

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Hoàng Văn Vân (Tổng Chủ biên), Phan Hà (Chủ biên)
Đỗ Thị Ngọc Hiền, Đào Ngọc Lộc,
Trương Thị Ngọc Minh, Nguyễn Quốc Tuấn
Với sự cộng tác của Ken Wilson

TIẾNG ANH

SÁCH GIÁO VIÊN

3

(Tái bản lần thứ hai có chỉnh lí)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



MACMILLAN

BOOK MAP

ME AND MY FRIENDS

Unit 1 Hello

Page 6

Competences

- Greeting and self-introduction
- Greeting and responding to greeting

Sentence Patterns

Hello/Hi. I'm + *name*.
How are you?
I'm fine, thanks/
thank you.

Vocabulary

hi, hello, how, fine,
thanks, I'm, thank you,
Nice to meet you.
How are you?

Phonics

bye
hello

Unit 2 What's your name?

Page 12

Competences

- Asking and answering questions about one's name
- Asking and answering questions about how to spell one's name

Sentence Patterns

What's your name?
My name's + *name*.
How do you spell your
name?

Vocabulary

proper names
what's, you, your,
name, how, do, spell

Phonics

Mai
Peter

Unit 3 This is Tony

Page 18

Competences

- Introducing someone
- Asking and answering questions about someone

Sentence Patterns

This is + *name*.
Is this/that + *name*?
Yes, it is./No, it isn't.

Vocabulary

this/that, yes, no

Phonics

Tony
yes

Unit 4 How old are you?

Page 24

Competences

- Asking and answering questions about someone
- Asking and answering questions about someone's age

Sentence Patterns

Who's that?
It's + *name*.
How old are you?
I'm + *age*.

Vocabulary

who, how old

Phonics

five
six

Unit 5 Are they your friends?

Page 30

Competences

- Introducing one's friend and responding to the introduction
- Asking and answering questions about friends

Sentence Patterns

This is my friend + *name*.
Are they your friends?
Yes, they are./No, they
aren't.

Vocabulary

proper names
they, friend, are, aren't

Phonics

that
yes

Review 1

Page 36

ME AND MY SCHOOL

Unit 6 Stand up!

Page 40

Competences

- Giving and responding to instructions
- Asking for and giving permission

Sentence Patterns

Stand up!
May I sit down?
Yes, you may./No, you may not.

Vocabulary

stand up, sit down, come, here, open, close, may, go out, come in

Phonics

come
down

Unit 7 That's my school

Page 46

Competences

- Talking about school facilities
- Asking and answering questions about school facilities

Sentence Patterns

That's the + *school facility*.
Is the + *school facility* + *adjective*?

Vocabulary

school, library, classroom, computer room, playground, gym, big, small, old, new, large

Phonics

gym
look

Unit 8 This is my pen

Page 52

Competences

- Identifying school things
- Talking about school things

Sentence Patterns

This/That is + *school thing*.
These/Those are + *school things*.

Vocabulary

rubber, pencil case, school bag, notebook, pencil, ruler, these, those

Phonics

ruler
these

Unit 9 What colour is it?

Page 58

Competences

- Asking and answering questions about school things
- Asking and answering questions about colours

Sentence Patterns

Is this/that your + *school thing*?
What colour is it?
It's + *colour*.
What colour are they?
They're + *colour*.

Vocabulary

pencil sharpener, blue, bookcase, black, yellow, brown, green, orange

Phonics

it
orange

Unit 10 What do you do at break time?

Page 64

Competences

- Asking and answering questions about break time activities
- Expressing likes and dislikes

Sentence Patterns

What do you do at break time?
I play + *game/sport*.
Do you like + *game/sport*?
Yes, I do./No, I don't.

Vocabulary

break time, badminton, football, chess, basketball, table tennis, play, like, skating, hide-and-peek, skipping, blind man's bluff

Phonics

blind
skating

Review 2

Page 70

Glossary

Page 74

BOOK MAP

ME AND MY FAMILY

Unit 11 This is my family

Page 6

Competences

- Identifying family members
- Talking about the ages of family members

Sentence Patterns

Who's that?
He's/She's my ...
How old is your ...?
He's/She's ...

Vocabulary

family, father, mother, grandmother, grandfather, brother, sister, photo, man, woman

Phonics

brother
grandmother

Unit 12 This is my house

Page 12

Competences

- Identifying rooms in the house
- Asking and answering questions about house facilities

Sentence Patterns

There's a ...
It's very nice!
Is there a ...?
Yes, there is./
No, there isn't.

Vocabulary

living room, kitchen, bathroom, bedroom, dining room, garden, pond, yard, tree, gate, fence, over there

Phonics

kitchen
bathroom

Unit 13 Where's my book?

Page 18

Competences

- Asking and answering questions about the location of things in the house (singular)
- Asking and answering questions about the location of things in the house (plural)

Sentence Patterns

Where's the ...?
It's here/there.
Where are the ...?
They're ...

Vocabulary

poster, bed, chair, picture, coat, ball, where, near, under, behind, on

Phonics

chair
where

Unit 14 Are there any posters in the room?

Page 24

Competences

- Asking and answering questions about things in the room
- Asking and answering questions about quantity of things

Sentence Patterns

Are there any ... in the room?
Yes, there are./
No, there aren't.
How many ... are there?
There are ...

Vocabulary

map, sofa, wardrobe, fan, cupboard, door, mirror, window, cup, count, how many ...?

Phonics

fan
cup

Unit 15 Do you have any toys?

Page 30

Competences

- Identifying toys
- Asking and answering questions about toys

Sentence Patterns

Do you have ...?
Yes, I do./ No, I don't.
Does he/she have ...?
Yes, he does./
No, he doesn't.

Vocabulary

doll, teddy bear, car, robot, ball, puzzle, yo-yo, ship, plane, kite, have, has

Phonics

plane
ship

Review 3

Page 36

ME AND THE WORLD AROUND

Unit 16 Do you have any pets?

Page 40

Competences

- Asking and answering questions about pets
- Asking and answering questions about the location of pets

Sentence Patterns

Do you have any ...?
Yes, I do. I have .../
No, I don't. I have ...
Where are the cats?
They're ...

Vocabulary

dog, cat, goldfish,
parrot, rabbit, next to,
in front of

Phonics

dog
parrot

Unit 17 What toys do you like?

Page 46

Competences

- Asking and answering questions about toys
- Asking and answering questions about quantity

Sentence Patterns

What toys do you like?
I like ...
How many ... do you
have?
I have ...

Vocabulary

ship, truck, kite, plane

Phonics

kite
ship

Unit 18 What are you doing?

Page 52

Competences

- Asking and answering questions about one's action in progress
- Asking and answering questions about someone's action in progress

Sentence Patterns

What are you doing?
I'm ...
What's he/she doing?
He's/She's ...

Vocabulary

read, cook, watch TV,
sing, dance, skate,
draw a picture, play
the piano, listen to
music

Phonics

reading
drawing

Unit 19 They're in the park

Page 58

Competences

- Asking and answering questions about activities in the park
- Asking and answering questions about the weather in different places

Sentence Patterns

What are they doing?
They're ...
What's the weather like?
It's ...

Vocabulary

cycle, skate, skip,
park, sunny, rainy,
cloudy, windy, stormy,
snowy, weather

Phonics

rainy
skate

Unit 20 Where's Sa Pa?

Page 64

Competences

- Asking and answering questions about places
- Asking and answering questions about distance

Sentence Patterns

Where's ...?
It's in north Viet Nam.
Is near Ha Noi?
Yes, .../No, ...

Vocabulary

Ha Long Bay, north,
south, central, city,
near, far

Phonics

far
north

Review 4

Page 70

Glossary

Page 74

CONTENTS

INTRODUCTION	.....	6
UNIT 1	HELLO	20
UNIT 2	WHAT'S YOUR NAME?	26
UNIT 3	THIS IS TONY	32
UNIT 4	HOW OLD ARE YOU?	38
UNIT 5	ARE THEY YOUR FRIENDS?	44
REVIEW 1	.....	50
UNIT 6	STAND UP!	54
UNIT 7	THAT'S MY SCHOOL	60
UNIT 8	THIS IS MY PEN	66
UNIT 9	WHAT COLOUR IS IT?	72
UNIT 10	WHAT DO YOU DO AT BREAK TIME?	78
REVIEW 2	.....	84
UNIT 11	THIS IS MY FAMILY	88
UNIT 12	THIS IS MY HOUSE	94
UNIT 13	WHERE'S MY BOOK?	100
UNIT 14	ARE THERE ANY POSTERS IN THE ROOM?	106
UNIT 15	DO YOU HAVE ANY TOYS?	112
REVIEW 3	.....	118
UNIT 16	DO YOU HAVE ANY PETS?	122
UNIT 17	WHAT TOYS DO YOU LIKE?	128
UNIT 18	WHAT ARE YOU DOING?	134
UNIT 19	THEY'RE IN THE PARK	140
UNIT 20	WHERE'S SA PA?	146
REVIEW 4	.....	152

INTRODUCTION

TIẾNG ANH 3 is the first level of the three-level English textbook series for Vietnamese primary school pupils learning English as a foreign language (EFL). The series follows the syllabus approved by the Ministry of Education and Training in August 2010, and covers a systematic, helical and topic-based development of the basic English language skills with emphasis on listening and speaking for early levels.

UNIT COMPONENTS

Tiếng Anh 3, Student's Book follows a sequence of presentation, practice and production to develop English at a basic level through twenty topic-based units and four review units which are richly illustrated and cross-curricular to provide pupils with easy-to-grasp and memorable lessons and an enjoyable experience of learning English.

Each unit consists of three lessons on a topic related to one of the four themes: *Me and My Friends*, *Me and My School*, *Me and My Family* and *Me and the World Around*, all of which are designed to invoke a sense of familiarity. The activities are organized to provide training on listening, speaking, reading as well as writing.

Each lesson provides material for two teaching periods (equal to seventy minutes). The lesson contains concise and clear instructions for a wide range of activities arranged in a logical progression, helping pupils to develop critical thinking, coordination and the ability to interact with each other as they learn to understand and use English in both its spoken and written forms.

A variety of extra activities including singing, chanting, TPR (total physical response) activities, exciting games and a creative project at the end of each unit aim to facilitate the pupils' ability to reproduce language in a fun and engaging way.

The Student's Book creates a feeling of familiarity through the appearance of both Vietnamese and foreign characters, such as *Mai*, *Nam*, *Quan*, *Phong*, *Hoa*, *Linda*, *Peter*, *Mary* and *Tony*.

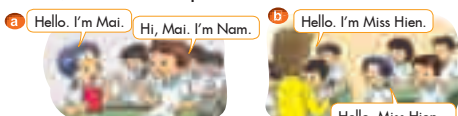
The following is a brief description of how a unit is organized.

LESSON 1

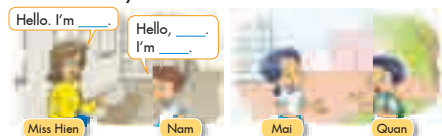
Unit 1 Hello

1

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



6 Tiếng Anh 3

Unit 1 Hello

4 Listen and tick.



1. a b 2. a b

5 Let's write.

1. Mai: _____. I'm Mai.
Nam: Hi, Mai. _____ Nam.

2. Miss Hien: Hello, _____ Miss Hien.
Class: _____, Miss Hien. Nice to meet you.

6 Let's sing.



Hello

Hello. I'm Mai.
Hello. I'm Mai.
Hello. I'm Nam.
Hello. I'm Nam.
Hello. I'm Miss Hien.
Hello. I'm Miss Hien.
Nice to meet you.
Nice to meet you.

Unit 1 Hello 7

1. Look, listen and repeat.

This section presents key vocabulary and structures in comic form to provide pupils with reading, listening and oral practice.

2. Point and say.

This section provides for the controlled practice of key vocabulary and grammar points. Pupils may do choral and individual repetition of the new vocabulary items and structures supported by visual prompts before practising speaking in pairs. Mechanical drills such as *repetition*, *substitution*, *question-and-answer* and *transformation* help pupils get familiar with vocabulary and grammar structures before they can reproduce the language in wider context.

3. Let's talk.

This section contains different situations in which pupils are free to choose the best English to use. There are illustrations and prompts to encourage and guide the pupils as they interact with their peers.

4. Listen and tick.

This section focuses on improving listening skills. In some units pupils look at each pair of pictures as they listen to the recording and show their comprehension by putting a check (✓) in the appropriate box. In other units, pupils number the pictures while they are listening.

5. Let's write.

This section helps pupils use the vocabulary and structures they have learnt. They are asked to fill the gaps using visual and/or textual prompts.

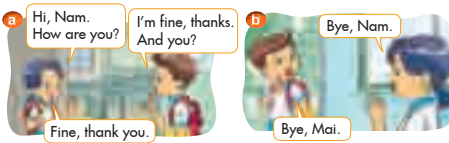
6. Let's sing/chant/play.

This section contains a variety of ways in which pupils can practise their English, through easy-to-learn songs and chants, games or writing about themselves. The songs/chants and games help pupils practise the pronunciation and rhythm of English through interaction and cooperation with each other, while personal writing allows them to express themselves in simple sentences.

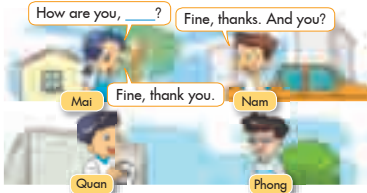
LESSON 2

Look and Listen 2

1 Look, listen and repeat.



2 Point and say.



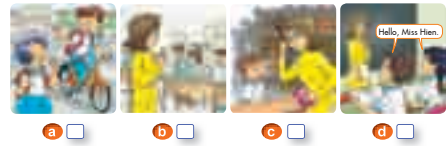
3 Let's talk.



Say "goodbye" to your teacher and "bye" to your friends.

8 Tiếng Anh 3

4 Listen and number.



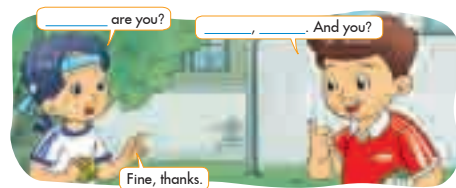
5 Read and complete.

bye thank you fine goodbye

1. Miss Hien: Goodbye, class. 2. Mai: Bye, Nam.
Class: (1) _____, Miss Hien. Nam: (2) _____, Mai.

3. Nam: How are you, Quan?
Quan: (3) _____, thanks. And you?
Nam: Fine, (4) _____.

6 Let's write.



Unit 1 Hello 9

The components of the first three activities in Lesson 2, **1. Look, listen and repeat**, **2. Point and say**, and **3. Let's talk**, follow the same pattern as in Lesson 1.

