

# Review 3

**Objectives:** In this review unit, the teacher will help pupils to revise topics, language functions, sentence patterns, vocabulary and the phonics they have learnt from Units 11 – 15. Then pupils will do the tasks related to *vocabulary and spelling, listening, reading and writing* to consolidate the language knowledge and skills they have learnt in the focused units.

**Duration:** 2 periods

**Resources:**

- Student's Book *Tiếng Anh 5, Tập Hai, Review 3, Pp. 41 – 46*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, the vocabulary, the sentence patterns and pictures for talking, Book map of Unit 11 – 15.



## A. SUMMARY

### BOOK MAP

Me and My Family			
<b>Unit 11. What's the Matter with You?</b>			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about common health problems</li> <li>• Expressing health problems and giving responses</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What's the matter with you?                             <ul style="list-style-type: none"> <li>– I've got a headache.</li> <li>– I've got a sore throat.</li> <li>– You should see the doctor.</li> <li>– You shouldn't eat ice-cream.</li> </ul> </li> </ul>	<b>Vocabulary</b> <p>arm, headache, earache, sore eyes, stomachache, toothache, backache, sore throat, temperature, cold, matter, should</p>	<b>Phonics</b> <p>arm ear</p>
<b>Unit 12. Our Free-time Activities</b>			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about free-time activities</li> <li>• Asking and answering questions about free-time activities in the past</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What do you do in your free time?                             <ul style="list-style-type: none"> <li>– I often draw pictures.</li> </ul> </li> <li>• What did you do in Nha Trang?                             <ul style="list-style-type: none"> <li>– First, I went to Tri Nguyen Aquarium. Then I visited Vinpearl Land.</li> </ul> </li> </ul>	<b>Vocabulary</b> <p>starfruit, resort, cable car, palace, go sightseeing, go camping, go skating</p>	<b>Phonics</b> <p>draw star</p>

Unit 13. Accident Prevention			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Expressing concerns with possible accidents and giving responses</li> <li>• Asking and answering questions about accident prevention</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• Don't ride too fast. You may fall off your bike.               <ul style="list-style-type: none"> <li>– OK. Thanks.</li> </ul> </li> <li>• Why shouldn't they jump into the river?               <ul style="list-style-type: none"> <li>– Because they may drown.</li> </ul> </li> </ul>	<b>Vocabulary</b> <p>accident, burn, fall off, fall down, scratch, break, climb, lighter, bite, slide, drown</p>	<b>Phonics</b> <p><u>ride</u> <u>Jim</u></p>
Unit 14. My Favourite Stories			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about the main events in a story</li> <li>• Asking and answering questions about the favourite character in a story</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What happened first?               <ul style="list-style-type: none"> <li>– The fox asked, "Will you give me some meat?"</li> </ul> </li> <li>• What happened finally?               <ul style="list-style-type: none"> <li>– The fox said, "Yummy, yummy!"</li> </ul> </li> <li>• What character do you like?               <ul style="list-style-type: none"> <li>– I like the fox. It's very clever.</li> </ul> </li> </ul>	<b>Vocabulary</b> <p>fox, crow, cowshed, beak, shake, yummy, forest, hare, tortoise</p>	<b>Phonics</b> <p><u>crow</u> <u>cowshed</u></p>
Unit 15. My Dream House			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about a dream house</li> <li>• Asking and answering questions about facilities in a dream house</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What will your dream house be like?               <ul style="list-style-type: none"> <li>– It'll be a large house in the countryside. It's got a yard in the front.</li> </ul> </li> <li>• What will there be in your dream house?               <ul style="list-style-type: none"> <li>– There will be a robot. I'll use it to do the housework.</li> </ul> </li> </ul>	<b>Vocabulary</b> <p>modern, comfortable, hi-fi stereo, cable TV, fridge, view, in front of, behind</p>	<b>Phonics</b> <p><u>village</u> <u>comfortable</u></p>
Review 3			

- Get pupils to look at the book map in the Student's Book. Ask them to read the text in silence for a few minutes. Then say: *Today you are going to do a revision of five units, from Unit 11 to Unit 15. Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers to the using purpose of each exchange (a pair of question and answer/response). Tell them to refer to the Functions column as necessary.*
- Then draw pupils' attention to the Vocabulary and Phonics columns. Get pupils to repeat each word in the Vocabulary column and check their comprehension. Then get pupils to repeat each word in the Phonics column. Tell them to notice the underlined letters and their pronunciation.

