

# Review 2

**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 6 – 10. 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 these units.

**Duration:** 2 periods

**Resources:**

- Student's Book *Tiếng Anh 5, Tập Một, Review 2, Pp. 83 – 88*
- Audio and visual aids: Recordings, stickers, flashcards, and large-sized sheets of paper for the teaching points, Book map of Units 6 – 10.



## A. SUMMARY

### Me and My School

Unit 6. A Visit to the Zoo			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about what people did at the zoo</li> <li>• Asking and answering questions about what one saw at an animal show</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What did you do at the zoo?</li> <li>– We walked around to see the animals.</li> <li>• What did you see at the animal show?</li> <li>– I saw two tigers jumping through the burning hoops.</li> </ul>	<b>Vocabulary</b> <p>animal show, zoo keeper, giraffe, goose, moose, jungle, correct, burning hoop, horse, trick, snake, seal, mouse</p>	<b>Phonics</b> <p>played visited watched</p>
Unit 7. My Favourite Sports and Games			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about one's favourite sports and games</li> <li>• Asking and answering questions about how often one plays a sport or a game</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What's your favourite sport?</li> <li>– It's table tennis.</li> <li>• What's your favourite game?</li> <li>– It's blind man's bluff.</li> <li>• How often do you play table tennis?</li> <li>– Twice a week.</li> </ul>	<b>Vocabulary</b> <p>blind man's bluff, rollerskating, karate, basketball, shuttlecock sport, table tennis, skate, rollerskate, once, never, sometimes, always, rarely</p>	<b>Phonics</b> <p>game skate</p>
Unit 8. My Favourite Books			
<b>Competences</b> <ul style="list-style-type: none"> <li>• Asking and answering questions about what book one is reading</li> <li>• Asking and answering questions about what a story character is like</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>• What book are you reading?</li> <li>– I'm reading <i>The Legend of Hoan Kiem Lake</i>.</li> <li>• What is <i>Son Goku</i> like?</li> <li>– He's intelligent and brave.</li> </ul>	<b>Vocabulary</b> <p>legend, character, thief (thieves), starfruit, magic lamp, dwarf, dragon, watermelon, main, intelligent, brave, patriotic, clever, brilliant, good-natured, gentle, miserable</p>	<b>Phonics</b> <p>watermelon dragon</p>

Unit 9. Our Teachers' Day			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about the dates of Teachers' Day in some countries</li> <li>Expressing and responding to wishes</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>When is Teachers' Day in Malaysia?</li> <li>– It's on May 16<sup>th</sup>.</li> <li>These flowers are for you.</li> <li>– Thank you.</li> </ul>	<b>Vocabulary</b> <p>special, celebrate, honest, forward, wonderful, devoted, bunch of flowers, poem</p>	<b>Phonics</b> <p>card just</p>
Unit 10. How I Learn English			
<b>Competences</b> <ul style="list-style-type: none"> <li>Asking and answering questions about one's favourite subject</li> <li>Asking and answering questions about how one learns English</li> </ul>	<b>Sentence Patterns</b> <ul style="list-style-type: none"> <li>What subject do you like best?</li> <li>– Science.</li> <li>How do you learn to speak English?</li> <li>– I practise speaking every day.</li> </ul>	<b>Vocabulary</b> <p>translator, difficult, count down, again, downtown, towel, vocabulary, practise, grammar, foreign</p>	<b>Phonics</b> <p>count how</p>
Review 2			
Glossary			

- Get pupils to look at the book map in their 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 6 to Unit 10. 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 pupils to refer to the Functions column as necessary.*
- 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. Draw their attention to the underlined letters and their related pronunciation.

## B. REVIEW

### I. VOCABULARY AND SPELLING

#### 1. Choose the letters that complete the words. You can use *a* for two words and *ed* for three words. Then read the words aloud.

- Ask pupils to open their Student's Book on Page 83. 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 when necessary.
- Call on a few pupils to read aloud the words to the class. Ask them to spell the words as necessary.



**Answers:**

a. skate      b. dragon      c. name      d. water      e. first  
 f. cloud      g. tower      h. card      i. jumped      j. painted      k. danced

**2. Complete the sentences.**

- Ask pupils to open their Student's Book on Page 84. Draw their 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 did your class do yesterday?* Class: *Our class visited the zoo.* 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 when necessary.
- Call on a few pupils to read the completed sentences to the class. Give your feedback on the answer if there is disagreement on any word.

