

LANGUAGE

Pronunciation

1 Odd one out. Which underlined part is pronounced differently in each line?

- A. ears B. eyes C. arms D. lips
- A. stove B. telephone C. mother D. bone
- A. vases B. dishes C. tables D. fridges
- A. notebooks B. rulers C. erasers D. pencils
- A. brother B. nose C. stomach D. oven

2 Write the names of school things and furniture in the house which begin with /b/ and /p/.

/b/ book, _____

/p/ pen, _____

Vocabulary

3 Complete the words.

- E _ l _ _
- h _ _ w _ _
- l _ _ h
- s _ _ r _ _
- b _ m _ _ _ n
- p _ _ s _ _
- l _ _ o _
- j _ _

Now write the words in the correct group.

Play: _____

Do: _____

Have: _____

Study: _____

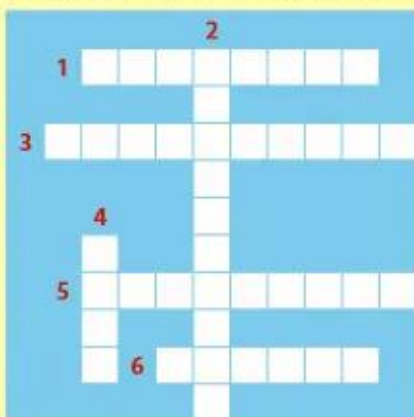
4 Do the crossword puzzle.

ACROSS

- This is a large cupboard for hanging your clothes.
- People sit, talk and relax in this room.
- This is a set of rooms, usually on one floor of a building.
- This is a large picture that is put on a wall.

DOWN

- People eat in this room.
- This is a space inside the front door of a building.



5 Choose the correct words.

- Hue is a quiet/talkative student. She doesn't say much in class.
- Trang is a shy/confident girl. She doesn't talk much when she meets new friends.
- My friends always do their homework. They're lazy/hard-working.
- My mother never gets angry with us. She's patient/boring.
- My younger brother is very kind/sporty. He can play football, badminton and volleyball very well.

Grammar

6 Complete the sentences with the present simple or the present continuous form of the verbs in brackets.

- We can't go out now. It (rain) _____.
- What time you (have) _____ breakfast every day?
- I (not/go out) _____ this afternoon. I (do) _____ my homework.
- My dog (like) _____ my bed very much. He (sleep) _____ on it now.
- There (be) _____ a lamp, a computer and some books on my desk.

7 Nick is describing his mother. Complete the description with the correct form of the verbs "be" or "have". Sometimes you need the negative form.

My mother (1) _____ 45 years old. She (2) _____ chubby because she likes playing sports. She (3) _____ black hair. Her hair (4) _____ blonde. She (5) _____ blue eyes, a straight nose and full lips. Her fingers (6) _____ slim. My mother (7) _____ kind. She likes helping other people. She (8) _____ also funny because she usually makes us laugh. I love her very much.

8 Read the sentences and draw the furniture in the right place.



REVIEW 1

Introduction

The aim of this Review is to revise the language Ss have studied and the skills they have practised since Unit 1.

Introduction: Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers in the end and add some more information if necessary.

LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

- 1 Elicit the rules of pronouncing the final -s/es if needed. Ss do this exercise individually then share their answers with a partner before giving T the answers. Write the correct answers on the board.

Key: 1. D 2. C 3. C 4. A 5. B

- 2 T can organize this as a game. Ss do this in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may want to add more words. Write other words on the board.

/b/	/p/
book, bag, bed...	pen, pencil, picture, poster...

Vocabulary

- 3 Ss do this individually and then share their answers with a partner. One student may write their answers on the board. Check Ss' answers.

Key: 1. English 2. homework 3. lunch 4. sports 5. badminton 6. physics 7. lesson 8. judo

Play: sports, badminton

Have: lunch, a lesson

Do: homework, judo

Study: English, physics

- 4 This can be done as a small competition. Otherwise, Ss do this in pairs. Check Ss' answers.

Key: **Across:** 1. wardrobe 2. dining room 3. living room 4. hall 5. apartment 6. poster

- 5 Ss do this exercise. Quickly check Ss' answers. If time allows, ask Ss to think of some other words and make sentences.

Key: 1. quiet 2. shy 3. hard-working 4. patient 5. sporty

Grammar

- 6 Elicit the use of the present simple and the present continuous. Call one student to do the exercise on the board. Other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

Key: 1. is raining 2. do you have 3. am not going out; am doing 4. likes; is sleeping 5. is

- 7 Ask Ss to read the text carefully and pay attention to the hints. Ss do this individually and compare their answers with a partner. Check Ss' answers and ask them to explain the negative forms in their answers.

Key: 1. is 2. isn't 3. doesn't have 4. is
5. has 6. are 7. is 8. is

- 8 Ss do this in pairs. At the same time, one pair goes to the board and does this exercise. Check Ss' answers.

1. There is a sofa in front of the window.
2. There is a lamp next to the sofa.
3. A table is in front of the sofa.
4. There is a vase of flowers on the table.
5. There are two pictures on the wall.
6. A clock is between the pictures.

