


Review 3

1 Listen and tick.  



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 2a 3b 4b 5a

Audio script

1. *Peter:* Who's that? 2. *Mai:* This is my bedroom. 3. *Nam:* Where's your yo-yo?
Mai: That's my father. *Linda:* Oh, it's nice. *Tony:* It's there, on the shelf.
4. *Tony:* Are there any maps in your classroom? 5. *Tony:* Do you have a robot?
Mai: Yes, there are two. *Mai:* No, I don't. But I have a doll.

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 correct 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. *Tony:* I have a new toy.
Mai: What is it?
Tony: It's a kite.
2. *Mai:* That's the garden. Come and have a look.
Linda: Oh, it's beautiful.
3. *Peter:* Where's your sister?
Nam: She's in the kitchen with my mother.
4. *Tony:* How many posters are there in your room?
Nam: There are two.

3 Read and complete. 🧐 🗒️

small bedrooms there they house bathroom

This is my (1) house. It is big. There is a living room, a kitchen, three (2) _____ and a garden. There is a (3) _____ inside each bedroom. This is my bedroom. It's (4) _____. There is a bed, a desk, a chair, and a bookcase. (5) _____ is a big poster on the wall. Look! I have three balls. (6) _____ are under the bed.

4 Read and match. 🧐 🗂️

- | | |
|---|----------------------|
| 1 How old is your father? | a Yes, I do. |
| 2 Do you have any toys? | b Yes, there is. |
| 3 Who's that? | c He's thirty-seven. |
| 4 Is there a balcony in your classroom? | d It's my sister. |

5 Look and say. 🧐 🗨️



1. Who are they?



2. What room is it?



3. Are there any sofas/tables/
chairs/pictures?

How many are there?



4. Where's the chair/school bag?

Where are the balls/books/posters?

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: 2 bedrooms 3 bathroom 4 small 5 There 6 They

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: 1c 2a 3d 4b

5. Look and say.

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

Key:

1. It's Mal's/Phong's family.

2. It's a bedroom.

3. Yes, there is a sofa.

Yes, there are two tables.

Yes, there are eight chairs.

Yes, there are two pictures.

4. The chair is next to the desk.

The schoolbag is on the desk.

The balls are under the bed.

The books are on the desk.

The posters are on the wall.

1 Read the story. Put these lines in the correct bubbles.

Then listen and check. 🧐 🎧 📖

- How many rooms are there in your house?
- How many brothers and sisters do you have?
- Where are they?
- Who is Mimi?



1. Read the story. Put these lines in the correct bubbles. Then listen and check.

- Tell pupils that they are going to read the story and put the four questions in the correct bubbles.
- Ask pupils to work in small groups. Then play the recording for them to check their answers.

Picture 1 d

Picture 2 b

Picture 3 c

Picture 6 a

Audio script

Miu: Who's Mimi?
Chit: She's my sister.

Miu: How many brothers and sisters do you have?
Chit: I have two sisters and one brother.

Miu: Where are they?
Chit: They're here.


Chit: This is my sister Mimi and this is my sister Nini.
Miu: Hello!
Mimi and Nini: Hello!

Chit: And that's my brother, Jack.
Miu: Hello!
Jack: Hello!

Miu: How many rooms are there in your house?
Chit: Eight.

Miu: Eight rooms? That's a big house!
Chit: Yes, it's a big mouse house!

Miu: A big mouse house! That's nice!
Chit: Yes, it is!

2 Correct the answers. 

1. How many sisters does Chit have?

He has one sister. *No, he* _____.

2. How many brothers does he have?

He has two brothers. _____.

3. What's the name of Chit's brother?

John. _____.

4. How many rooms are there in the mouse house?

There are six. _____.

3 Unscramble these words from the conversation. 

a. erstis sister


b. rothbre _____

c. eshou _____

d. sorom _____

e. lohel _____

f. usemo _____

4 Complete the conversation between Miu and Mimi. 

Miu: Hello, my (1) _____ Miu. What (2) _____ that?

Mimi: My (3) _____ Mimi.

Miu: Nice (4) _____, Mimi.

Mimi: (5) _____ too, Miu.

2. Correct the answers.

- Tell pupils that they are going to read the questions and correct the answers. Give them time to read the questions and underline the key words in the questions. Then ask them to read the story again and find out what is wrong with the answers, and correct them.
- Give pupils 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 questions and answers.

Key: 1 He has two sisters.

2 He has one brother.

3 Jack.

4 There are eight.

3. 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 from the story. Do the first word as an example.
- Give pupils 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: a brother b house c rooms d hello e mouse

4. Complete the conversation between Miu and Mimi.

- 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 pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Assign a few pairs to read aloud the dialogue.

Key: 1 name's 2 your name 3 name's 4 to meet you 5 Nice to meet you

Audio script

Miu: Hello, my name's Miu. What's your name?

Mimi: My name's Mimi.

Miu: Nice to meet you, Mimi.

Mimi: Nice to meet you too, Miu.