

# Review 1

**Objectives:** In this review unit, the teacher will help pupils revise the topics, language competences, sentence patterns, vocabulary and phonics they have learnt from Units 1 – 5. 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 Một, Review 1, Pp. 41 – 47*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the phonics, vocabulary, sentence patterns and pictures for talking, Book map of Units 1 – 5.



## A. SUMMARY

## BOOK MAP

### Me and My Friends

Unit 1. A Summer Camp			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about where someone is from</li> <li>• Asking and answering questions about someone's nationality</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• Where's he from? – He's from Malaysia.</li> <li>• Where in Malaysia is he from? – Kuala Lumpur.</li> <li>• What's his / her nationality? – He's / She's Indonesian.</li> </ul>	<b>Vocabulary</b> <p>summer, camp, different, country (countries), Malaysia, Thailand, Bangkok, Kuala Lumpur, the UK, the USA, Indonesia, Thai, Laotian, Cambodian, cultural display</p>	<b>Phonics</b> <p>Vietnamese Indonesian</p>
Unit 2. My Friend's House			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about where one lives</li> <li>• Asking and answering questions about one's house</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• Where do you live? – I live at 52 Ba Trieu Street.</li> <li>– I live on the second floor of Ha Noi Tower.</li> <li>• What's your house like? – It's a big house. It's got a green gate.</li> </ul>	<b>Vocabulary</b> <p>cardinal numbers: 50-100, avenue, road, lane, flat, block, top, ground, floor, gate, yard, roof, balcony, fence, favourite, cottage, town, village</p>	<b>Phonics</b> <p>flat block</p>

### Unit 3. A Birthday Party

#### Competences

- Asking and answering questions about a birthday present
- Asking and answering questions about what one did at a birthday party

#### Sentence Patterns

- What present did you give Mai?  
– A pink clock.
- What did you do at the party?  
– We played *hide-and-seek*.

#### Vocabulary

present, dictionary, jigsaw puzzle, paint, paint brush, coloured, balloon, cartoon, remember

#### Phonics

third  
December

### Unit 4. Mai's Day

#### Competences

- Asking and answering questions about daily activities
- Asking and answering questions about past activities

#### Sentence Patterns

- What does she often do in the morning?  
– She's got classes at school.
- What did you do last night?  
– I surfed the Internet for my school project.

#### Vocabulary

have classes, morning exercise, brush, gym, forget, way, attend, tooth (teeth), wash, surf the Internet, project

#### Phonics

afternoon  
brush

### Unit 5. Our Picnic to the Seaside

#### Competences

- Asking and answering questions about what people will do in the future
- Asking and answering questions about what one will be in the future

#### Sentence Patterns

- What will we do in the morning?  
– We'll cruise around the islands.
- What will you be in the future?  
– I'll be a singer.

#### Vocabulary

explore, seafood, aquarium, sunbathe, set up, campfire, sandcastle, windmill, will, future, mechanic, astronaut, dentist, nurse, architect, business person, dream, engineer, spaceship, planet

#### Phonics

will  
small

### Review 1

- 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 1 to Unit 5. Draw pupils' attention to the Sentence Patterns column and get them to repeat each line in it. Elicit pupils' answers to the purpose of using each exchange (a pair of question and answer / response). Tell them to refer to the Competences 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 them to repeat each word in the Phonics column. Tell them to notice the underlined letters.



## B. REVIEW

### 1. VOCABULARY AND SPELLING

#### 1. Choose the letters that complete the words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 41. Draw their attention to the letters in the letter chart in this section and say: *You are going to complete each word under the picture, using the letters in this chart.* 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 by pupils on the board. 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 on the board 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.

#### Answers:

a. Vietnamese    b. brother    c. flag    d. tooth    e. Indonesian  
f. hill    g. small    h. black    i. third    j. September

#### 2. Complete the sentences.

- Ask pupils to open their Student's Book on Page 42. Draw their attention to the pictures in this section. Ask pupils to predict the word to complete the sentence under each picture. Point to Picture a and elicit pupils' answer: *What nationality are the dancers?* Class: *They're Vietnamese.* 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. Monitor the activity and offer help as necessary.
- Call on a few pupils to read their sentences to the class. Explain the word usage if there is disagreement on any word.

#### Answers:

a. Vietnamese    b. Malaysian    c. flat    d. blue    e. December  
f. birthday    g. afternoon    h. brush    i. hill    j. small

#### 3. Do the crossword puzzle. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 42 and stick the large-sized sheet of paper with the crossword puzzle on the board. Make sure pupils understand how to do the task. They should relate the spelling of each word / phrase to the corresponding picture to fill in the boxes. Get pupils to look at the crossword puzzle and the pictures. Point to each picture to elicit their guess, e.g. Point to Picture 1 and elicit pupils' answer: *What is it?* Write pupils' prompt on the board and ask pupils to check the spelling to see whether or not it fits the number of boxes in the puzzle. Call on a few pupils to go through the task.
- Individual work. Pupils do the crossword puzzle independently. Monitor the activity and offer help when necessary.

- Call on some pupils to the board to complete the puzzle on the large-sized sheet and read out the words to the class. Get some pupils to spell the words.