4. Listen and number.

This section presents pupils with another listening activity. Pupils look at the pictures while they are listening and show their comprehension by numbering the boxes in the correct order or ticking "True" or "False".

5. Read and complete.

This section aims to provide pupils with a simple introduction to reading. Pupils show their understanding of the text through filling the gaps, matching text with pictures, answering the questions or choosing the correct answers.

6. Let's sing/write/play.

As with the final section in Lesson 1, this section allows pupils to reproduce language through singing, playing games or writing based on visual and/or textual prompts.

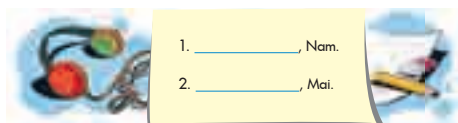
LESSON 3



1 Listen and repeat.

b **bye** Bye, Nam.
h **hello** Hello, Nam.

2 Listen and write.



3 Let's chant.



4 Read and match.

- 1 Hello. I'm Miss Hien.
 2 Hi. I'm Nam.
 3 Bye, Mai.
 4 How are you?
- a Hello, Nam. I'm Mai.
 b Bye, Nam.
 c I'm fine, thanks.
 d Hello, Miss Hien. Nice to meet you.

5 Read and write.

1. _____, I'm Mai.
 2. Hi, Mai. _____ Nam.
 3. _____ to meet you, Miss Hien.
 4. _____ are you?
 5. _____, thanks.

6 Project

Make name cards for you and your friends.
 Present them to your class.



1. Listen and repeat.

This section teaches the phonics which appear frequently in the vocabulary or structures of the unit, which young Vietnamese learners might find problematic. Pupils get familiar with the letters and sounds by listening and repeating.

2. Listen and write.

This section helps pupils practise the phonics they have learnt through a dictation task. Pupils listen and fill the gaps.

3. Let's chant.

This section contains a chant which uses the structure(s) that pupils have learnt in Lessons 1 and 2. Like songs, chants are a helpful way of teaching the rhythm of English, which is very different from Vietnamese.

4. Read and match.

This section asks pupils to read and match sentence halves, or questions with the answers.

5. Read and write/complete.

This section asks pupils to read and complete/write sentences. It practises the main sentence structures and/or vocabulary in the unit.

6. Project

This section provides pupils with a creative project to carry out independently or in groups. The purpose of this section is to foster cooperation and interaction among the class.

GENERAL TEACHING SUGGESTIONS

- The following guidelines are for you to refer to when you first use this course book in your class. Feel free to make any adjustments, as it is you who knows your particular teaching conditions and what your pupils need to learn.
- It is advisable to go through the contents of the lesson and the teaching notes before you go into the classroom. This will help you familiarize yourself with the material and know what to prepare for the lesson and what activities to conduct. For complicated activities such as games and crossword puzzles you should consult the answer key before you teach.

WARM-UP

You should do a warm-up activity at the start of every lesson. This is a short activity (only two to five minutes) to draw pupils' attention to the way in which English is used. This activity is a good way to revise the previous lesson and to lead into the new one. The warm-up activities vary so you can choose the most suitable one for you, e.g., you can get pupils to sing a song or play a non-verbal game such as *Simon says*, *Pelmanism*, *Bingo*, *Slap the board*, *Doing actions (Miming)*, or *Charades (guessing game)*.

CLASSROOM MANAGEMENT

• Pair work

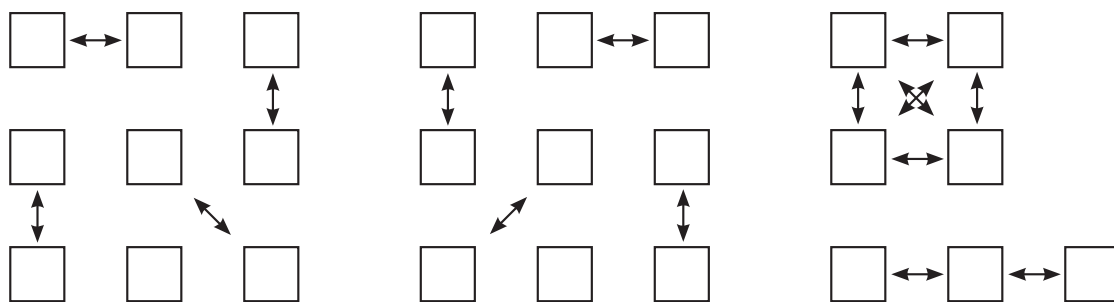
It is advisable to vary the pairs of pupils, as shown in the diagrams below.

If the number of pupils is uneven, two pupils can share one role. Pupils should change their partners regularly in order to change the working atmosphere.

You can get a "closed pair" (two pupils who sit next to each other) or an "open pair" (two pupils who sit apart from each other in the classroom) to demonstrate an activity when necessary.

• Group work

It is useful to divide pupils into groups of four or six according to some criteria, e.g., they are friends, or they have the same birthdays or hobbies. Separate pupils who are disruptive and encourage them by praising them when they cooperate.



Pair work (varied)

Group work of 4 or 6 (varied)

- As pupils work in pairs or in groups, it is important to monitor the activity. Circulate and offer help when necessary, but remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently. Look at their ability to use English, as well as the problems or difficulties they encounter during the activity. This will help you to prepare for revision work later.
- The activities should be timed and should be stopped before pupils lose interest or become distracted. A routine should be established for halting an activity, such as putting your hand up or giving two claps to signal the end of the activity.
- Young learners love to be praised. When pupils perform an activity well, it is a good idea to praise them (*good, very good, great, well done, good job*, etc). If a pupil cannot do a task, it is advisable to encourage him/her (*try again or have another try, not quite right*, etc).

CLASSROOM LANGUAGE

- English should be used as much as possible in instructions and classroom management. This reinforces the language the pupils are learning. In order to help pupils understand English, it is useful to accompany your English with some gestures, or even Vietnamese when you introduce something for the first time.
- The instructions should be simple, clear and consistent to ensure pupils feel comfortable and know what they are required to do. If pupils are confused, Vietnamese should be used to help them understand and to make sure that they can perform the activities successfully.
- Classroom language can be divided into receptive language and productive language. Pupils can understand and respond to the receptive classroom language, and use the productive classroom language when interacting with the teacher or with other pupils. The following phrases are suggested instructions and expressions for use in your class teaching:

Receptive classroom language

Answer this / the question.
Ask a question.
Ask your neighbour / partner a question.
Check your answers in pairs / groups.
Close your books.
Copy it into your notebook / onto a piece / onto a sheet of paper.
Correct / Not quite right / Wrong.
Draw a picture of ...
Goodbye / Good night.
Hello / Hi / Good morning / Good afternoon / Good evening.

Productive classroom language

Not yet. / I've done it.
Can I borrow your pen / pencil / rubber?
I think it's ...
I understand / I don't understand.
I'm sorry. I can't remember.
I'm sorry. I don't know.
Is this / that right?
It's my / your go / turn.
I've got one wrong / two right.
Me too.
Please.

Receptive classroom language

Here it is / you are.

How do you spell it in English?

I don't think so.

Listen to Linda / this / the dialogue / story / dialogue between Nam and Mai.

Listen.

Look at this / the board / picture(s) / photo(s) / puppet(s).

Look.

Open your books.

Put up your hand.

Put your books away.

Quiet, please.

Read this / the word(s) / dialogue aloud.

Repeat after me, please.

Repeat, please.

Say it aloud.

Say it in English.

Say it in Vietnamese.

Say it.

Sit down, please.

Spell it / the word(s).

Stand up, please.

Talk to your partner.

Try again.

Well done / Excellent / That's right / That's not correct.

Work on your own.

Write a question.

Write a sentence of your own.

Write the answer to this / the question.

Write the answers to these / the questions.

Productive classroom language

See you again / tomorrow / on Sunday / next week.

Thank you / Thanks / Many thanks.

What does it / this word / sentence mean?

What's ... in English?

What's number one / two / three / four?

HOW TO END THE LESSON

- In order to establish a classroom routine, it is advisable to end the lesson in a way which suits your teaching situation. If pupils stay in the classroom for other classes, you can give a signal to end the lesson such as putting your hands up, clapping your hands or tapping the board and saying *It's time to stop*, and get pupils to say *Goodbye*. See you next time. when you leave the room.
- If there is time, you can round off the lesson with a song, rhyme, chant or a game that pupils have learnt during the unit.

ACTIVITIES BANK

Spelling and writing

- Give a list of the focus words that you want pupils to spell correctly. Select some pupils to read the words aloud. Individually, pupils look at each word and write it in their notebooks. Pupils check their work in pairs or groups.
- Write the focus words on the board. Assign one word to each pupil to copy down onto a piece of paper. Collect the pieces of paper and put them into a box. Erase the words from the board. Have two teams take turns to pick out a word and say it to a member of the opposing team. This pupil must spell the word correctly to score a point.

Dictation

- Pupils work in pairs or in groups. They take turns to dictate the focus words to each other and check each other's spelling. Another method is to read the dictation and have pupils listen and write. Then pupils work in pairs to correct each other's work.

Word cards

- Prepare word cards for the focus words you wish to check. Use two teams of four pupils in the activity. Pupils from each team take turns to come to the front of the class to pick a card. They act out the word on the card for their team, who have to guess the word, in no more than five tries, to score a point.

TPR (Total Physical Response)

- TPRs are actions done as commanded by the teacher. They help pupils to associate language with particular actions, which enhances their understanding. This is a fun way to help pupils understand the language without putting too much emphasis, at this early stage, on producing accurate English. The procedure of using TPR as a teaching technique is as follows:
- Play the recording or read the text. Do the actions associated with the text. Repeat this step. Play the recording again or read the text without the actions.
- Ask pupils to work in groups to see how much of the text they can remember.
- Get pupils to say the text again without performing the actions. Remind them of the text, if necessary.
- Get pupils to say the text with the actions.

GAMES

Physical line-up (making sentences)

- Make two groups, A and B, and have them sit on chairs facing the rest of the class. Give each group word cards which form different sentences. Read the sentence, e.g. "This is Lan." If the pupils of group A have the word cards containing "this", "is", "Lan" and the full stop, they should stand up and move quickly into a line to show the sentence in the correct order. The members of group B should remain seated. If they stand up when you call group A's sentence, they will lose the game, and vice versa.

Bingo

- Draw a word grid on the board and ask pupils to copy it. Ask pupils to tell you the words they have learnt in their lessons. List them on the board. Each pupil chooses nine words from the list to copy into their grid. While they are doing this, copy each word onto a piece of paper, put the pieces of paper into a bag and mix them up. Select pupils to pick out a piece of paper and call out the word. Pupils with that word in their grid can cross it out. Continue the game until there is a pupil who has all the words in their grid crossed out. That pupil is the winner.

Charades (miming)

- This is a great game to review vocabulary. You may need to do the actions with pupils if they are shy at first. This will help them to feel more comfortable. Divide the class into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they get a point. Switch the teams and let the second team act out a word while the first team guesses.

Simon says ...

- This is a fun and classic game. The teacher (or a pupil) instructs the class to carry out actions by saying, e.g. "*Simon says touch your nose*" or "*Simon says stamp your feet*". If the teacher does not begin the instruction with "*Simon says ...*", pupils should do nothing. Have pupils write down four or five commands (e.g. *stand up, sit down, clap your hands, stamp your feet, touch your ears*, etc.) they have learnt on a sheet of paper. Explain the rules of the game and make sure pupils understand that they must hear "*Simon says ...*" to perform the action. If not, they should do nothing. You can play a trial game until pupils understand. Pupils should use the commands they have written down. Pupils are eliminated if they do not perform the correct action, or if they perform an action when they have not heard "*Simon says ...*".

Kim's game

- This is a memory game. Collect a group of items of the same type, e.g. school things. The items should be in the pupils' vocabulary. Arrange the items on a desk and cover them with a piece of cloth. Do not let pupils see what is beneath the piece of cloth. Have a brief discussion with the class on what might be under the piece of cloth, based on the shape and size of what they can see, etc.
- Divide the class into groups. Do not allow pupils to write anything down. Explain that you will show the class the items under the piece of cloth for 60 seconds. After that, each group must write down the name of as many objects as they can remember.
- Show the items for 60 seconds then cover them with the piece of cloth. In their groups, the pupils try to write down all the items. Groups get a point for a correct guess and another for a correct spelling. The group with the most points wins the game.

Slap the board/word/number

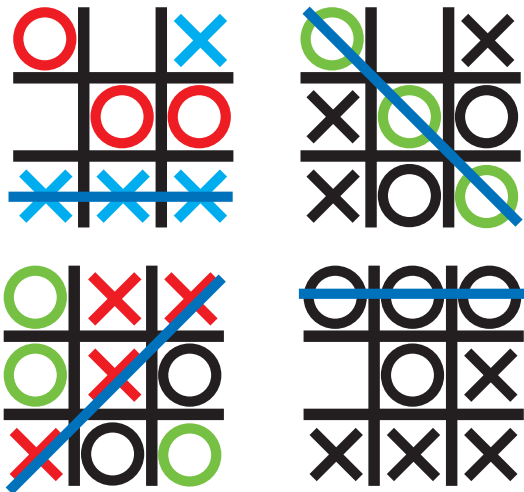
- *Slap the board/word/number* is a fun game you can play with pupils that will help reinforce the association between written and spoken words.
- The goal of the activity is that given a spoken word, the pupil will quickly be able to recognize the word's written form or a corresponding picture.
- You will need these materials: a fly swatter or a rolled-up newspaper, and a word or picture wall (words written/pictures stuck on a chalkboard or whiteboard).
- Call a pupil up to the board. Call out a word and wait for the pupil to slap the word or picture on the board. It is a good idea to give each pupil a time limit. Count the number of words or pictures each pupil slaps correctly within the time limit. The pupil with the highest number is the winner.

Pelmanism

- Call a pupil up to the board. Call out a word and wait for the pupil to slap the word or picture on the board. It is a good idea to give each pupil a time limit. Count the number of words or pictures each pupil slaps correctly within the time limit.
- This is a card game testing concentration in which all of the cards are laid face down on the table. Each player in turn selects two cards and turns them face up. If they are matching (of the same shape/colour/picture), that player wins the pair and plays again. If the cards are not matching, they are turned face down again and play passes to the next player. The game ends when all the cards are gone. The winner is the player with the most pairs.

Tic-Tac-Toe

- This game is a fun way for pupils to practise their English while enjoying some competition. On the board or on a sheet of paper, draw a traditional tic-tac-toe grid of 3x3 squares. In each square, write a language item for pupils to complete, e.g.: *Do you like ...? What lessons ...? Why do you ...?*, etc. Pupils should copy the grid to play the game. They need one grid for each pair of pupils (or teams).
- Pupils play the game in pairs (or in teams in larger classes). Ask them to complete the language items. They score an X (or O) for each sentence that is grammatically correct.
- The pupil or team who succeeds in placing three respective Xs (or Os) in a horizontal, vertical or diagonal row wins the game.



