

Review 2

1 Listen and tick.

1.  a  b
2.  a  b
3.  a  b
4.  a  b
5.  a  b

2 Listen and number.

-  a  b  c  d

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.

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

Audio script

1. *Class:* Good morning, Miss Hien. 2. *Linda:* Is your school big? 3. *Mai:* What colour is your book?
Miss Hien: Sit down, please. *Nam:* Yes, it is. *Tony:* It's green.
4. *Mai:* What colour are your pencils, Nam? 5. *Linda:* What do you do at break time?
Nam: They are red. *Nam:* I play football.
Linda: Great!

2. 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: a3 b4 c1 d2

Audio script

1. *Nam:* May I come in? 2. *Tom:* Is that the classroom?
Miss Hien: Yes, you can. *Mai:* No, it isn't. It's the computer room.
3. *Tom:* Is that your pencil case? 4. *Mary:* What do you do at break time?
Mai: What colour is it? *Mai:* I play hide-and-peek.
Tom: It's pink.
Mai: Yes. It's my pencil case.

3 Read and complete. 🐼 🐼

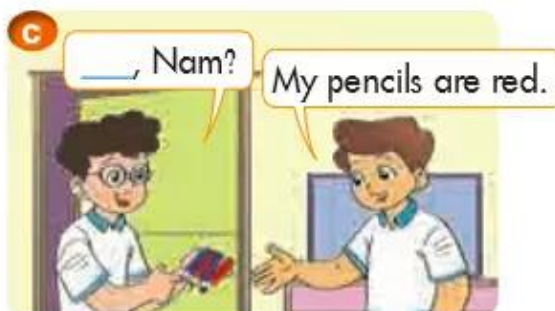
room Quan school playground

This is my (1) _____. It's big. I'm in Class 3B. My classroom is big too. Now it is break time. Many of my friends are in the (2) _____. I'm in the computer (3) _____ with my friend (4) _____.

4 Read and match. 🐼 📚

- | | |
|-----------------------------------|----------------------|
| 1 Is your school big? | a It's brown. |
| 2 Are those your books? | b Yes, you can. |
| 3 What colour is your school bag? | c Yes, they are. |
| 4 May I come in? | d I play basketball. |
| 5 What do you do at break time? | e Yes, it is. |

5 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 school 2 playground 3 room 4 Quan

4. Read and match.

- Tell pupils that they are going to read the questions 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 2c 3a 4b 5d

5. 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 I play football
- b Yes, they are./No they aren't
- c What colour are your pencils
- d May I open the book

Short story

Cat and Mouse 2

1 Fill the gaps. Then listen and check.   



1. Fill the gaps. Then listen and check.

- Before pupils read the story, ask them to look at the pictures and ask them questions. (e.g. Are there many houses? What colours are they?)
- Give pupils time to fill the gaps. Then ask them to practise the conversation in groups of three. Play the recording three times for pupils to listen, check their answers and understand the story.

Key:

Picture 2 Hello

Picture 3 meet you

Picture 4 your/ Yes

Picture 5 chair

Audio script

Miu: Hello, Maurice!

Maurice: Hello, Miu!

Miu: Maurice, this is Chit. He's a mouse.

Chit: Pleased to meet you, Maurice.

Maurice: Pleased to meet you too, Chit.

Chit: Is this your house?

Maurice: Yes, it is.

Chit: It's big!

Maurice: That's right.

Chit: Wow! Is that your chair?

Maurice: Yes, it is.

Chit: It's beautiful!

Maurice: Thank you!

Chit: Do you like hide-and-seek?


Maurice/Miu: Yes!

Chit: Good! Let's play hide-and-seek.


Chit: One, two, three ...

2 Ask and answer the questions. 

1. What colour is Chit?
2. Is Miu a brown cat?
3. What colour is Maurice?
4. Is the house big or small?

3 Number the sentences. Then act out in pairs. 

- Chit: It's big!
- Maurice: That's right.
- Maurice: Yes, it is.
- Maurice: Pleased to meet you too.
- 1 Miu: Maurice, this is Chit.
- Chit: Pleased to meet you, Maurice.
- Chit: Is this your house?

4 Put the words in the correct order. 

1. your is chair that _____?
2. you hide-and-seeK do like _____?
3. too pleased meet to you _____.
4. play hide-and-seeK let's _____.
5. your is this house _____?

2. Ask and answer the questions.

- Tell pupils that they are going to read and answer the questions. Give them a few seconds to read the questions and the story again. Tell them to underline the key words in the questions and find the answers in the story.
- 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 questions and answers aloud.

Key:

1. He's white.
2. No, he isn't. He's black./He's a black cat.
3. Maurice is red.
4. It's big./ It's a big house.

3. Number the sentences. Then act out in pairs.

- Tell pupils that they are going to read and number the sentences in the correct order. Give them a few seconds to read the text.
- 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 dialogue aloud.

Key:

1. *Mlu:* Maurice, this is Chit.
2. *Chit:* Pleased to meet you, Maurice.
3. *Maurice:* Pleased to meet you too.
4. *Chit:* Is this your house?
5. *Maurice:* Yes, it is.
6. *Chit:* It's big!
7. *Maurice:* That's right.

4. Put the words in the correct order.

- Tell pupils that they are going to put the words in the correct order to make sentences. Give them a few seconds to read the text.
- Give pupils time to do the task.
- Ask pupils to swap and check their sentences before checking as a class.
- Call a few pairs to read the correct sentences aloud.

Key:

1. Is that your chair?
2. Do you like hide-and-seeK?
3. Pleased to meet you too.
4. Let's play hide-and-seeK.
5. Is this your house?