## B. REVIEW

### I. VOCABULARY AND SPELLING

#### 1. Choose the letters that complete the words below. Use *ow* for two words.

Then read the words aloud.

- Ask pupils to open their Student's Book on Page 41. Draw their attention to the letters in this section and say: *You are going to complete each word under the picture, using the letters given.* Get pupils to look at each picture in this section and predict the letters to complete the word under it. Elicit and write the word prompted. Repeat the step with the rest of the pictures. Play the recording or read all the words twice: once for pupils to listen and check with their prompts and once for them to repeat. Pause after each word for pupils to repeat a few times. Make sure pupils understand the language and the task.
- Individual work. Pupils do the task. Monitor the activity and offer help as necessary.
- Call on a few pupils to read aloud the words to the class. Ask them to spell the words as necessary.

#### Answers:

a. alarm    b. glide    c. slim    d. car    e. tear  
f. draw    g. table    h. stage    i. cow    j. show

#### 2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 42. Draw pupils' attention to the pictures in this section. Ask them to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *What shouldn't he do?* Class: *He shouldn't glide down the staircase.* Write the word on the board and get pupils to repeat it a few times. Go through the rest of the pictures in the same way. Then get pupils to repeat each sentence a few times.
- Individual work. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Call on a few pupils to read out their sentences to the class. Give your feedback on the answer if there is disagreement on any word.

#### Answers:

a. slide    b. earache    c. drown    d. throat    e. draws  
f. fishing    g. crow    h. fox    i. will    j. robots

#### 3. Draw a line to match the words that go together.

- Ask pupils to open their Student's Book on Page 43. Get them to look at the chart of the words. Check if they understand the activity and the meaning of the focused words. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first example with the class: *break a leg.*
- Set time and let pupils do the task independently.



- Get pupils to check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read all the words aloud.

**Answers:**      1. b    2. e    3. c    4. f    5. a    6. d

## II. LISTENING

### 1. Listen and tick.

- Ask pupils to open their Student's Book on Page 43 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and tick the appropriate picture corresponding to the information.* If pupils do not understand, explain the task in Vietnamese. Get pupils to look at the pictures. Then point to each picture and ask pupils what each picture is about. Tell pupils not to worry if they do not understand every word. They should make guesses based on the main information they need to tick the pictures as they listen.

#### Notes:



- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to tick the pictures.
- Replay the recording for pupils to check the answers.
- Get pupils to correct their answers in pairs. Then ask some pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

**Answers:**      1. a    2. c    3. c    4. b    5. b

#### Tapescripts:

- Girl: *Ouch!*  
 Boy: *What's the matter?*  
 Girl: *The tea pot is so hot.*  
 Boy: *Be careful. You may get a burn with it. (Pause)*

2. *Boy: Let's do a puzzle!*  
*Girl: Well, it's too boring. Look. The weather's fine.*  
*Boy: Yeah. How about going swimming?*  
*Girl: Great idea! Let's go to the swimming pool. (Pause)*
3. *Boy: What are you drawing?*  
*Girl: A crow.*  
*Boy: Why do you draw it?*  
*Girl: Well, for the cover of the story "The Clever Fox and the Crow".*  
*Boy: Oh, I see. I know that story. (Pause)*
4. *Doctor: What's the matter with you?*  
*Boy: I've got a toothache.*  
*Doctor: Take a seat. Open your mouth, please. Which one?*  
*Boy: This one. Ouch!*  
*Doctor: Well, well ... It's got a big cavity. (Pause)*
5. *Boy: What will your dream house be like?*  
*Girl: Well, it will be a large house by the sea. It'll get a beautiful view.*  
*Boy: How many rooms will there be in the house?*  
*Girl: Fifteen.*  
*Boy: Oh, so many rooms. (Pause)*

## 2. Listen and number.

- Ask pupils to open their Student's Book on Page 44 and tell them the listening purpose: *You are going to listen to a passage about a holiday. Listen and number the pictures.* Point to each picture and ask pupils to guess what the picture is about. Remind pupils not to worry if they do not understand every word. Pupils should focus on the main idea of the passage and number the pictures in the correct order as they listen.

### Notes:

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to number the pictures.
- Replay the recording for pupils to check their answers.
- Get pupils to check the answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.