I spy with my little eye ...

- Choose one pupil to be the spy. The spy looks around the room and selects an object which he or she then whispers to the teacher. (With very young pupils, it might be better to have them tell the teacher outside the classroom.) He or she then announces to the class, *"I spy with my little eye something [colour]."* Pupils then take turns guessing the object the spy has seen (e.g. *"Is it the teacher's shirt?"*) Whoever guesses correctly becomes the next spy.

Spot the differences

- *Spot the differences* (sometimes known as the *Photo hunt game*) tests observation and concentration skills by spotting the differences that exist between two images that seem to be identical. One image has a few more things in it than the other one does, or it is missing things that the other one has.
- To play the game, the teacher sets a certain amount of time and delivers two pairs of pictures either to each pupil, or they can work in groups to find the differences. Pupils should highlight each difference by drawing a circle around it. The group that finishes the game first will be the winner and must then give an oral report of the differences to the class.

There are many more language games that you can find on the Internet or on YouTube. Simply search for ESL or EFL (English as a second language, English as a foreign language) games or video clips.

TEACHING THE UNIT COMPONENTS

1. Look, listen and repeat.

- It is very important to inform the class of the objectives of the lesson because pupils can only perform well if they understand what is expected. Say the unit title a few times and check pupils' comprehension of the title, using simple and easy questions, or even Vietnamese for the first few classes. Using Vietnamese makes what you mean clear, but later on, increase your use of English, and only give a short explanation in Vietnamese if necessary.
- Hold up the Student's Book, point to each of the pictures in the story in turn and briefly discuss with the class what they think is happening in each picture. Elicit the answers by asking: *What can you see in the picture? Who is the speaker? or Who are the speakers? Do you understand what he/she is saying? or Do you understand what they are*

saying? What does he/she want? or What do they want? What is he/she doing? or What are they doing? etc. Encourage pupils to guess the meaning of the key vocabulary, using the pictures or flashcards. You can teach the key terms if they are abstract nouns or difficult notions for pupils to guess from the visual prompts.

- Play the recording for pupils to listen and follow silently in their books.
- Play it again for pupils to do choral and individual repetition until they feel confident.

2. Point and say.

- Inform the class of the objectives of this section: pupils are going to learn the pronunciation of new words and sentences. Give a few moments for pupils to look at the pictures and read the text in silence. Point to each word and say it slowly and clearly. Check pupils' comprehension of the vocabulary and give explanations if necessary using flashcards and gestures. Get pupils to do choral repetition, using the flashcards or picture cards as prompts. When pupils are confident enough, get different individuals to take turns saying the sentences or asking and answering the questions.
- Write the gapped sentences on the board and elicit the words to fill the gaps. Point to each sentence and say it slowly and clearly before having pupils do choral and individual repetition or drilling, using the words and pictures as prompts.
- If the task is drilling a question and answer, drill the answer first. When you have finished drilling the answer, drill the question in the same procedure. Finally, combine the question and answer together. Do choral and individual drilling respectively.
- Get pupils to interact in pairs. Have them point to each picture, asking and answering respectively. Go around offering help with pronunciation, if necessary.

- Call on several open pairs to act out the dialogue.
- Follow-up activity: let pupils read the story in *Look, listen and repeat* to themselves. Ask different individuals to come to the front of the class to act out the story either with or without their books, depending on how confident they feel.

3. Let's talk.

- Use flashcards or pictures to revise the vocabulary and structures in the previous section. Pupils can look at the Student's Book and imagine they are the characters in the story to ask and answer the questions provided or they can also role-play the focus language, using real facts and people.
- Elicit the language to fill the gapped sentences. Write the complete sentences on the board and have pupils repeat them a few times.
- Encourage pupils to write their own exchanges and call some open pairs to act out the dialogue in front of the class.

4. Listen and tick.

- Inform the class of the objective of this activity: they are going to listen and tick the appropriate box to show their comprehension.
- Give pupils a few moments to look at the pictures. Draw pupils' attention to specific details in the picture, and check comprehension by saying: *Describe what you see in the picture* or *What can you see in the picture? What do you suppose this speaker (boy/girl/person) is saying?* Remind pupils not to worry if they do not understand every word, and that they should associate what they are hearing with the pictures.
- Play the recording all the way through for pupils to listen to as they are looking at the pictures. Play it again for them to check the

appropriate box. Play the recording the third time for pupils to check their answers.

- Have pupils swap their answers before calling different individuals to report theirs. If there are more than three pupils with incorrect answers, ask these pupils to explain how they selected the answers (in Vietnamese if they cannot express their ideas in English), and explain the correct answer to them.

5. Listen and number/complete.

- The procedure is the same as *Listen and tick*. However, here the pupils' task is either numbering the pictures in the order in which they have heard them, or filling the gapped sentences.

6. Read and match/complete/answer.

- Inform the class of the objective of this section: they are going to read the texts and show their comprehension by matching the texts with the pictures, filling the gapped sentences or answering the questions.
- Read or play the recording and let pupils read the text in silence. Check their comprehension and give the meaning of any new vocabulary, if necessary.
- Set time for pupils to read in silence and do the task.
- Get pupils to swap and check their answers before checking as a class.

7. Let's write./Look and write.

- Inform pupils of the objective of this activity: they are going to write words or phrases using the prompts (texts or pictures). Show pupils how to carry out the task.
- Give a few seconds for pupils to look at the pictures or read the text in silence. Then check comprehension by asking simple and

easy questions (See *Look, listen and repeat*).

- Have pupils do the task independently. Move around offering help.
- Have pupils swap and check their answers before checking as a class. Give explanations if there is more than one pupil making the same mistake.

8. Listen and repeat (Phonics).

- Inform the class of the objective of the activity: pupils are going to practise saying the sounds of the focus letters in words and sentences. Hold the phonics flashcards or point to the letters in red in the Student's Book in such a way that the whole class can see. Pronounce the letters slowly and clearly a few times before saying the words.
- Do choral and individual repetition until pupils feel confident to say the words by themselves.
- Draw pupils' attention to the sentences. Check their comprehension before reading each sentence clearly. Have pupils do choral and individual repetition, using the word cards as prompts.

9. Listen and write.

- Inform pupils of the objective of this activity: this is a dictation. Give a few seconds for pupils to read the gapped sentences in silence.
- Read the sentences slowly, pausing regularly to allow time for the pupils to write.
- Have pupils swap their answers before checking as a class.
- Draw pupils' attention to capital letters and the punctuation in a sentence (comma, full stop, question mark, etc.).

10. Let's chant/sing.

- Chants and songs are engaging and help pupils practise the pronunciation and rhythm of English in a fun way. The songs and chants in **Tiếng Anh 3** are a component of every unit. You can learn them first at home before you teach.
- Get pupils to read the lyrics or the texts in silence. Check their comprehension. Explain new vocabulary if necessary.
- Sing or play the recording all the way through a few times. Have pupils repeat each line of the lyrics or the chant a few times before having them chant or sing along until they feel confident to sing or chant without the book.
- When pupils can sing or chant with confidence, get them to do the actions (mime) as they are singing or chanting, as this will help reinforce the meaning of the language and make the activity more enjoyable.

11. Let's play (a game).

- There are different kinds of games in **Tiếng Anh 3** such as *Line-up (making sentences)*, *Bingo*, *Simon says*, *Kim's game (memory game)*, *Pelmanism (concentration game)* and *Charades (miming)* (See *Activities Bank, Games*).
- Make sure pupils know the name of the game and understand clearly how to play it by demonstrating the game in front of the class with a few pupils, and have a practice round before starting the game.
- Team games are more competitive and more exciting. Keep the score on the board and encourage a spirit of cooperation.

12. Project

- Projects occur at the end of most units. Through creativity, the projects help pupils to reinforce what they have learnt and foster cooperation and interaction.
- If there is not enough class time, teachers can give the project as homework.
- It is very important to end the unit with a song, chant, or a game because it makes learning English a fun and memorable experience for pupils.



Lesson 1

1 Look, listen and repeat.   

a Hello. I'm Mai. Hi, Mai. I'm Nam.

b Hello. I'm Miss Hien. Hello, Miss Hien. Nice to meet you.

2 Point and say.  

Hello. I'm _____. Hello, _____. I'm _____.


Miss Hien Nam

Mai Quan

3 Let's talk.  

_____. I'm _____.

Nam Quan Phong Mai Hoa Miss Hien

 Hi = Hello
I'm = I am

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Introduction*.
- greet others and introduce themselves, using *Hello/Hi. I'm + (name)*.
- greet and respond to greetings, using *How are you?* and *I'm fine, thanks. And you?*
- say goodbye, using *Goodbye/Bye!*
- pronounce the sounds of the letters **b** and **h** in the words **bye** and **hello** respectively.

Warm-up: Greet the class by saying *Hello*. Encourage pupils to answer with *Hello*. Repeat the procedure several times. Then introduce yourself to the class by pointing to yourself and say: *I'm Miss/Mr + (your name)*. Go around the class and say your name to different pupils. Help individuals respond with *Hello. I'm + (his/her name)*. Draw pupils' attention to the title of the unit and check their comprehension. Have them repeat it once or twice. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise introducing themselves and responding to the introduction (in Vietnamese if pupils cannot understand English). Point to the first picture and elicit the answers of who the characters are. Show pupils how to find the answers by reading the text in the speech bubbles. Explain what happens in the first picture: *Mai* introduces herself to *Nam*, and *Nam* introduces himself to *Mai*. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise saying *Hello/Hi. I'm + (name)* and responding to the greeting. Point to each character in the picture and elicit his/her name and the words to fill the gaps. Write the whole sentences on the board. Have pupils repeat the sentences a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, using the characters' names as prompts, until pupils feel confident to say the sentences without their books. Call an open pair to the front of the class to give a model practice for the class to watch. Correct the pronunciation, if necessary.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each character eliciting the name. Ask pupils to guess what the children say. Fill the gaps and write the sentences on the board. Get pupils to repeat the sentences a few times.
- Get pupils to work in pairs or groups of three to interact.
- Call a few pairs to act out the greetings and responses in front of the class. Correct the pronunciation, if necessary.

Language note: Tell pupils to say **Hello** to their teachers or adults and **Hi** to their peers.

4 Listen and tick.  



1. **a**



b



2. **a**



b

5 Let's write. 

I'm
Hello

1. **Mai:** _____ . I'm Mai.

Nam: Hi, Mai. _____ Nam.

2. **Miss Hien:** Hello. _____ Miss Hien.

Class: _____ , Miss Hien. Nice to meet you.

6 Let's sing. 



Hello

Hello. I'm Mai.

Hello. I'm Mai.

Hello. I'm Nam.

Hello. I'm Nam.

Hello. I'm Miss Hien.

Hello. I'm Miss Hien.

Nice to meet you.

Nice to meet you.

Warm-up: Spend a few minutes revising *Hello/Hi* and *I'm* + (name). Get individuals or pairs to act out the greetings and responses in front of the class.

4. Listen and tick.

- Tell the class that they are going to listen and tick the correct boxes under the pictures. Show pupils how to carry out the task and tick the box (✓) as this is the first time they do this kind of task. Draw their attention to the pictures. Elicit the names of the characters. Have pupils repeat them once or twice.
- Play the recording three times for pupils to listen, do the task and check their answers. Tell pupils not to worry if they cannot understand every word and that they should focus on the names of the characters while they are listening.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a

Audio script

1. *Nam:* Hello. I'm Nam.
Quan: Hello, Nam. I'm Quan. Nice to meet you.
2. *Miss Hien:* Hello. I'm Miss Hien.
Class: Hello, Miss Hien. Nice to meet you.

5. Let's write.

- Tell pupils that they are going to fill the gaps with *I'm* and *Hello*. Give pupils a few seconds to read the texts in silence. Check comprehension and give feedback. Elicit the words filling the gaps. Remind pupils to write the initial letter of the word at the beginning of each sentence in capital letters.
- Allow pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few open pairs to read the exchanges aloud.

Key: 1 Hello, I'm 2 I'm, Hello

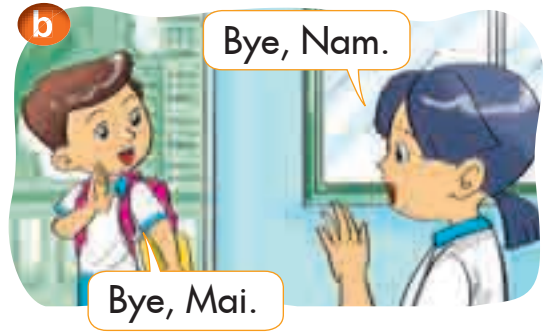
Language note: Tell pupils that *I'm* is the contracted form of *I am*. *I'm* is used in speaking, and *I am* is used in writing.

6. Let's sing.

- Tell pupils that they are going to sing the *Hello* song. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*.
- Read the lyrics and check comprehension. Play the recording or sing the song all the way through.
- Have pupils do choral and individual repetition of the song line after line. When they are familiar with the tune, ask a group of three to the front of the class. Each of them sings *Hello. I'm* + (name) twice. Then the class sings *Nice to meet you* twice, waving their hands to the three singers.
- Have the class sing the song again to reinforce learning.

Lesson 2

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



Say **"goodbye"** to your teacher and **"bye"** to your friends.

Warm-up: Spend a few minutes revising the previous lesson by calling some individuals to come to the front to greet the class and say their names. The class responds by saying **Hi** + (his/her name), and then say **goodbye** to them. Get the class to sing the *Hello* song.

1. Look, listen and repeat.

- Tell the class that they are going to practise saying and responding to *Hello/Hi*, + (name) and *How are you?* Check understanding. Elicit the names of the characters in the first picture and explain what they say. Have pupils repeat the language a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language note: Tell pupils that they say **Goodbye** to their teachers or adults and **Bye** to their friends or peers.

2. Point and say.

- Tell pupils that they are going to practise saying *How are you?* and replying with *Fine, thanks/thank you.*
- Draw pupils' attention to the pictures. Point to each character and elicit his/her name.
- Point to the first picture and elicit the words to fill the gaps. Put the sentences on the board.
- Divide the class into two groups to do choral and individual repetition. Repeat the procedure with the second picture.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell the class that they are going to practise more with their friends, using their own names. Draw pupils' attention to the pictures and elicit the language that the characters might use. Elicit the words to fill the gaps. Put the sentences on the board and do choral and individual repetition.
- Get pupils to work in pairs. Go around to offer help, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Read and complete. 🗨️ 🗨️

bye thank you fine goodbye

1. Miss Hien: Goodbye, class.

2. Mai: Bye, Nam.

Class: (1) _____, Miss Hien.