Everyday English

9 Number the lines of the dialogue in the correct order.

- ___ Yes, I'd love to.
 ___ Can I speak to An, please?
 ___ That sounds great. I'll meet you outside your house at 7 p.m.
 ___ Speaking. Is that Mi?
 ___ Yes, I am.
 ___ Yes. An, are you free this Sunday evening?
 ___ Would you like to go to Mai's birthday party with me?
 ___ Alright. See you then.

SKILLS

Reading

1 Choose A, B, or C for each blank in the e-mail below.

From: an@fastmail.com
 To: nick@fastmail.com
 Subject: My best friend

Hi Nick,

It's great to hear from you. I want to tell you about my best friend.

My grandma is my best friend. She is 68 years old. She (1) _____ with our family. She was a maths teacher (2) _____ a secondary school. She likes (3) _____ up early and watering the flowers in our garden. She usually helps (4) _____ with my homework. In the evening, she tells me interesting (5) _____. She also listens (6) _____ me when I'm sad. I love my grandma very much.

What about you? Who's your best friend?

Please write to me soon.

Bye bye,

An

- | | | |
|---------------|------------|------------|
| 1. A. lives | B. works | C. goes |
| 2. A. for | B. on | C. at |
| 3. A. going | B. staying | C. getting |
| 4. A. I | B. me | C. my |
| 5. A. stories | B. songs | C. films |
| 6. A. with | B. to | C. for |

2 Read the text and answer the questions.

MY SCHOOL

My new school is in a quiet place not far from the city centre. It has three buildings and a large yard. This year there are 26 classes with more than 1,000 students in my school. Most students are hard-working and serious. The school has about 40 teachers. They are all helpful and friendly. My school has different clubs: Dance, English, Arts, Football and Basketball. I like English, so I joined the English club. I love my school because it is a good school.

1. Where is the writer's new school?
2. What are the students like?
3. What are the teachers like?
4. How many clubs are there in the school?
5. Why does the author love the school?

Speaking

3 Interview two classmates. Ask them what they like and dislike about your school and the reasons why. Write their answers in the table and report them to the class.

	What he/she likes + reasons	What he/she dislikes + reasons
Classmate A		
Classmate B		

Listening

4 An and Mi are talking on the phone. Listen and circle the parts of the house you hear.

kitchen	garden	garage
bathroom	bedroom	living room

5 Listen again and answer the questions.

1. What's Mi's mum doing?
2. What's Mi's dad doing?
3. Where is Mi's younger brother?
4. What's Mi's cousin doing?

Writing

6 Write an e-mail to your friend. Tell him/her about a family member. Include this information:

1. Who the person is.
2. How old he/she is.
3. What his/her job is/was.
4. What he/she likes doing.
5. What he/she does for you.

Everyday English

9 Ss do this in pairs. After checking their answers, ask one or two pairs to act out the conversation.

- | | |
|--|--|
| 6. Yes, I'd love to. | 4. Yes, I am. |
| 1. Can I speak to An, please? | 3. Yes. An, are you free this Sunday evening? |
| 7. That sounds great. I'll meet you outside your house at 7 p.m. | 5. Would you like to go to Mai's birthday party with me? |
| 2. Speaking. Is that Mi? | 8. Alright. See you then. |

SKILLS

Reading

1 + 2 Ss do these exercises individually and check their answers with a partner before giving their answers to T.

- Key:** 1 1. A 2. C 3. C 4. B 5. A 6. B
- 2 1. It's in a quiet place not far from the city centre.
2. They are hard-working and serious. 4. There are five clubs.
3. They are helpful and friendly. 5. Because it's a good school.

Speaking

3 Ss work in groups of three. One interviews the other two about what they like and dislike about the school and the reasons why. Ss write their group members' answers in the table and report them to the class. Summarise Ss' ideas.

Listening

4 Play the recording once for Ss to listen. Play the recording again for Ss to check their answers. Announce the answers to Ss.

Key: kitchen garden living room bedroom



Audio script:

- | | |
|---|---|
| <i>An:</i> Mi, are you at home alone? | <i>An:</i> What's he doing? |
| <i>Mi:</i> No. Everybody is at home. | <i>Mi:</i> He's listening to the radio. |
| <i>An:</i> Where's your mum? Is she cooking in the kitchen? | <i>An:</i> What about your younger brother? Is he with your mum? |
| <i>Mi:</i> No. She's watering the plants in the garden. | <i>Mi:</i> No. He's sleeping in my bedroom. My cousin, Vi, is here too. |
| <i>An:</i> And where's your dad? | <i>An:</i> What's she doing? |
| <i>Mi:</i> He's in the living room. | <i>Mi:</i> She's watching TV. |

5 Ask Ss to quickly read the questions. Ss listen to the recording again and answer the questions. Ss compare their answers before giving T their answers.

- Key:** 1. She's watering the plants in the garden. 3. He's in Mi's bedroom.
2. He's listening to the radio. 4. She's watching TV.

Writing

6 Elicit the parts of an e-mail. Below are some ways to carry out this activity:

- Ask Ss to work in groups to do this activity. Go around to observe. Give each group a large-sized piece of paper to write their e-mail. Ask one or two groups to stick their finished product on the board. Other Ss and T give comments. Ss edit and revise their writing as homework.
- Ss write their e-mail individually. Ask one student to write the e-mail on the board. Other Ss and T comment on the e-mail on the board. Then T collects some e-mails to correct at home.