**Answers:**

a. visited      b. jumped      c. explored      d. skated      e. game  
 f. Happy      g. story      h. post office      i. card      j. English

**3. Group the words of the same group.**

- Ask pupils to open their Student's Book on Page 85. Get them to look at the chart of the words and their groups. Check if pupils understand the activity and the meaning of the words in focus. Recall the meaning of the words. Get pupils to repeat each word a few times. Do the first three examples with the class: one for the animal group; one for the sports and game group; and one for the book group.
- Individual work. Pupils do the task independently. Monitor the activity and offer help when necessary.
- 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 in each column.

**Answers:**

<i>Animals</i>	<i>Sports &amp; Games</i>	<i>Books</i>
<i>giraffe</i>	<i>volleyball</i>	<i>Case Closed</i>
<i>kangaroo</i>	<i>karate</i>	<i>Dragon Balls</i>
<i>snake</i>	<i>Bingo</i>	<i>The Legend of Watermelon</i>
<i>lion</i>	<i>Farm Town</i>	<i>Snow White and the Seven Dwarfs</i>
<i>deer</i>	<i>basketball</i>	<i>The Stafruit Tree</i>
	<i>swimming</i>	

## II. LISTENING

### 1. Listen and tick.

- Ask pupils to open their Student's Book on Page 85 and tell them the listening purpose: *You're going to hear five different dialogues. Listen to each dialogue and tick the appropriate pictures.* If pupils do not understand, explain the task in Vietnamese. Get pupils to look at the pictures. Point to each picture and elicit pupils' answers to the information that it indicates. Tell pupils not to worry if they do not understand every word. They should make guesses based on the pictures and the contextual clues as they listen. Do the first example with pupils.

#### Notes:

- |                                |                              |                                     |
|--------------------------------|------------------------------|-------------------------------------|
| 1. a. 3 monkeys;               | b. 3 tigers;                 | c. 3 lions                          |
| 2. a. 3 bears climbing a tree; | b. 3 crocodiles;             | c. 3 kangaroos                      |
| 3. a. a card for birthday;     | b. a card for Teachers' Day; | c. a card for New Year              |
| 4. a. a detective book cover;  | b. a Doraemon book cover;    | c. a world's fairy tales book cover |
| 5. a. a scientist;             | b. a violinist/musician;     | c. a doctor                         |
- 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 their answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.

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

#### Tapescripts:

1. Boy: *What are your favourite zoo animals?*  
Girl: *Tigers.*  
Boy: *Why do you like them?*  
Girl: *Because they've got beautiful colours: orange and black stripes. (Pause)*
2. Girl: *Did you see the kangaroos at the zoo?*  
Boy: *Yes, I did.*  
Girl: *How did they look?*  
Boy: *They looked like a rabbit but much bigger. They stood and hopped with two legs. (Pause)*
3. Boy: *Next week will be Teachers' Day. What will we do?*  
Girl: *We'll have a lot to do. We're going to draw coloured pictures and write poems for the school display.*  
Boy: *And we'll make the cards for our teachers too. (Pause)*
4. Boy: *What are your favourite stories?*  
Girl: *Detective stories.*  
Boy: *Why do you like them?*  
Girl: *Because they've got a lot of action.*  
*They are also exciting and thrilling. (Pause)*

5. Girl: *What's your favourite school subject?*  
 Boy: *Science.*  
 Girl: *Why do you like it?*  
 Boy: *Because I want to become a scientist like my dad. (Pause)*

## 2. Listen and number.

- Ask pupils to open their Student's Book on Page 86. Elicit pupils' answers to the information indicated by the pictures. Then ask them to guess what they are going to hear. Explain the listening purpose: *You are going to listen to a dialogue between a boy and a girl. Listen and number the pictures in the order of the events you hear.* Recall the key words to understand the text: *menu, waiter, not good enough, instead, I've got it.* Write the vocabulary on the board for pupils to repeat each item a few times. Remind 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 man reading a menu and thinking about chicken;*  
 Picture b: *the same man with the words "Can I have a..." in the speech bubble;*  
 Picture c: *a boy and a girl talking about the book in his hand;*  
 Picture d: *the girl saying "Got it";*  
 Picture e: *the book with the title "Kitchen or Chicken?"*
- 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 their 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. 4    c. 1    d. 5    e. 2