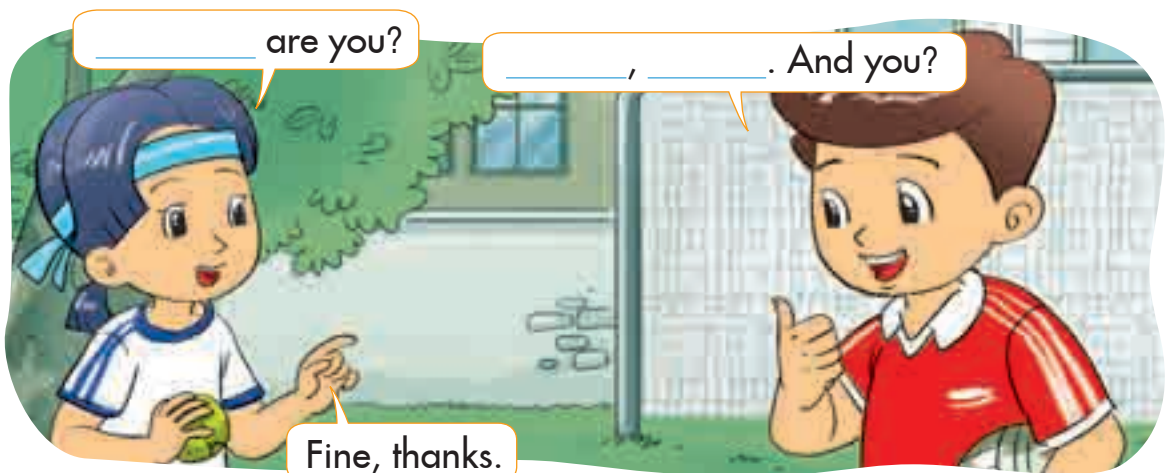
Nam: (2) _____, Mai.

3. Nam: How are you, Quan?

Quan: (3) _____, thanks. And you?

Nam: Fine, (4) _____.

6 Let's write. 🗨️



Warm-up: Spend a few minutes revising *Hi/Hello. How are you? I'm fine, thanks/thank you.* Have pupils play the *Slap the board* game, using the names of the characters: *Miss Hien, Mai, Nam, Quan, Hoa* and *Phong.*

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Show pupils how to number the boxes. Do the first question as an example to make the task clear.
- Draw pupils' attention to the first picture. Check their understanding by eliciting what is happening in the picture. Give feedback. Repeat the procedure with the rest of the pictures.
- Play the recording three times for pupils to listen, do the task and check their answers. Tell pupils not to worry if they cannot understand every word, and that they should pay attention to the order and match the recording with the pictures.
- Get pupils to swap and check their answers before checking as a class.

Key: a4 b3 c2 d1

Audio script

- | | |
|---|--|
| 1. <i>Miss Hien:</i> Hello. I'm Miss Hien. | 2. <i>Nam:</i> How are you, Miss Hien? |
| <i>Class:</i> Hello, Miss Hien. Nice to meet you. | <i>Miss Hien:</i> I'm fine, thanks. And you? |
| | <i>Nam:</i> I'm fine, thank you. |
| 3. <i>Miss Hien:</i> Goodbye, class. | 4. <i>Nam:</i> Bye, Mai. |
| <i>Class:</i> Goodbye, Miss Hien. | <i>Mai:</i> Bye, Nam. |

5. Read and complete.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task and go around to offer help, if necessary. Get pupils to work in pairs.
- Get pupils to swap and check their answers before checking as a class.
- Divide the class into two groups and get them to read aloud each character's lines respectively.

Key: 1 Goodbye 2 Bye 3 Fine 4 thank you

6. Let's write.

- Tell pupils that they are going to read and fill the gaps. Draw pupils' attention to the picture and text. Give pupils a few seconds to read the text in silence. Elicit the words to fill the gaps.
- Give pupils time to do their writing.
- Tell pupils to swap and check their answers before calling different pairs to read aloud the sentences.
- Write the correct sentences on the board for pupils to copy down into their notebooks.
- Call a few open pairs to act out the dialogue.

Key: 1 How 2 Fine, thanks

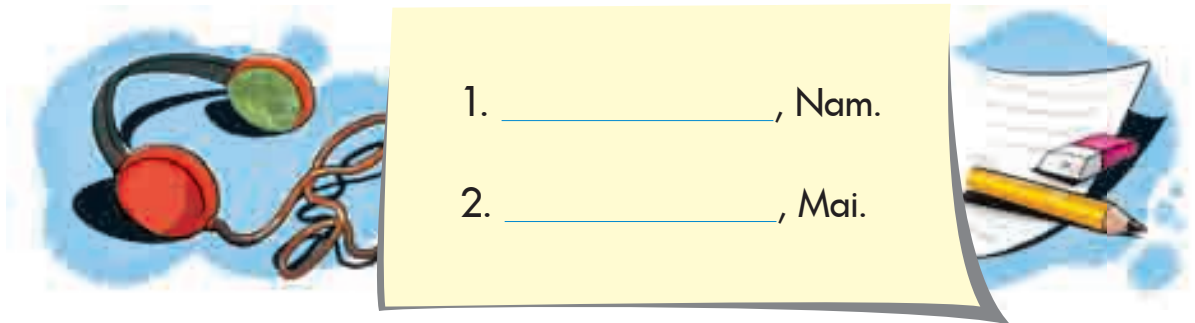
Lesson 3

1 Listen and repeat.

b **bye** Bye, Nam.

h **hello** Hello, Nam.

2 Listen and write.



1. _____, Nam.

2. _____, Mai.

3 Let's chant.

Hello

Hello, I'm Mai.
Hello, I'm Mai.



Hi, Mai.
Hi, Mai.
I'm Nam.
I'm Nam.



Nice to meet you.
Nice to meet you.

Hello. How are you?
Hello. How are you?

Fine, thank you.
Fine, thank you.
And you?
And you?



Fine, thank you.
Fine, thank you.

Warm-up: Spend a few minutes revising *Hi/Hello. How are you?* and *I'm fine, thanks/thank you. And you?* Get pupils to do a dictation, using the words learnt in the previous lessons. Follow the procedure in *Activities Bank* in the *Introduction*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **b** and **h** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

Language notes:

- Tell pupils to write the initial letters of the words starting a sentence or names of people in capital letters, e.g. **B**ye, **M**ai. **H**ello, **N**am.
- Write small letters for other words in the sentence.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 Bye 2 Hello

Audio script

1. Bye, Nam. 2. Hello, Mai.

3. Let's chant.

- Tell pupils that they are going to say the *Hello* chant. Read the chant and check comprehension. Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Play the recording a few times for pupils to do choral and individual repetition. Show pupils how to chant and do the actions. Call two groups of four to give a demonstration.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant.

4 Read and match. 

1 Hello. I'm Miss Hien.

2 Hi. I'm Nam.

3 Bye, Mai.

4 How are you?

a Hello, Nam. I'm Mai.

b Bye, Nam.

c I'm fine, thanks.

d Hello, Miss Hien.
Nice to meet you.

5 Read and write. 

1. _____ . I'm Mai.

2. Hi, Mai. _____ Nam.

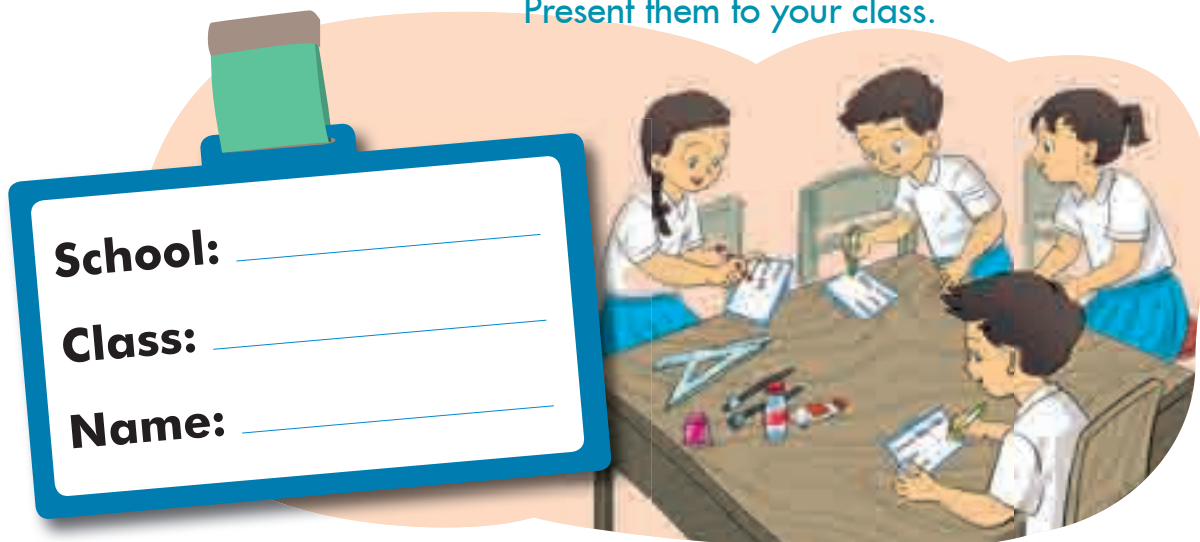
3. _____ to meet you, Miss Hien.

4. _____ are you?

5. _____ , thanks.

6 Project 

Make name cards for you and your friends.
Present them to your class.



Warm-up: Spend a few minutes revising *Hi/Hello. How are you?* and *I'm fine/Fine, thanks/thank you. And you?* Then have the class say the *Hello* chant.

4. Read and match.

- Tell pupils that they are going to read all 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 the text in silence. Use the first pair of sentences as an example to make the task clear. Get pupils to work in pairs.
- Give pupils time to do the matching. Go around to offer help, if necessary.
- Get pupils to swap and correct their answers before checking as a class.
- Do choral and individual repetition of the sentences.

Key: 2a 3b 4c

5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and correct their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the sentences.

Key: 1 Hello/Hi 2 I'm 3 Nice 4 How 5 Fine/I'm fine

6. Project

- Tell pupils that they are going to make their name cards and present them to their class. Check understanding. Get pupils to prepare necessary school things to carry out the project (paper, pens, coloured pencils, scissors, glue, etc.)
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help. If there is not enough time, ask pupils to finish the project as homework.
- Call several individuals to the front of the class to present their cards, using their name cards and saying *Hello. I'm + (name)*.
- Have pupils stick their cards on the walls of the classroom.
- Have the class sing the *Hello* song and say the *Hello* chant to end the class.



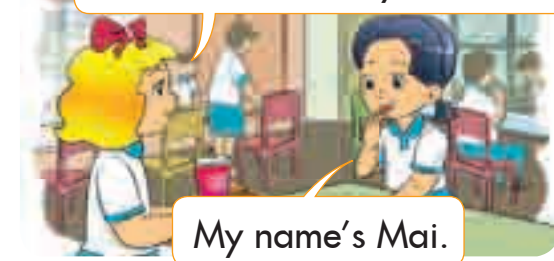
Lesson 1

1 Look, listen and repeat.   

a Hi. My name's Peter.



b I'm Linda. What's your name?



2 Point and say.  

What's your name?

My name's _____.



3 Let's talk.  

_____ your name?

My name's _____.



What's = What is
My name's = My name is

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Name*.
- ask and respond to the question *What's your name?*
- spell a name and ask how to spell a name, using *How do you spell your name?*
- pronounce the sounds of the letters **m** and **p** in the words **Mai** and **Peter** respectively.

Warm-up: Greet the class by saying *Hello. How are you?* Encourage pupils to answer with *Hello, Miss/Mr + (name). I'm fine, thanks. And you?* Go to one pupil and say *My name's + (name). What's your name?* Have him/her answer with his/her name. Repeat the procedure a few times. Draw pupils' attention to the title of the unit and check their comprehension. Have them repeat it once or twice.

1 Look, listen and repeat.

- Tell pupils that they are going to ask someone's name. Point to the first picture and elicit the names of the characters and what they say. Explain the dialogue and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2 Point and say.

- Tell pupils that they are going to practise asking and answering the question *What's your name?* Draw pupils' attention to the pictures. Point to each character and elicit his/her name and what each character says. Elicit the word to fill the gap. Write the question and the answer on the board and have pupils repeat them once or twice. Repeat the procedure with the second picture.
- Do choral and individual repetition, using the characters' names.
- Get pupils to work in pairs. Check as a class.

3 Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to *Nam* and *Quan* and elicit what they say. Fill the gaps and put the sentences on the board. Get pupils to do choral and individual repetition a few times. Get a pair to do the dialogue. Correct the pronunciation, if necessary.
- Get pupils to work in pairs or groups of three, using the characters' names in the book or their own names.
- Call a few pairs to act out the dialogue in front of the class.

Language note: Explain that the short form **What's** is used in conversations and **What is** is used in formal writing.

4 Listen and tick.  



Linh

Peter

1. **a**



Linh

Mai

b



Nam

Mai

2. **a**



Linda

Nam

b

5 Look and write.  



1. A: What's your name?

B: _____ Peter.

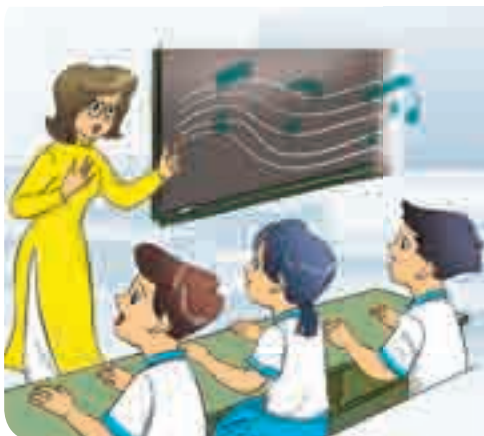


2. A: I'm _____.

What's your name?

B: _____ Linda.

6 Let's sing. 



The alphabet song

A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y Z.

Now I know my ABCs.

Next time will you sing with me?

Warm-up: Spend a few minutes to revise *My name's* and *What's your name?* Get individuals/pairs to act it out in front of the class. Have the class say the *Hello* chant. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Draw pupils' attention to the pictures. Elicit the names of the characters in each picture. Ask pupils to guess what the characters say to one another 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.

Key: 1a 2b

Audio script

1. *Linh:* I'm Linh. What's your name?

Peter: Hello, Linh. My name's Peter. Nice to meet you.

2. *Nam:* Hi. My name's Nam. What's your name?

Linda: Hello, Nam. I'm Linda. Nice to meet you.