### Answers:

1. tooth    2. brush    3. morning    4. evening    5. country  
6. flat    7. house    8. beach    9. birthday    10. flag

## II. LISTENING

### 1. Listen and tick.

- Ask pupils to open their Student's Book on Page 44 and tell them the listening purpose: *You're going to listen to five different dialogues. Listen to each dialogue and tick the appropriate picture.* If pupils do not understand, explain the task in Vietnamese. Get pupils to look at the pictures. Point to each picture and ask pupils to say what each one indicates. Tell pupils they should make guesses based on the pictures and the contextual clues as they listen. Do the first example with pupils.

### Notes:

1. a. *a flag of Indonesia;*      b. *a flag of Malaysia;*      c. *a flag of Cambodia*
  2. a. *a house;*      b. *a cottage;*      c. *a block of flats*
  3. a. *November;*      b. *September;*      c. *December*
  4. a. *a boy brushing his teeth;*      b. *a boy eating bread;*      c. *a boy doing morning exercise*
  5. a. *a boy walking on the beach;*      b. *a boy building a sandcastle;*      c. *a boy sitting in front of a hotel*
- 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 select and tick the box.
  - 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. b    2. c    3. c    4. a    5. b

### Tapescripts:

- |   |  |
|---|--|
| 1. Boy: Do you know that girl over there? | 2. Boy: Where does your friend live?                                 |
| Girl: Yes, I do. What about her?          | Girl: In a city.   |
| Boy: Where's she from?                    | Boy: What's her house like?  |
| Girl: She's from Malaysia.                | Girl: She doesn't live in a house.<br>She lives in a block of flats. |

3. Boy: *When's your birthday?*  
 Girl: *Next month, December.*  
 Boy: *On what day?*  
 Girl: *December the 12<sup>th</sup>.*
4. Boy 1: *How often do you brush your teeth?*  
 Boy 2: *Twice a day.*  
 Boy 1: *When?*  
 Boy 2: *Before bedtime and after breakfast.*
5. Mother: *Jimmy! Jimmy! Where are you?*  
 Boy: *I'm here.*  
 Mother: *What are you doing there?*  
 Boy: *I'm building a sandcastle. Come over here and join me.*

## 2. Listen and number.

- Ask pupils to open their Student's Book on Page 45 and tell them the listening purpose: *You are going to listen to a dialogue between a grandfather and his granddaughter. Listen and number the pictures in the order you hear.* Point to each picture and elicit pupils' answer, e.g. *What do you see in Picture a/b/c/d/e?* Recall the key words to understand the text and write them on the board for pupils to repeat a few times. Tell pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures.

### Notes:

- Picture a: *a big red castle with a green gate;*      Picture b: *a lot of people standing;*  
 Picture c: *a red castle in Green Park Village;*      Picture d: *a girl drawing a picture;*  
 Picture e: *an old man standing at the door.*
- 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 select and write the number.
  - 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.

### Tapescripts:

- Voice:** *You're going to hear a dialogue between a grandfather and a granddaughter.*  
*Grandfather (knocks at the door): Lucy, May I come in?*  
*Lucy: Yes, Grandpa. Come in, please.*  
*Grandfather (sounds of the door opened and steps). (Pause)*
- Grandfather: What are you doing, Lucy?*  
*Lucy: I'm drawing a picture, Grandpa.*  
*Grandfather: What are you drawing? (Pause)*  
*Lucy: I'm drawing a castle, Grandpa.*
- Grandfather: What's your castle like?*  
*Lucy: It's big. Very big!*  
*Grandfather: Oh, yes. What colour is it?*  
*Lucy: It's red. My castle is red. (Pause)*
- Grandfather: Where is your castle?*  
*Lucy: It's in our area, Green Park Village.*  
*Grandfather: Oh really? How nice! (Pause)*



5. Grandfather: Are there people in your castle?  
 Lucy: Yes, Grandpa. A lot. . . One hundred people!  
 Grandfather: How many?  
 Lucy: One hundred!  
 Grandfather: Oh, so many!

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

### III. READING AND WRITING

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

- Set the context: *You are going to review all the sentence patterns from Unit 1 to Unit 5 by matching each question in the first column with the appropriate answer in the second column.* Get pupils to read the sentences in silence in 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 in silence. 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 reread the sentences in this section again. Explain how to come to the result.
- Get pupils to repeat all the exchanges (pairs of question and answer).

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

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

- Ask pupils to open their Student's Book on Page 46 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?* Recall the meaning of the key words to understand the passage as you read the passage, pausing at times to check pupils' comprehension: *Where did Nam go for his summer holiday? Where were the campers from? How many boys shared the tent with Nam? What did the campers do at the camp? Did Nam have any new friends there?*
- Individual work. Set time. Pupils read and do the task independently. Get pupils to check the answers in pairs. Then call on a few pupils to report their answers to the class. Give an explanation if there is disagreement on any answer.

**Answers:**

- a. 1. b 2. c 3. d 4. a                      b. 1. F 2. T 3. T 4. T 5. T  
 c. 1. He went to Ha Long Bay for a summer camp.  
 2. They were from Indonesia, Australia and Malaysia.  
 3. They did morning exercise.

