Review 1



Objectives

By the end of this unit, pupils can

- · listen and identify specific information.
- · read and identify specific information.
- · read and identify general ideas.
- · read, listen and understand a short story.

Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds to look
 at the pictures. Check comprehension and elicit information in the pictures and give feedback.
- · Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

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

Audio script 1. Nam: Hi, I'm Nam. 3. Mai: Who's that? 2. Mai: What's your name? Linda: Hello, Nam. I'm Linda. Nam: It's my friend, Peter. Peter: My name's Peter. Nam: Nice to meet you, Linda. Mai: How old are you? Mai: How old is he? Linda: Nice to meet you too. Peter: I'm seven. Nam: He is seven years old. 4. Mary: Who's that? Nam: Mai, this is my friend, Linda. Nam: It's my friend, Tony. Mai: Nice to meet you. I'm Mai. Linda: Nice to meet you too.

Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give pupils a few seconds to look at the pictures. Check comprehension and elicit information in the pictures and give feedback.
- · Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: a4 b2 c1 d3	
Audio script	
 Phong: How old are you, Peter? 	2. Nam: What's your name?
Peter: I'm seven years old.	Mary: My name's Mary.
	Nam: How do you spell Mary?
	Mary: That's M-A-R-Y.
3. Mai: Who's that?	4. Tony: Hello, Mai, how are you?
Nam: It's my friend, Linda.	Mai: Hi, Tony. I'm fine, thank you. And you?
	Tony: I'm fine, thanks.

🔞 Read and complete. 🤓 🂆

friends hello nine name (1) _____! My (2) _____ is Nam. I'm eight years old. These are my (3)______ Peter and Linda. Peter is seven years old, and Linda is (4)

🗿 Read and match. 🥮 🐸

- 1 Hello, Nam.
- Mary?
 Output
 Mary?
- What's your name?
- 4 How do you spell your name?
- 6 Are Peter and Mary your friends?

- 6 L-I-N-D-A.
- My name's Tony.
- Yes, they are.
- 🕕 l'm eight.
- O Hi, Peter.

🗿 Look and say. 🥯 🥮













3. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text in silence. Check comprehension.
- · Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- · Do choral and individual repetition of the text.

Key: 1 Hello 2 Nam 3 friends 4 nine

4. 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. Give a few seconds for pupils to read in silence. Check comprehension and give feedback.
- · Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- · Have a few pairs act out the dialogues.

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

Look and say.

- Tell pupils that they are going to do some dialogues. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps and give feedback.
- Get pupils to work in pairs. Go around to offer help, if necessary.
- Call a few pairs to act out the dialogues. Give feedback and praise pupils who did well and encourage pupils to listen and make improvement.

Key:

a Hello b How are you c How old are you d they your Hello, Mary And you I'm they are Fine, thanks

Short story Cat and Mouse 1

1 Read and listen to the story. See 1

















1. Read and listen to the story.

- This is the first of the four cartoons about Miu the Cat and Chit the Mouse. To help pupils get
 the idea of the story, simply let them read and listen to this episode. In later episodes, the
 initial task will be more challenging.
- Before pupils listen, ask them to look at the pictures and ask them questions (e.g. Apart from the cat and mouse, what can you see? A chair, a door, a window, etc.)
- · Play the tape and let the pupils read and listen.

Audio script

(Knock! Knock!)

Chit: Hello, I'm Chit the Mouse. How are you?

Miu: I'm fine, thank you.

Chit: What's your name?

Miu: I'm Miu the Cat.

Chit: Nice to meet you, Miu.

Miu: Nice to meet you too.

Miu: How do you spell "Chit"?

Chit: C-H-I-T. How do you spell "Miu"?

Miu: M-I-U.

Chit: Nice!

Miu: Who's that?

Chit: This is my sister Mimi.

Chit: Mimi, this is Miu.

Mimi: Pleased to meet you, Miu.

Miu: Pleased to meet you too, Mimi.

Chit: Who's that?

Miu: Maurice and Doris.

Chit: Are they your friends?

Miu: Yes, they are.

2 Complete the conversation.

Chit: Hello. (1) ______ Chit the Mouse.

How (2) ______?

Miu: I'm (3) ______, thank you.

Chit: What's (4) ______ name?

Miu: (5) ______ Miu the Cat.

Chit: Nice to (6) ______, Miu.

Miu: How (7) _______ "Chit"?

Chit: C-H-I-T.

- 3 Work in pairs. Have a similar conversation with a partner. Use your names. [™]
- Match the questions with the answers.
 - Who's that?
 - Miu"?
 Miu"?
 - What's your name?
 - Are they your friends?

- M-I-U.
- 1 Yes, they are.
- My sister Mimi.
- Miu.

Complete the conversation.

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

Key: 1 I'm 2 are you 3 very well 4 your 5 I'm 6 meet you 7 do you spell

Audio script

Chit: Hello, I'm Chit the Mouse. How are you?

Miu: I'm very well, thank you.

Chit: What's your name?

Miu: I'm Miu the Cat.

Chit: Nice to meet you, Miu.

Miu: How do you spell "Chit"?

Chit: C-H-I-T.

Work in pairs. Have a similar conversation with a partner. Use your names.

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

Match the questions with the answers.

- Tell pupils that they are going to read the questions on the left and pair them with the answers
 on the right by drawing a line between them. Give them a few seconds to read the text and
 check comprehension.
- · Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- · Call a few pairs to read the dialogues aloud.

Key: 1c 2a 3d 4b