5. Look and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Draw pupils' attention to the pictures and the texts. Give a few seconds for pupils to read the texts in silence. Check comprehension and give feedback.
- Elicit the words to fill the gaps. Remind pupils to write the initial letter of the word at the beginning of each sentence in capital letters.
- Get pupils to swap and check their answers before asking different pairs to read the dialogues aloud. Write the correct answers on the board for pupils to copy down into their notebooks.

Key: 1 My name's 2 Mai, My name's

Language note: Remind pupils that the initial letters of proper names are in capital letters.

6. Let's sing.

- Tell pupils that they are going to sing *The alphabet song*. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read the lyrics, check comprehension and give feedback.
- Sing the song and do the actions (e.g. using a finger to trace the letters). When pupils feel confident with the tune and the actions, ask a group of four to the front of the class to give a demonstration.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of six to the front of the class to sing. When they come to the letter Z, the class will join and sing the last two lines together.
- Repeat the same procedure once or twice until pupils can sing from their memory.

Lesson 2

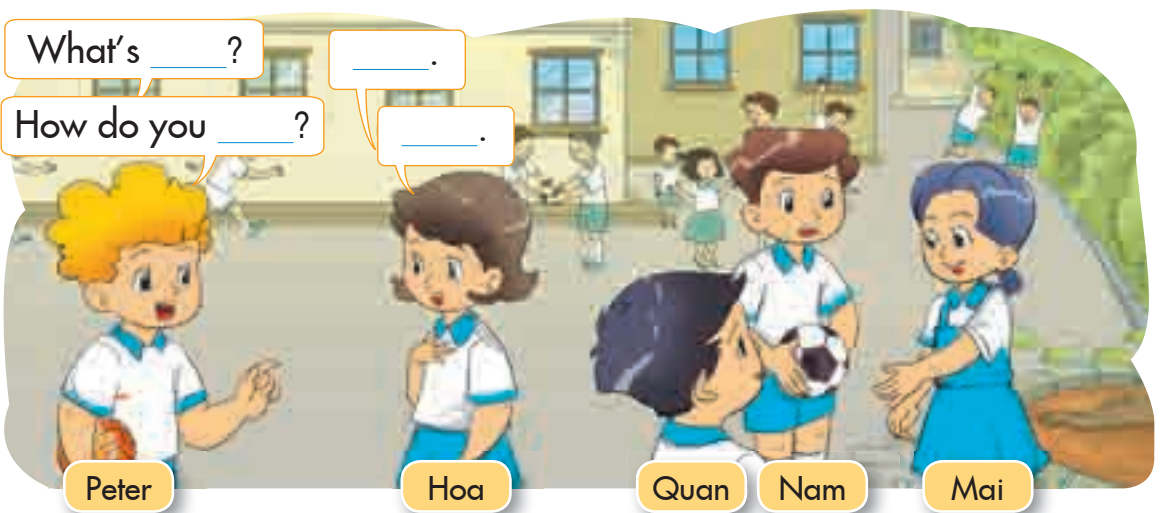
1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Warm-up: Spend a few minutes revising *What's your name?* and *I'm + (name)*. Call a few pairs to do the dialogue in front of the class. Then get the class to sing *The alphabet song*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to spell names. Draw pupils' attention to the first picture and elicit the names of the characters and what they say. Give feedback. Get pupils to repeat the text in the bubbles a few times. Repeat the procedure with the second picture. Explain how to spell one's name, e.g. *Linda*. Have pupils practise spelling several names.
- Do choral and individual repetition of the language, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language notes:

- Remind pupils to say the first syllable of the names *Linda*, *Peter* and *Mary* louder because it is stressed.
- Tell pupils that **a** in *Linda* is pronounced / / because it is unstressed.

2. Point and say.

- Tell pupils that they are going to practise spelling names. Draw pupils' attention to the first picture. Elicit the names of the characters and what each one says. Fill the bubble. Put the question and the answer on the board. Have pupils repeat the language a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition of the letters in focus (L, I, N, D, A, Q, U, P, E and R) before having pupils drill the spelling.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Draw pupils' attention to the picture and elicit the characters' names and the words to fill the gaps. Put them on the board and have the class repeat the questions and the answers a few times. Call an open pair to give a demonstration. Correct the pronunciation, if necessary.
- Get pupils to work in pairs or in groups of four, using the characters' names in the book or their own names.
- Call a few pairs to do the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and match.  

1 A: Hi. My name's Linda.

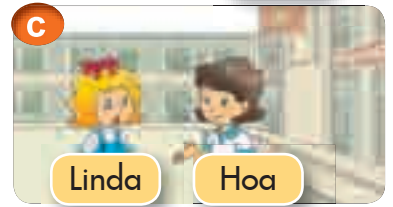
B: Hi, Linda. I'm Hoa.

2 A: What's your name?

B: My name's Peter.

3 A: How do you spell your name?

B: N-A-M.



6 Let's write. 



Warm-up: Have pupils play a game of *Slap the board* with character cards, following the procedure in *Activities Bank* in the *Introduction*. At the end of the game, write the name under each character and get the class to spell the names they have written and sing *The alphabet song*. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Draw pupils' attention to the pictures. Point to each picture and elicit the characters' names and what they might say.
- 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.

Key: a4 b2 c1 d3

Audio script

1. *Peter:* My name's Peter.
Mai: Hello, Peter. My name's Mai.
2. *Linda:* My name's Linda. What's your name?
Quan: Hi, Linda. My name's Quan.
3. *Mai:* How do you spell your name?
Linda: L-I-N-D-A.
4. *Quan:* How do you spell your name?
Peter: P-E-T-E-R.

5. Read and match.

- Tell pupils that they are going to read all the sentences on the left and pair them with those on the right by drawing a line between them. Draw pupils' attention to the pictures and give them a few seconds to read the text in silence. Check comprehension and give feedback. Get pupils to work in pairs.
- Give pupils time to do the task and go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Divide the class into two groups and get them to read aloud each character's line respectively.

Key: 1c 2b 3a

6. Let's write.

- Tell pupils that they are going to read and fill the gaps. Draw pupils' attention to the picture and text. Give a few seconds for pupils to read in silence. Tell pupils to give names to the new characters in the picture.
- Give pupils time to fill the gaps.
- Tell pupils to swap and check their answers before calling different pairs to read their answers aloud.
- Call a pair to do the dialogue in front of the class.

Key: Pupils' own answers

Lesson 3

1 Listen and repeat.

m

Mai

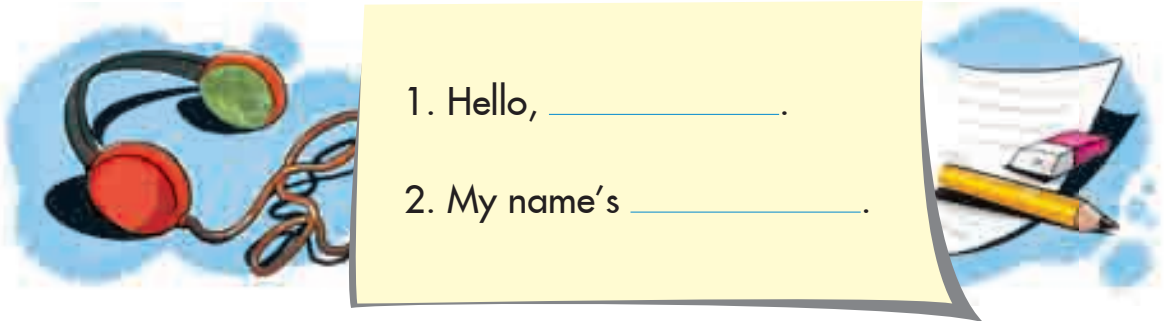
My name's **Mai**.

p

Peter

Hello, **Peter**.

2 Listen and write.



1. Hello, _____.

2. My name's _____.

3 Let's chant.

What's your name?

What's your name? My name's Mai.

Nice to meet you.

What's your name? My name's Linda.

Nice to meet you.

What's your name? My name's Peter.

Nice to meet you.



Warm-up: Get pupils to sing *The alphabet song* and play the *Spelling and writing game*, using **Mai, Linda, Peter, what** and the names of a few pupils. Follow the procedure in *Activities Bank* in the *Introduction* for more activities.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **m** and **p** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

Language note: Draw pupils' attention to the sound of the letter **p**, as it is aspirated, unlike in Vietnamese.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 Peter 2 Mai

Audio script

1. Hello, Peter. 2. My name's Mai.

3. Let's chant.

- Tell pupils that they are going to say the *What's your name?* chant. Read the chant and check comprehension, following the procedure in *Teaching the unit components* in the *Introduction*.
- Play the recording a few times for pupils to do choral and individual repetition. Show pupils how to chant and do the actions. Call two groups of four to give a demonstration.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm.

4 Read and match.

- 1 Hello. I'm Mai.
 - 2 What's your name?
 - 3 My name's Linda.
Nice to meet you.
 - 4 How do you spell your name?
- a My name's Quan.
Nice to meet you too.
 - b Hi, Mai. I'm Peter.
 - c P-E-T-E-R.
 - d My name's Linda.

5 Read and complete.

hi name's how what's my

1. **Peter:** Hello. (1) _____ name's Peter.
Quan: (2) _____, Peter. My name's Quan.
Peter: Nice to meet you, Quan. (3) _____ do you spell your name?
Quan: Q-U-A-N.
2. **Linda:** (4) _____ your name?
Phong: My (5) _____ Phong. And your name?
Linda: Linda. L-I-N-D-A.

6 Project

Work in groups. Interview your classmates.



Warm-up: Spend a few minutes having the class sing *The alphabet song* and saying the *What's your name?* chant.

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 the text in silence. Check comprehension. Use the first pair of sentences as an example. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Give feedback.
- Call a few pairs to read the dialogues.

Key: 1b 2d 3a 4c

5. Read and complete.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give a few seconds for pupils to read the texts. Check comprehension.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 My 2 Hi 3 How 4 What's 5 name's

6. Project

- Tell pupils that they are going to collect the names of their classmates and write them on a sheet of paper. Allow pupils time to carry out the project in class.
- Call individual pupils to the front of the class to present the collected names and spell them. Finally, tell pupils to post their work on the walls of the classroom.
- Have the class sing *The alphabet song* and say the *What's your name?* chant to end the class.

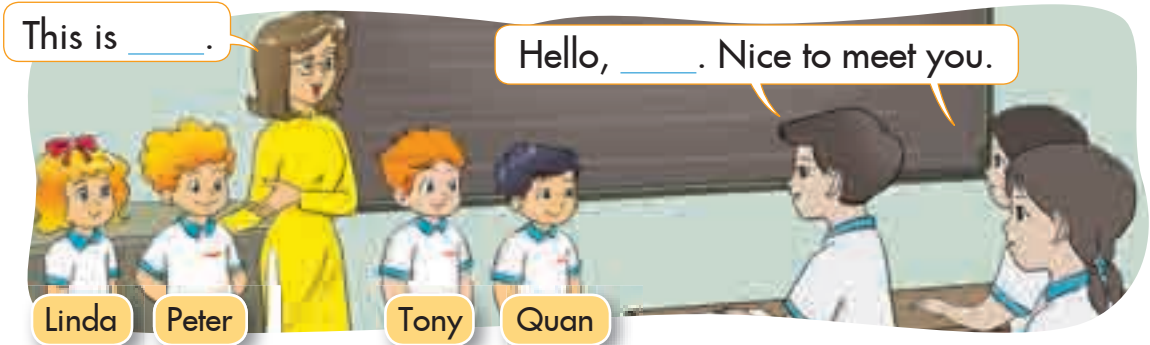


Lesson 1

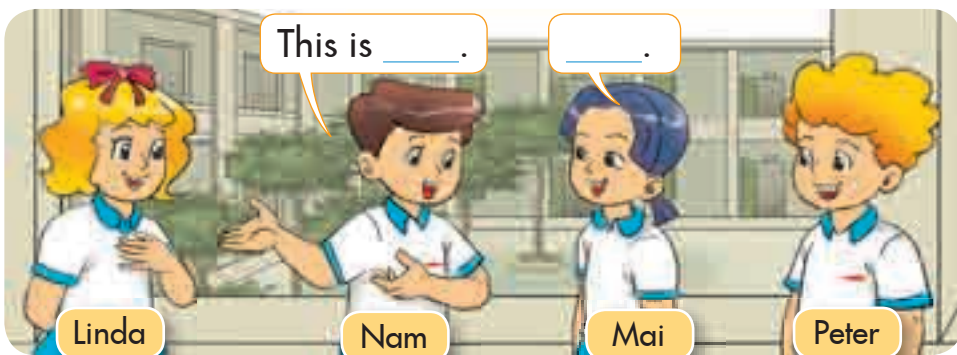
1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Introduction*.
- introduce someone, using *This is* + (name).
- ask and answer questions about someone, using *Is this/Is that* + (name)?
- pronounce the sounds of the letters **t** and **y** in the words **Tony** and **yes** respectively.

Warm-up: Greet the class by saying *Hello. How are you?* Say the *What's your name?* chant in Unit 2 again. Go to a pupil to ask his/her name. Repeat the procedure several times with a few pupils. Draw pupils' attention to the title of the unit and check their comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise introducing someone, using *This is* + (name). Elicit the name of the teacher and the two pupils and what they say. Give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise introducing someone, using *This is* + (name), and responding to that introduction. Draw pupils' attention to the picture. Point to each character and elicit the name and the words to fill the gaps. Give explanations, if necessary. Write the sentences on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the characters speaking.
- Get pupils to work in pairs to practise the language. Check as a class.

Language note: Draw pupils' attention to the linking between two words (e.g. ***This is***) when speaking.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text. Elicit the words to fill the gaps. Write sentences on the board and have pupils repeat them a few times.
- Get pupils to work in groups of four, using the characters' names in the book or their own names. Correct the pronunciation, if necessary.
- Call a group of four to the front of the class to act out the introduction.

4 Listen and tick.  



1. a



b



2. a



b

5 Look and write.  



1. Linda: _____ Nam.
Peter: _____, _____.
Nice to meet you.



2. Mai: _____ Phong.
Linda: _____, _____.
Nice to meet you.

6 Let's sing. 



How are you?

Hello, Peter. How are you?
I'm fine, thank you. How are you?
Thank you, Peter. I'm fine too.
Let's go to school together.
How are you, Nam, Quan and Mai?
Thank you, Miss Hien, we're fine.

Warm-up: Spend a few minutes revising the language learnt by calling a group of four to the front of the class to introduce each other.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Elicit the name of each character and what they might say to one another. 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.

Key: 1a 2b

Audio script

1. *Nam:* Mai, this is Linda.
Mai: Hello, Linda.
2. *Quan:* Tony, this is Phong.
Phong: Hello, Tony.