## Tapescripts

- |   |   |
|---|---|
| <p>1. Voice: <i>You are going to hear two children talking about a funny story.</i><br/>         Girl: <i>What are you reading?</i><br/>         Boy: <i>I'm reading a book.</i><br/>         Girl: <i>What book is it?</i><br/>         Boy: <i>A book of funny stories. (Pause)</i></p>                                 | <p>2. Girl: <i>What's the title of the book?</i><br/>         Boy: <i>It's "Kitchen or Chicken".</i><br/>         Girl: <i>Oh, I don't know it. Is it interesting?</i><br/>         Boy: <i>Yes, it is. (Pause)</i></p> |
| <p>3. Girl: <i>Why "Kitchen or Chicken"?</i><br/>         Boy: <i>Ah, it's one of the stories in the book.</i><br/>         Girl: <i>What is the story about?</i><br/>         Boy: <i>Well, a Vietnamese man went into a restaurant. He read the menu and wanted to eat chicken. He called the waiter... (Pause)</i></p> | <p>4. Girl: <i>Well, there's nothing fun.</i><br/>         Boy: <i>But the man's English is not good enough. So he said "Can I have a kitchen?" instead of "Can I have a chicken?" (Pause)</i></p>                      |
| <p>5. Girl: <i>Ha, ha, ha! I've got it.</i><br/>         Boy: <i>Is it funny?</i><br/>         Girl: <i>Yes, it is.</i><br/>         Boy: <i>So be careful when you say in English. (Pause)</i></p>   |   |



### III. READING AND WRITING

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

- Ask pupils to open their Student's Book on Page 86. Set the context: *You are going to review the sentence patterns from Unit 6 to Unit 10 by matching each question in the first column to the appropriate answer in the second column.* Get pupils to read the sentences 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 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 read the related sentence in their books again. Reflect and explain the reason to come to the result.
- Get pupils to repeat all the exchanges (pairs of question and answer).

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

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

##### Tasks: a & b

- Ask pupils to open their Student's Book on Page 87 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: *bone, narrow, bridge, drop, decide, shore, sadly.* Read the passage, pausing at times to check pupils' comprehension. Draw pupils' attention to the use of "he" referring to the dog (personalized).
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line. Draw pupils' attention to the information related to the sentences in Task a and Task b.
- Individual work. Set time. Pupils read the passage and do the tasks.
- Get pupils to check their 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 and give feedback on the answer.

##### Answers:

- a. 1. F 2. T 3. F 4. T
- b. 1. From the market.  
2. He saw another dog carrying a much bigger bone.  
3. He wanted to get the bigger bone.

## IV. SPEAKING

### 1. The following pictures describe a trip to the zoo. With a partner, ask and answer questions about what happens in each picture.

- Ask pupils to open their Student's Book on Page 88. Set the context: *You are going to talk about what happens in each of the pictures describing a trip to the zoo. Look at each picture and say what you see.* Get pupils to look at each picture and elicit their answer, using the guiding questions.

#### Notes:

Picture 1: *The children are getting on a bus. It's 9:00;*  
Picture 2: *The children are arriving at the zoo. It's 10:00;*  
Picture 3: *The children are at the elephant enclosure. It's 10:20;*  
Picture 4: *The children are at the monkey enclosure. It's 11:00;*  
Picture 5: *The children are at the animal show. It's 11:30;*  
Picture 6: *The children are having their picnic lunch. It's 12:30.*

- Pair work. Pupils take turns to ask and answer questions about each picture. Monitor the activity and offer help when necessary.
- Call on some pairs of pupils to demonstrate the task in front of the class. Praise the pair if they have a good performance of pronunciation or language usage.
- Point to the pictures in turn and get pupils to repeat each line: *The children are getting on the bus at 9:00. They arrive at the zoo at 10:00. They are seeing the elephants at 10:20. They are seeing the monkeys at 11:00. They are watching an animal show at 11:30. And they are having a picnic lunch at 12:30.*

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

- Ask pupils to open their Student's Books on Page 88 and stick the large 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 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 spots in turn and say, e.g. *In Picture A there are 4 elephants playing football. In Picture B there are 4 elephants walking on two legs.* Get pupils to repeat each sentence a few times. Then repeat the step with the rest of the differences.

#### Notes:

1. *In Picture A there are 4 elephants playing football. In Picture B there are 4 elephants walking on 2 legs.*
  2. *In Picture A there are 2 dancing bears. In Picture B there are 2 cycling bears.*
  3. *In Picture A there are 3 tigers. In Picture B there are 3 lions.*
  4. *In Picture A there is a seal playing with a beach ball. In Picture B there is a dancing cobra.*
- Pair work. Pupils take turns to point to the pictures and say the differences. Monitor the activity.
  - Call on a few pupils to report the differences.