would you like some orange juice?
4. When is Teachers' Day?
5. What does your brother look like?

- a. He's tall and thin.
- b. It's on the twentieth of November.
- c. She's a nurse.
- d. Yes, please.
- e. Six or six thirty.

**4** Look and write. 🧐 🖋️



1. It is \_\_\_\_\_  
in the morning.



2. He is a \_\_\_\_\_.



3. \_\_\_\_\_  
is fun for many children.



4. \_\_\_\_\_  
is a good drink for us.

**5** Write about your father or mother. 🖋️

My father/mother is Mr/Mrs \_\_\_\_\_. He/She is \_\_\_\_\_  
years old. He/She is a \_\_\_\_\_ and works in \_\_\_\_\_.  
He/She likes \_\_\_\_\_ for breakfast  
and \_\_\_\_\_ for dinner.

### 3. Read and match.

- Tell pupils that they are going to read and match each question with its answer by drawing a line between them. Give them a few seconds to read the questions and answers in silence.
- Set a time limit for the task.
- Get pupils to swap and check their answers before checking as a class.
- If time allows, ask them more questions. They may use the given answers or facts about themselves.

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

### 4. Look and write.

- Tell pupils that they are going to look at the pictures and complete the sentences. Check comprehension by asking: *What can you see in this picture? What time is it? Can you guess what is behind this man? What does he do/What is his job? Can you guess what kind of festival it is? What fruit is it? What kind of drink is it?*
- Set a time limit for the task. Remind pupils to write the words for the time in Question 1, rather than numbers.
- Get pupils to swap and check their answers before checking as a class.
- Invite one or two pupils to read the sentences aloud.
- If time allows, ask them more questions (e.g. *When do you usually get up in the morning? What does your father do? Do you like Children's Day? Which is your favourite festival? Do you like juice?*)

**Key:** 1 seven thirty 2 factory worker  
3 Children's Day 4 Orange juice

### 5. Write about your father or mother.

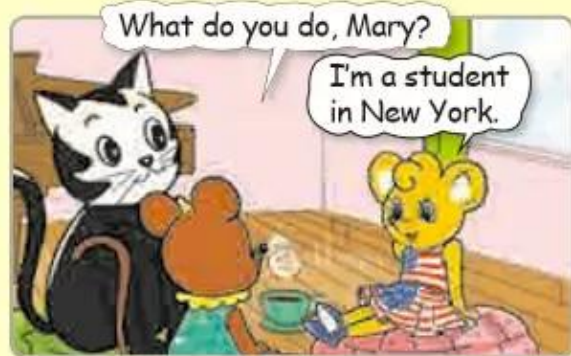
- Tell pupils that they are going to complete the paragraph about their father or mother. Give them a few seconds to read the paragraph in silence and check their understanding.
- Set a time limit for the task.
- Get pupils to read their partners' paragraphs. Then invite a few of them to tell the class about their partners' father/mother.

**Key:** Pupils' own answers



# Short story Cat and Mouse 3

1 Read and listen to the story. Then fill the gaps. 🐱🐭🎧



### 1. Read and listen to the story. Then fill the gaps.

- Tell the class that they are going to read and listen to the story, and then fill the gaps.
- Before pupils listen, ask them to look at the pictures and ask them some questions (e.g. *What are Mimi, Chit and Mary doing in the first picture? Who is Mary thinking of in the third picture? Who is she thinking of in the fourth picture? What day is it today?*).
- Then ask pupils to read the story, and guess the words to fill the gaps. Then play the recording for them to listen to the story and fill the gaps.
- Play the recording again and let pupils check their answers.

**Key:**    1 works            2 plays            3 taller            4 do            5 beach

#### Audio script

*Chit:*    What do you do, Mary?

*Mary:*   I'm a student in New York.

*Mimi:*   What do your parents do?

*Mary:*   My mother is a cook. She works in a school.

*Mimi:*   And what about your dad?

*Mary:*   He's a musician. He plays in a band.

*Mimi:*   What are they like?

*Mary:*   My mum is very tall.

*Mimi:*   Really? A tall mouse?

*Mary:*   Well, she's taller than me and my dad!

*Mary:*   Today is Labor Day in America.

*Mimi:*   Really? What do people do on Labor Day?

*Mary:*   They go to the beach!



**2** Number the sentences. 🎨

Mimi: What do you do in America, Mary?

1

Mary: My mum works in a school.

☐

Mimi: What do your parents do?

☐

Mary: I'm a student.

☐

Mary: He plays in a band.

8

Mimi: What about your dad?

☐

Mary: My mum is a cook and my dad is a musician.

☐

Mimi: Where do they work?

☐

**3** Work in pairs. Complete the conversation with information about you. 🗨️

A: Where do you live?

B: \_\_\_\_\_. Where do you live?

A: \_\_\_\_\_. What does your mum do?

B: \_\_\_\_\_. What does your mum do?

A: \_\_\_\_\_. What about your dad?

B: \_\_\_\_\_. What about your dad?

A: \_\_\_\_\_.



**4** Find words in the story to complete the sentences. 📖

1. My mum is a very good \_\_\_\_\_. She likes making cakes.

2. On sunny days, we go to the \_\_\_\_\_.

3. Her dad is \_\_\_\_\_ than her mum.

4. He's a very good \_\_\_\_\_. He plays the piano.

## 2. Number the sentences.

- Tell the class that they are going to put the sentences in the correct order and write the numbers in the boxes.
- Give pupils time to do the task. Ask them to try ordering the sentences without looking at the story.
- Ask them to swap and check their answers before checking as a class.
- Ask a few pairs to role-play the dialogue.
- If time allows, write the eight sentences on large pieces of paper and invite eight pupils to go to the front to play *Physical line-up*, following the procedure in *Games In Introduction*.

**Key:** 1, 6, 3, 2, 8, 7, 4, 5

## 3. Work in pairs. Complete the conversation with information about you.

- Tell pupils that they are going to look at the questions and write the answers. Give them a few seconds to read the questions and check comprehension.
- Put them in pairs and 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 dialogue.

## 4. Find words in the story to complete the sentences.

- Tell the class that they are going to read the sentences and find words in the story to complete them.
- Give pupils a few seconds to read the sentences in silence. Check comprehension and elicit the words to fill the gaps.
- Give them time to do the task.
- Get them to swap and check their answers before checking as a class.
- If time allows, ask pupils to make more sentences with the words *cook*, *beach*, *taller* and *musician*.

**Key:** 1 cook      2 beach      3 taller      4 musician