5. Look and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback. Elicit the words to fill the gaps. Remind pupils to write the initial letter of the word at the beginning of each sentence in capital letters.
- Get pupils to swap and check their answers before calling two open pairs to read aloud the dialogues. Write the correct answers on the board for pupils to copy down into their notebooks.

Key: 1 This is; Hello, Nam 2 This is; Hello, Phong

6. Let's sing.

- Tell pupils that they are going to sing the *How are you?* song. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*.
- Sing each line of the song and have pupils repeat a few times.
- Ask groups of pupils to sit face to face and practise singing and clapping.
- Divide the class into three groups and sing the song in this way:

Group 1: Hello, Peter. How are you?

Group 2: I'm fine, thank you. How are you?

Group 1: Thank you, Peter. I'm fine too.

All groups: Let's go to school together.

Group 1: How are you Nam, Quan and Mai?

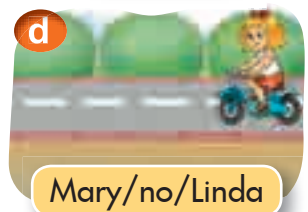
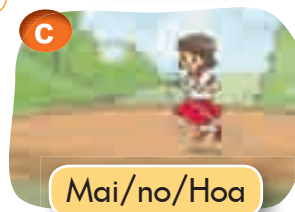
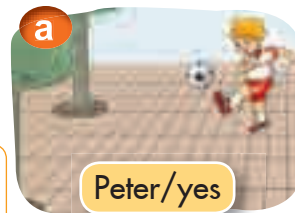
Group 2: Thank you, Miss Hien, we're fine.

Lesson 2

1 Look, listen and repeat. 🧐 🎧 🗣️



2 Point and say. 📌 🗣️



3 Let's talk. 🗣️



💡 It's = It is
It isn't = It is not

Warm-up: Spend a few minutes singing the *How are you?* song. Divide the class into three groups and ask them to sing the song in the same way as in the last lesson.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer questions about someone. Give pupils a few seconds to look at the pictures and read the text. Point to the first picture and elicit what each character says. Give feedback and have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language note: Draw pupils' attention to the stress on the words **that** and **isn't**.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about someone, using *Is that + (name)?* Point to Picture *a* and elicit the name of the character and what is said about him. Give feedback and put the question and answer on the board. Have pupils repeat each of the sentences a few times. Repeat the procedure with the other pictures.
- Do choral and individual repetition, pointing to the characters.
- Get pupils to work in groups of three. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Ask them to look at the pictures and read the text. Check comprehension and elicit the words to fill the gaps. Put the question and the answer on the board. Have pupils repeat them a few times.
- Get pupils to work in pairs, using the characters' names in the book or their classmates' names.

Language note: Tell pupils that **It's** and **It isn't** are the contracted form of **It is** and **It is not** respectively. They are used in speaking.

4 Listen and number. 🎧 🎨



a



b



c



d

5 Look, read and answer. 👁️ 🗨️ 🗨️



1. Is that Linda?

_____.



2. Is that Peter?

_____.



3. Is that Phong?

_____.



4. Is that Nam?

_____.

6 Let's play. 🧑🧒🧒

Line-up

(Making sentences)

This is Lan.



Warm up: Spend a few minutes revising the language learnt by playing a game of *Slap the board*, using the character cards. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Draw pupils' attention to the pictures. Check understanding and elicit the name of the character in each picture.
- 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.

Key: a3 b2 c1 d4

Audio script

1. *Nam:* Is that Linda?
Hoa: Yes, it is.
2. *Quan:* Is that Peter?
Mai: No, it isn't. It's Tony.
3. *Mai:* Is that Peter?
Tony: Yes, It is.
4. *Hoa:* Is that Linda?
Phong: No, it isn't. It's Mai.

5. Look, read and answer.

- Tell pupils that they are going to look at the pictures, and read and answer the questions. Give pupils a few seconds to read and look at the pictures. Check comprehension and elicit the name of each character.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read the dialogues aloud.

Key: 1 Yes, it is 2 No, it isn't 3 Yes, it is 4 No, it isn't

6. Let's play.

- Tell pupils that they are going to play the *Line-up* game. Follow the procedure in *Activities Bank* in the *Introduction*. Explain to pupils how to play the game and check understanding. Get two groups to demonstrate the game.
- Start the game and put the scores and the correct sentences on the board.
- At the end of the game, have the class say *Congratulations!* to the winning group and read the sentences on the board.

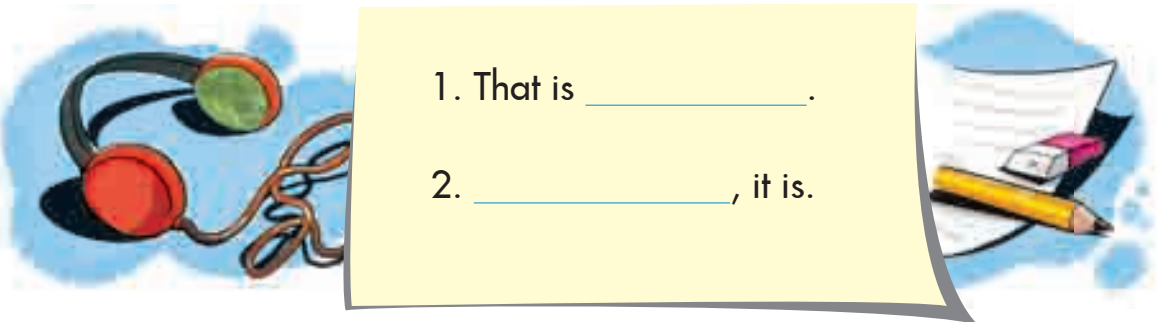
Lesson 3

1 Listen and repeat.

t **Tony** Is that **Tony**?

y **yes** Yes, it is.

2 Listen and write.

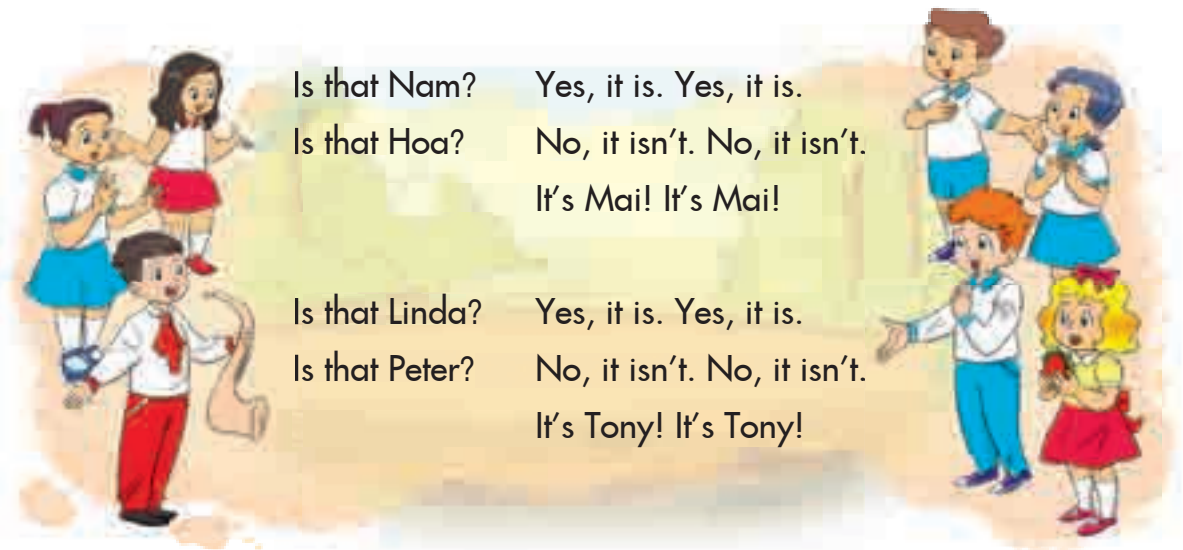


1. That is _____.

2. _____, it is.

3 Let's chant.

Is that Nam?



Is that Nam?	Yes, it is. Yes, it is.
Is that Hoa?	No, it isn't. No, it isn't. It's Mai! It's Mai!
Is that Linda?	Yes, it is. Yes, it is.
Is that Peter?	No, it isn't. No, it isn't. It's Tony! It's Tony!

Warm-up: Spend a few minutes revising the previous lesson and get pupils to sing the *How are you?* song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **t** and **y** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 Tony 2 Yes

Audio script

1. That is Tony. 2. Yes, it is.

3. Let's chant.

- Tell pupils that they are going to say the *Is that Nam?* chant, following the procedure in *Teaching the unit components* in the *Introduction*. Read each line of the chant and check comprehension. Do choral and individual repetition of each line. Then say the chant or play the recording all the way through.
- Show pupils how to chant and do the actions. Call two groups of six to give a demonstration.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call a group to the front of the class to chant the questions while the other pupils chant the answers. Swap roles after the first round.

4 Read and complete.  

isn't that hello this

1 Miss Hien: (1) _____ is Quan.

Class: (2) _____, Quan.



2 Linda: Is (3) _____ Quan?

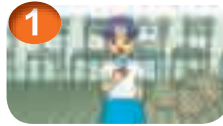
Nam: No, it (4) _____.

It's Phong.



5 Look, read and write.   

1. Hi! I'm _____.



2. This is _____.



3. And this is _____.



4. That's _____.



5. And that's _____.



6 Project 

Draw your best friend.



This is _____.

Warm-up: Spend a few minutes revising the language learnt by getting two groups of six to the front of the class to perform the *Is that Nam?* chant.

4. Read and complete.

- Tell pupils that they are going to read the text and complete the sentences. Give a few seconds for pupils to read the text and look at the pictures. Check comprehension and elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition.

Key: 1 This 2 Hello 3 that 4 isn't

5. Look, read and write.

- Tell pupils that they are going to look at the pictures, read and fill the gaps. Check comprehension and elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 Mai 2 Nam 3 Phong 4 Linda 5 Peter

6. Project

- Tell pupils that they are going to choose a friend and draw a picture of him/her. Check understanding. Get pupils to prepare the necessary school things to carry out the project (paper, pens, coloured pencils, etc.)
- Give pupils time to do the project in class. Go around to offer help, if necessary. If there is not enough time, ask pupils to do the project as homework.
- Call pupils to the front of the class to present their drawings. Have pupils work in pairs, ask and answer about them, using *Is that + name?*, *Yes, it is/ No, it isn't. It's ...*
- Have pupils put their drawings on the walls of the classroom and conduct a poll for the best five drawings. Praise and give prizes.
- Have the class say the *Is that Nam?* chant and sing the *How are you?* song to end the class.



Lesson 1

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



Who's = Who is

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Ages*.
- ask and answer questions about someone, using *Who's that? It's ...*
- ask and answer questions about someone's age, using *How old are you? I'm ...*
- pronounce the sounds of the letters **f** and **s** in the words **five** and **six** respectively.

Warm-up: Greet pupils. Walk around the class to greet some specific pupils and ask their names; then have pupils sing the *Hello* song. Spend a few minutes revising the previous unit by having pupils say the *Is that Nam?* chant. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to learn how to ask and answer questions about someone using *Who's that? It's ...* Point to the first picture and elicit the names of the characters and explain what they say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions using *Who's that?* Point to each character and elicit his/her name. Point to the first picture and elicit the words to fill the gap. Write the question and the answer on the board. Repeat the procedure with the other pictures.
- Do choral and individual repetition, pointing to the characters speaking.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each character to elicit his/her name and the words to fill the gaps. Put the question and the answer on the board. Have pupils repeat them a few times.
- Get pupils to work in pairs to act out the dialogue.
- Call a few pairs to do the dialogue in front of the class. Correct the pronunciation, if necessary.

Language note: Show pupils the difference between **this** and **that**, using gestures (pointing at something near and far).

4 Listen and tick.  



1. **a**



b



2. **a**



b

5 Read and write.  



1. A: _____ that?

B: It's Tony.

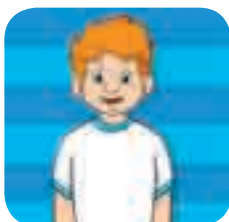


2. A: And _____ ?

B: It's Mr Loc.

6 Let's write. 

Who's that?



Tony



Mary



Peter



Linda

1. It's Tony.

2. _____.

3. _____.

4. _____.

Warm-up: Spend a few minutes revising *Who's that? It's* + (name) by getting some pairs of pupils to act out the dialogue in the classroom. Have the whole class play a spelling game: spell a specific name, e.g. *Q-U-A-N*, and have pupils say the name, or vice versa.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes under the pictures. Give a few seconds for pupils to look at the pictures. Check understanding by eliciting the names of the characters.
- 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.

Key: 1b 2a

Audio script

- | | |
|----------------------------|--------------------------------|
| 1. <i>Nam:</i> Who's that? | 2. <i>Nam:</i> And who's that? |
| <i>Mai:</i> It's Tony. | <i>Mai:</i> It's Mr Loc. |

5. Read and write.

- Tell pupils that they are going to read and complete the sentences. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension by eliciting the names of the characters and the words to fill the gaps. Remind pupils to write the initial letter of the word at the beginning of each sentence in capital letters.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call different pairs to read the dialogues aloud.

Key: 1 Who's 2 Who's that

Language note: Tell pupils that *It's* is the contracted form of *It is*. *It is* is more formal than *it's*.

6. Let's write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call different pairs to read their answers aloud.

Key: 2 It is Mary. 3 It is Peter. 4 It is Linda.

Lesson 2

1 Look, listen and repeat.



a How old are you, Mai?

I'm eight years old.

b How old are you, Nam?

I'm eight years old, too.

2 Point and say.



How old are you, ____?

Tom, 9

I'm ____.

Phong, 10

Peter, 7

Mary, 6

3 Let's talk.



How old ____?

____.

Warm-up: Spend a few minutes revising the previous lesson by calling different pupils to the front of the class and asking about specific pupils in the classroom, using *Who's that?* and *It's ...*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer about ages. Elicit the names of the characters in the first picture and their ages. Have pupils repeat the question and the answer a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering about ages. Point to the first two pictures to elicit the characters' names, the ages and the words to fill the gaps. Put the questions and the answers on the board. Have pupils repeat them a few times. Repeat the procedure with the other two pictures.
- Teach pupils to count from 1 to 10 before the drilling activity.
- Do choral and individual repetition, using the names and ages.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture. Elicit the names of the characters and the words to fill the gaps. Put them on the board and do choral and individual repetition.
- Get pupils to work in pairs, acting as the characters in the book or using their own names and ages. Go around to offer help and correct the pronunciation, if necessary.
- Ask a few pairs to act out the situation in front of the class.