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

### Tapescripts:

*Minh and his brother have spent a week with their grandparents in Da Nang.*

- 1. On Saturday morning, after breakfast, Minh and his brother went swimming in the sea near the house. They came home for lunch at noon. (Pause)*
- 2. In the afternoon, they went fishing at the lake in the area. They were very happy because they caught a lot of fish for the dinner. (Pause)*
- 3. Now, Minh and his brother are climbing up some caves. On the way to one of the caves, Minh's brother tells him not to climb on a huge stone because Minh may fall down. Then, it may be difficult for them to get down the mountain. (Pause)*
- 4. In the afternoon, Minh and his brother will stay at home. Minh wants to draw some pictures of the caves and read some stories about mountain climbing. (Pause)*
- 5. Tomorrow Minh's brother is going to take their grandfather to the doctor because the old man has got a pain in his legs. The doctor will check his legs and Minh's brother will be with him. (Pause)*

## III. READING AND WRITING

### 1. Draw a line to match each question with the answer.

- Ask pupils to open their Student's Book on Page 44 and say: *You are going to review the sentence patterns from Unit 11 to Unit 15 by matching each question in the left column with the appropriate answer in the right column. Get pupils to read the sentences a few minutes. Then do the first example with pupils to make sure they understand the task.*
- Individual work. Set time. Pupils do the task independently. Monitor the activity and offer help as necessary.
- Get pupils to check their answers in pairs. Then call on some pupils to report their answers to the class. If there is disagreement on any answer, ask pupils to re-read the questions and answers related to the problem in their books.
- Get pupils to repeat all the exchanges.

**Answers:** 1. d 2. e 3. f 4. h 5. b 6. a 7. g 8. c

### 2. Read the passage and do the tasks.

#### Tasks a, b & c

- Ask pupils to open their Student's Book on Page 45 and set the context: *You're going to read a passage and do the tasks that follow. Read the title of the passage and look at the picture. Can you guess what you are going to read about?* Let pupils read the title



and look at the picture for a few seconds. Then elicit their answers: *What is the passage about?* Pre-teach the meaning of the key words/phrases: *three-storey house, a fireplace, keep the house warm*. Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of *will*.

- Individual work. Set time. Pupils read and do the task.
- Get pupils to check the answers in pairs. Then call on a few pupils to report their answers to the class. If there is any disagreement on any answer, ask pupils to read the related part again.

### Answers:

#### Task a

1. T 2. F 3. F 4. T 5. T

#### Task b

*the dream house*

#### Task c

1. *By the sea.*
2. *It will be in the front of the house.*
3. *Three.*

## IV. SPEAKING

### 1. Ask and answer questions about what is happening in each picture.

- Ask pupils to open their Student's Book on Page 46 and set the context: *You are going to ask and answer questions about the pictures using the guiding questions*. Get pupils to look at each picture and find appropriate guiding questions used to ask and answer about the picture.

#### Suggestions

- Picture a: *Where is he?*  
Picture b: *What time is it?*  
Picture c: *Where is he going?*  
Picture d: *What's happening?*  
Picture e: *What happens next?*  
Picture f: *What happens to his arm?*

- Pupils work in pairs to take turns to ask and answer questions about each picture. Monitor the activity and offer help as necessary.
- Call on some pairs to demonstrate the task in front of the class. Praise the pair if they have a good performance in pronunciation.

## 2. Find and talk about the four differences between the two pictures.

- Ask pupils to open their Student's Books on Page 46 and stick the large - sized sheet of paper with the pictures of this section on the board. Say: *You are going to say the differences between the two pictures. Now, look at each picture. Observe the details in it and say the four differences.* Let pupils observe the pictures for a few minutes. Then spot each of the pupils' prompts by putting a cross by the different detail. Model a report by pointing to the crosses in turns and say, e.g. *In Picture a, there is a cat and a dog but in Picture b there are 2 cats.* Get pupils to repeat each sentence a few times. Then repeat the step with the rest of the differences.
- Pupils work in pairs to take turns to point to the pictures and say the differences. Monitor the activity.
- Call on a few pupils to report the differences.

### Answers:



Picture a	Picture b
There is a cat and a dog.	There are two cats.
The prince is standing behind the princess.	The princess is standing behind the prince.
The prince is standing, holding a shoe.	The princess is sitting, peeling a potato.
There is a magician.	There is no magician.