4 Listen and write.  



1. I'm _____
years old.



2. I'm _____
years old.







3. I'm _____
years old.



4. I'm _____
years old.

5 Read and tick.  

- 1 Hi. I am Mary.
I am six years old.
- 2 Hello. I am Mai.
I am eight years old.
- 3 My name is Phong.
I am ten years old.
- 4 I am Tony.
I am ten years old, too.

	Age		
	6	8	10
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Let's sing. 



**Let's count
from one to ten**

One, two, three, four, five, jump.
Six, seven, eight, nine, ten, jump.
One, two, three, four, five, jump.
Six, seven, eight, nine, ten, jump.

One, two, three, four, five, jump.
Six, seven, eight, nine, ten, jump.
One, two, three, four, five, jump.
Six, seven, eight, nine, ten, jump.

Warm-up: Spend a few minutes revising *How old are you? I'm ...* by calling a few pairs to the front of the class to do the dialogue. Then have pupils play a game of *Bingo*, using numbers (see *Activities Bank* in the *Introduction*).

4. Listen and write.

- Tell pupils that they are going to listen to the recording and fill the gaps in the sentences. Give a few seconds for pupils to look at the pictures and read the text. Ask pupils to guess the age of each character and check as they listen to the recording. Do the first question as an example.
- 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.

Key: 1 six 2 seven 3 eight 4 ten

Audio script

1. *Miss Hien:* How old are you?

Girl: I'm six years old.

3. *Mr Loc:* How old are you?

Girl: I'm eight years old.

2. *Miss Hien:* How old are you?

Boy: I'm seven years old.

4. *Mr Loc:* How old are you?

Boy: I'm ten years old.

5. Read and tick.

- Tell pupils that they are going to read and tick the correct boxes. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension by eliciting the name and the age of each character. Do the first question as an example. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Divide the class into four groups and get them to take turns to read aloud each character's lines.

Key: 1 6 2 8 3 10 4 10

6. Let's sing.

- Tell pupils that they are going to sing the *Let's count from one to ten* song. Teach the song, following the procedure in *Teaching the unit components* in the *Introduction*.
- Sing each line of the song and check comprehension. Get pupils to repeat each line of the song a few times. When pupils are familiar with the tune, give a demonstration of the song and the actions. Get a group of three pupils to give a demonstration.
- Have groups of pupils sit face to face and practise singing and doing the actions.
- Call a group of four to the front of the class, each singing two lines of the song. The whole group sings the last word, *jump*, jumping on the spot. The whole class claps the tune.

Lesson 3

1 Listen and repeat.

f **five** I'm **f**ive years old.

s **six** I'm **s**ix years old.

2 Listen and write.



1. I'm _____ years old.

2. I'm _____ years old.



3 Let's chant.

How old are you?



How old are you? Three, three.

I'm three.

How old are you? Five, five.

I'm five.

How old are you? Six, six.

I'm six.

Warm-up: Spend a few minutes revising *Who's that? It's ...* and *How old are you? I'm* Then get pupils to sing the *Let's count from one to ten* song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **f** and **s** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 five 2 six

Audio script

1. I'm five years old. 2. I'm six years old.

3. Let's chant.

- Tell pupils that they are going to say the *How old are you?* chant. Teach the chant *How old are you?*, following the procedure in *Teaching the unit components* in the *Introduction*. Give a few seconds for pupils to read the chant. Check comprehension.
- Say each line of the chant, then have pupils repeat it a few times. Give a demonstration of chanting and clapping the rhythm. Divide the class into two groups: one group chants the questions and the other chants the answers.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm.

4 Read and match.  

1 Who's that?

2 How old are you?

3 Is that Mary?

a I'm six years old.

b Yes, it is.

c It's my friend Linda.

5 Read and write.  

1. Hoa: _____ are you, Nam?

Nam: _____ eight years old.



2. Tony: _____ are you, Quan?

Quan: _____ ten _____.



6 Project 

Talk to your friends. Write their names and ages.

How old are you, Hung?

I'm eight years old.



Name	Age
Hung	8

Warm-up: Spend a few minutes revising the *How old are you?* chant. Get a group of four to the front of the class to chant and do the actions. Then have the whole class sing the *Let's count from one to ten* song.

4. Read and match.

- Tell pupils that they are going to read all 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 the text in silence. Check comprehension.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few open pairs to read the dialogues.

Key: 1c 2a 3b

5. Read and write.

- Tell pupils that they are going to read 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. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the sentences.

Key: 1 How old, I'm 2 How old, I'm, years old

6. Project

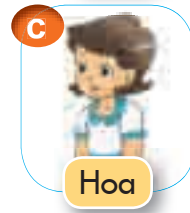
- Tell pupils that they are going to interview four classmates to get their names and ages. Check understanding. Have a group of four pupils do a demonstration in front of the class before starting the activity.
- Give pupils time to do the interview in class.
- Get pupils to work in groups. Go around to offer help, if necessary.
- Call several pupils to the front of the class to report their work.
- Have the class say the *How old are you?* chant and sing the *Let's count from one to ten* song to end the class.

Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Are they your friends?*
- introduce a friend, using *This is my friend + (name)*.
- ask and answer about friends, using *Are they your friends?*
- pronounce the sounds of the letters **a** and **e** in the words **that** and **yes** respectively.

Warm-up: Spend a few minutes revising *This is + (name)* and *Who's that? It's + (name)*. Put the character cards on the board and have pupils play a game of *Slap the board*, following the procedure in *Activities Bank* in the *Introduction*. Finally, point to the pictures on the board respectively and ask *Who's that?* Get half of the class to answer with *It's + (name)* and the rest of the class say *Hello + (name)*. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to introduce their friends saying *This is my friend + (name)*. Point to the first picture and elicit the character names and what each one says. Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise saying and responding to *This is my friend + (name)*. Point to each character and elicit his/her name. Point to the pictures and ask pupils to fill the gaps. Put all the sentences on the board and have pupils repeat each sentence.
- Do choral and individual repetition, using the characters' names.
- Get pupils to work in pairs. Check as a class.

Language note: Remind pupils to link the words ***This is*** ... when speaking.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each character and elicit the name and what he/she says. Ask pupils to fill the gaps in the bubbles. Put the sentences on the board and have pupils repeat them a few times.
- Have pupils work in pairs or groups of three to do the dialogue, using the names of the characters or their own names. Go around to offer help with the pronunciation, if necessary.
- Call three pupils to act out the dialogue in front of the class.

4 Listen and tick.  



1. **a**



b



2. **a**



b

5 Read and write.  

My friends



1. Linda: _____ my friend Mary.

Peter: _____, Mary. I'm Peter.

2. Nam: This is _____ Tony.

Quan: _____, Tony.

Nice to meet you.

6 Let's sing. 

The more we are together

The more we are together,

Together, together.

The more we are together,

The happier we are.



For your friends are my friends,
And my friends are your friends.
The more we are together,
The happier we are.

Warm-up: Call a group of three to the front of the class to practise *This is my friend* + (name) and *Hello/Hi* + (name). Then have pupils sing the *Let's count from one to ten* song. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Elicit the names of the characters and what is happening in each picture.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a

Audio script

1. *Linh:* Who's that?

Hoa: It's my friend Peter.

2. *Nam:* Hi, Mary. This is my friend Quan.

Quan: Hello, Mary.

Mary: Hello, Quan.

5. Read and write.

- Tell pupils that they are going to read and fill the gaps. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension. Elicit the words to fill the gaps. Remind pupils to write the initial letter of names, and of the word at the beginning of each sentence in capital letters.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few open pairs to read the dialogue aloud.

Key: 1 This is, Hello 2 my friend, Hello

6. Let's sing.

- Tell pupils that they are going to sing the *The more we are together* song. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*.
- Read the song and check comprehension. Give the meaning of unfamiliar vocabulary. Play the recording or sing the song all the way through.
- Have choral and individual repetition of each line of the lyrics. When pupils are familiar with the tune, give a demonstration of the song and actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of six to the front of the class. The group sings the first two lines in every stanza and the rest of the class sings the last two lines.
- Have the whole class sing the song to reinforce learning.

Lesson 2

1 Look, listen and repeat.

a That's Peter. And that's Tony.



Are they your friends?

Yes, they are.

b Are they your friends?




No, they aren't.

2 Point and say.

Are they your friends?

Yes, _____.

No, _____.




3 Let's talk.

Are _____ your friends?

_____.



 They're = they are
aren't = are not

Warm-up: Spend a few minutes revising the *The more we are together* song. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer the question *Are they your friends?* Point to the first picture and elicit the names of the two boys and what the other children say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language note: Get pupils to identify the difference between **are** and **aren't** by saying the words once or twice and doing choral and individual repetition.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Are they your friends?* Point to the picture and elicit the words to fill the gaps. Put the questions and answers on the board and have pupils repeat each one a few times.
- Do choral and individual repetition.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text in silence. Elicit the names of the characters and the words to fill the gaps in the question and answer. Put them on the board and do choral and individual repetition.
- Get pupils to work in pairs, using the characters' or their own names. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Read and complete. 🧐 🧐

and name nine friends



Hi! I'm Mai.

Hi! My (1) _____ is Mai.

I am (2) _____ years old.

This is Linda. (3) _____ this is Tony.

They are my (4) _____. Linda is nine years old and Tony is ten years old.

6 Write about you and your friends. 🖍️

1 Your name: My name is _____.

2 Your age: I am _____.

3 Names of your friends: _____, _____

_____ and _____ are my friends.

Warm-up: Spend a few minutes revising the previous lesson by calling a pair to the front of the class to act out the question *Are they your friends?* and the answers *Yes, they are* or *No, they aren't*. Then have the class sing the *The more we are together* song.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and ask pupils to guess what the characters might say.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a2 b3 c4 d1

Audio script

1. *Quan:* Who's that?
Nam: It's my new friend Tony.
2. *Linda:* Are Mary and Mai your new friends?
Peter: Yes, they are.
3. *Peter:* Hello, Tony. This is my new friend Hoa.
Tony: Hello, Hoa.
Hoa: Hi, Tony.
4. *Nam:* Hi, Quan. This is my new friend Peter.
Quan: Hello, Peter.
Peter: Hello, Quan.

5. Read and complete.

- Tell pupils that they are going to read and fill the gaps. Follow the procedure in *Teaching the unit components* in the *Introduction*. Give a few seconds for pupils to read the text in silence. Check comprehension.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral repetition of the text.

Key: 1 name 2 nine 3 And 4 friends

6. Write about you and your friends.

- Tell pupils that they are going to write about themselves.
- Give a few seconds for pupils to read the text in silence. Check comprehension.
- Give pupils time to do their writing.
- Tell pupils to share their answers with a partner before calling different pupils to read aloud their answers.

Key: Pupils' own answers

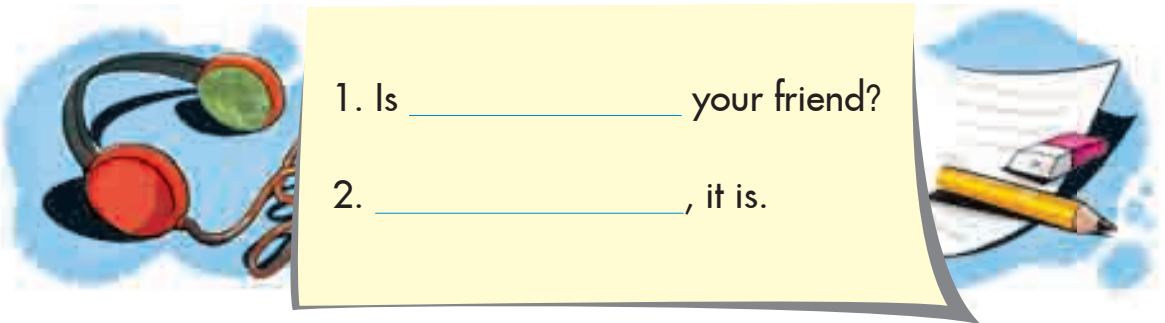
Lesson 3

1 Listen and repeat.

a **that** Who is **that**?

e **yes** **Yes**, it is.

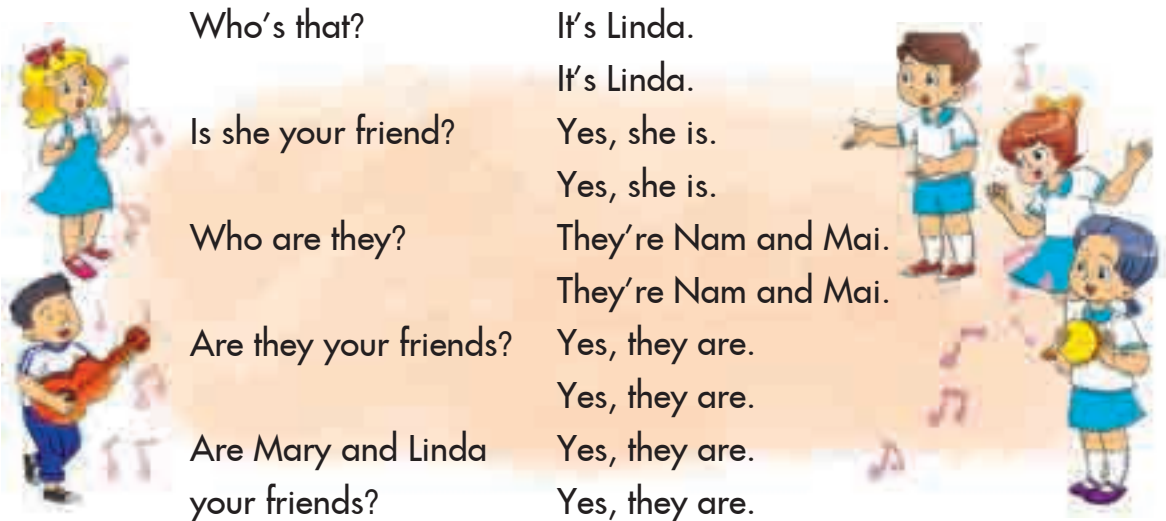
2 Listen and write.



1. Is _____ your friend?
2. _____, it is.

3 Let's chant.

Who's that?



Who's that?	It's Linda.
Is she your friend?	It's Linda. Yes, she is. Yes, she is.
Who are they?	They're Nam and Mai. They're Nam and Mai.
Are they your friends?	Yes, they are. Yes, they are.
Are Mary and Linda your friends?	Yes, they are. Yes, they are.

Warm-up: Spend a few minutes calling some pupils to the front of the class to read their answers in Lesson 2, Exercise 6. Then call a group of six to the front of the class to sing the song *The more we are together*. The rest of the class sings and claps along to the song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **a** and **e** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 that 2 Yes

Audio script

1. Is that your friend? 2. Yes, it is.

3. Let's chant.

- Tell pupils that they are going to say the *Who's that?* chant. Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Do choral and individual repetition of each line of the chant.
- Give a demonstration of the chant and actions. When pupils are familiar with the rhythm, call two groups of six to chant as an example.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class to take turns chanting the questions and the answers. The whole class claps along to the rhythm.

4 Read and match.

- | | |
|--------------------------|----------------------------|
| 1 Who's that? | a Yes, they are. |
| 2 Is that your friend? | b They're Peter and Linda. |
| 3 Who are they? | c It's Tony. |
| 4 Are they your friends? | d No, it isn't. |

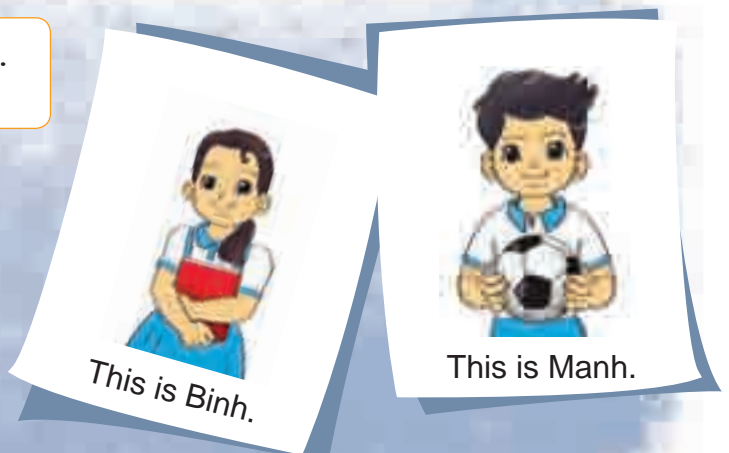
5 Circle the correct words.

1. Mai, this is my (*friend* / *friends*).
2. Who are (*they* / *name*)?
3. Are (*Peter* / *Peter and Mary*) your friends?
4. (*Yes* / *No*), they are my friends.
5. No, they (*are* / *aren't*) my friends.

6 Project

Put the photos of your friends on a sheet of paper and present them to your class.

This is Binh, and this is Manh.
They're my friends.



Warm-up: Spend a few minutes revising the *Who's that?* chant. Then have pupils do a dictation, using the sentences they have learnt. Read the *Activities Bank* in the *Introduction* for more activities.

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 the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few open pairs to read the dialogues.

Key: 1c 2d 3b 4a

5. Circle the correct words.

- Tell pupils that they are going to read and circle the correct answers. Give a few seconds for pupils to read the sentences in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the correct sentences.

Key: 1 friend 2 they 3 Peter and Mary 4 Yes 5 aren't

6. Project

- Tell pupils that they are going to find photos of their friends to stick on a poster. They are going to write *This is + (name of the friend)* under each photo and present their posters to the class.
- Give the project as homework as pupils need time to find the photos.
- Have the class sing the *The more we are together* song and say the *Who's that?* chant to end the lesson.
- In the next class, have pupils stick their work on the walls of the classroom and give a presentation, using *This is + (name of the friend)*.

Review 1

1 Listen and tick.  

1.



a



b

2.



a



b

3.



a



b

4.



a



b

5.



a



b

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: 1b 2a 3a 4b 5b

Audio script

1. *Nam:* Hi, I'm Nam. 2. *Mai:* What's your name? 3. *Mai:* Who's that?
Linda: Hello, Nam. I'm Linda. *Peter:* My name's Peter. *Nam:* It's my friend, Peter.
Nam: Nice to meet you, Linda. *Mai:* How old are you? *Mai:* How old is he?
Linda: Nice to meet you too. *Peter:* I'm seven. *Nam:* He is seven years old.
4. *Mary:* Who's that? 5. *Nam:* Mai, this is my friend, Linda.
Nam: It's my friend, Tony. *Mai:* Nice to meet you. I'm Mai.
Linda: Nice to meet you too.

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 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: a4 b2 c1 d3

Audio script

1. *Phong:* How old are you, Peter?
Peter: I'm seven years old.
2. *Nam:* What's your name?
Mary: My name's Mary.
Nam: How do you spell Mary?
Mary: That's M-A-R-Y.
3. *Mai:* Who's that?
Nam: It's my friend, Linda.
4. *Tony:* Hello, Mai, how are you?
Mai: Hi, Tony. I'm fine, thank you. And you?
Tony: I'm fine, thanks.

3 Read and complete.  

nine hello friends name

(1) _____! My (2) _____ is Nam. I'm eight years old.

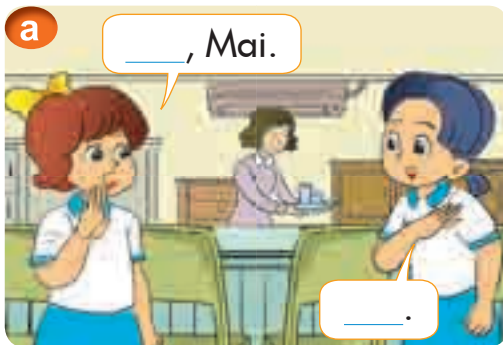
These are my (3) _____ Peter and Linda. Peter is seven years old, and Linda is (4) _____.

4 Read and match.  

- 1 Hello, Nam.
- 2 How old are you, Mary?
- 3 What's your name?
- 4 How do you spell your name?
- 5 Are Peter and Mary your friends?

- a L-I-N-D-A.
- b My name's Tony.
- c Yes, they are.
- d I'm eight.
- e Hi, Peter.

5 Look and say.  



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: 1 Hello 2 Nam 3 friends 4 nine

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: 1e 2d 3b 4a 5c

5. Look and say.

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

Key:

a Hello	b How are you	c How old are you	d they your
Hello, Mary	And you	I'm	they are
	Fine, thanks		

Short story

Cat and Mouse 1

1 Read and listen to the story.  



1. Read and listen to the story.

- This is the first of the four cartoons about *Miu the Cat* and *Chit the Mouse*. To help pupils get the idea of the story, simply let them read and listen to this episode. In later episodes, the initial task will be more challenging.
- Before pupils listen, ask them to look at the pictures and ask them questions (e.g. Apart from the cat and mouse, what can you see? A chair, a door, a window, etc.)
- Play the tape and let the pupils read and listen.

Audio script

(Knock! Knock!)

Chit: Hello, I'm Chit the Mouse. How are you?

Miu: I'm fine, thank you.

Chit: What's your name?

Miu: I'm Miu the Cat.

Chit: Nice to meet you, Miu.

Miu: Nice to meet you too.

Miu: How do you spell "Chit"?

Chit: C-H-I-T. How do you spell "Miu"?

Miu: M-I-U.

Chit: Nice!

Miu: Who's that?

Chit: This is my sister Mimi.

Chit: Mimi, this is Miu.

Mimi: Pleased to meet you, Miu.

Miu: Pleased to meet you too, Mimi.

Chit: Who's that?

Miu: Maurice and Doris.

Chit: Are they your friends?

Miu: Yes, they are.

2 Complete the conversation. 

Chit: Hello. (1) _____ Chit the Mouse.

How (2) _____?

Miu: I'm (3) _____, thank you.


Chit: What's (4) _____ name?

Miu: (5) _____ Miu the Cat.

Chit: Nice to (6) _____, Miu.

Miu: How (7) _____ "Chit"?

Chit: C-H-I-T.

3 Work in pairs. Have a similar conversation with a partner. Use your names. 

4 Match the questions with the answers. 

1 Who's that?

2 How do you spell "Miu"?

3 What's your name?

4 Are they your friends?

a M-I-U.

b Yes, they are.

c My sister Mimi.

d Miu.

2. Complete the conversation.

- Tell pupils that they are going to read and fill the gaps. Give them a few seconds to read the text in silence, and check their comprehension.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.

Key: 1 I'm 2 are you 3 very well 4 your 5 I'm 6 meet you 7 do you spell

Audio script

Chit: Hello, I'm Chit the Mouse. How are you?

Miu: I'm very well, thank you.

Chit: What's your name?

Miu: I'm Miu the Cat.

Chit: Nice to meet you, Miu.

Miu: How do you spell "Chit"?

Chit: C-H-I-T.

3. Work in pairs. Have a similar conversation with a partner. Use your names.

- Tell pupils that they are going to practise the dialogues, using their own names.
- Ask groups of pupils to sit face to face and practise the dialogue.
- Call a few pairs to act out the dialogue. Correct the pronunciation, if necessary.

4. Match the questions with the answers.

- Tell pupils that they are going to read the questions on the left and pair them with the answers on the right by drawing a line between them. 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.
- Call a few pairs to read the dialogues aloud.

Key: 1c 2a 3d 4b



Lesson 1

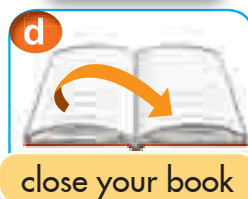
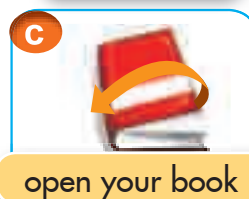
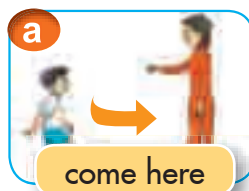
1 Look, listen and repeat.   



Good morning, class. Sit down, please!



2 Point, say and do the actions.   



3 Let's talk.  



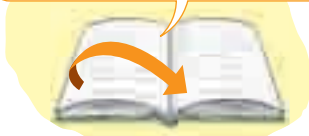
___ your book, please!



___ up, please!



___ your book, please!



___ down, please!



Be quiet! = Don't talk!

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Classroom instructions*.
- give and respond to classroom instructions.
- ask for and give permission, using *May I ...?* and *Yes, you can./No, you can't*.
- pronounce the sounds of the letters **c** and **d** in the words **come** and **down** respectively.

Warm-up: Spend a few minutes revising the previous unit by getting the class to say the chant *Who's that?* and sing the *The more we are together* song. Draw their attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise giving and responding to classroom instructions. Point to the first picture and elicit the name of the teacher. Then explain what the characters say and the meaning of the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point, say and do the actions.









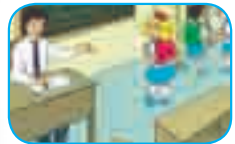
- Tell pupils that they are going to practise giving and acting out classroom instructions (say this in Vietnamese, if necessary). Point to each instruction and check comprehension. Teach the new vocabulary. Demonstrate the actions. Have pupils act out each instruction a few times.
- Get pupils to work in pairs, taking turns to say and act out the instructions. Check as a class.

3. Let's talk.






- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures. Elicit the words to fill the gaps. Write the instructions on the board and get pupils to repeat them a few times.
- Get pupils to work in pairs, taking turns to say and act out the instructions. Correct the pronunciation, if necessary.
- Call a few pairs to perform the task in front of the class.

Language note: Tell pupils that using *please* makes the instruction more polite.

4 Listen and tick.  

1.	 a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>
2.	 a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>
3.	 a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>

5 Look and write.  

<p>1 </p> <p>_____ your book, please!</p>	<p>2 </p> <p>Be _____, please!</p>	<p>3 </p> <p>_____ your book, please!</p>
<p>4 </p> <p>_____ down, please!</p>	<p>5 </p> <p>_____ here, please!</p>	<p>6 </p> <p>_____ up, please!</p>

6 Let's play. 

Simon says ...



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to come to the front of the class to act out the instructions learnt. Then play a game of *Charades*, asking pupils to mime the instructions.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures.
- 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.

Key: 1a 2c 3c

Audio script

1. *Mr Loc:* Good morning, boys and girls.
Class: Good morning, Mr Loc.
Mr Loc: Sit down, please!
2. *Miss Hien:* Be quiet, boys!
Boy: Sorry, Miss Hien.
3. *Class:* Goodbye, Mr Loc.
Mr Loc: Goodbye, class. Linda, come here, please!

5. Look and write.

- Tell pupils that they are going to look at the pictures and complete the sentences. Give a few seconds for pupils to read the text in silence. Check comprehension. Remind pupils to write the initial letter of the word at the beginning of each sentence in capital letters.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read aloud the answers.

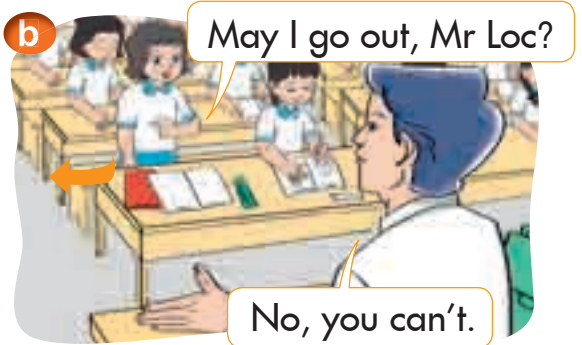
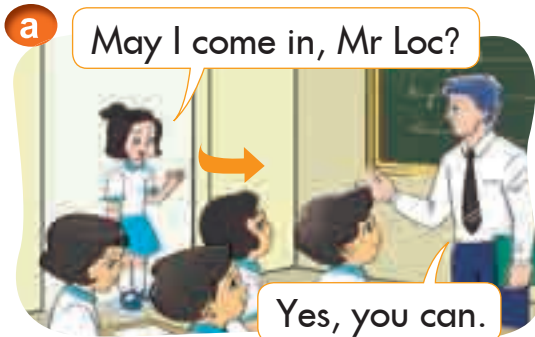
Key: 1 Open 2 quiet 3 Close 4 Sit 5 Come 6 Stand

6. Let's play.

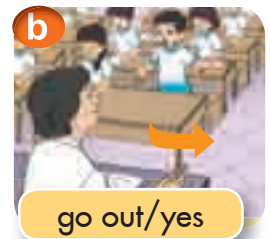
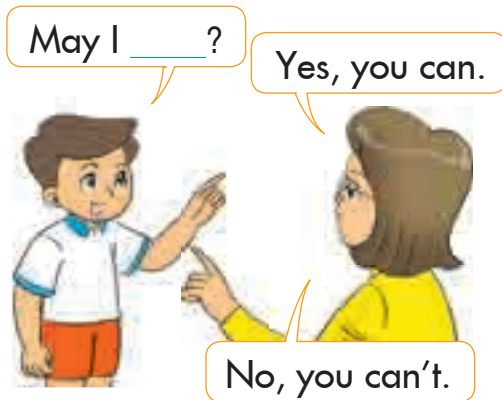
- Play the game *Simon says*, following the procedure in the *Activities Bank* in the *Introduction*. Have a group of six give a demonstration before starting the game.
- Get pupils to play the game in groups. Go around to offer help, if necessary.
- Have pupils sing the *The more we are together* song to end the activity.

Lesson 2

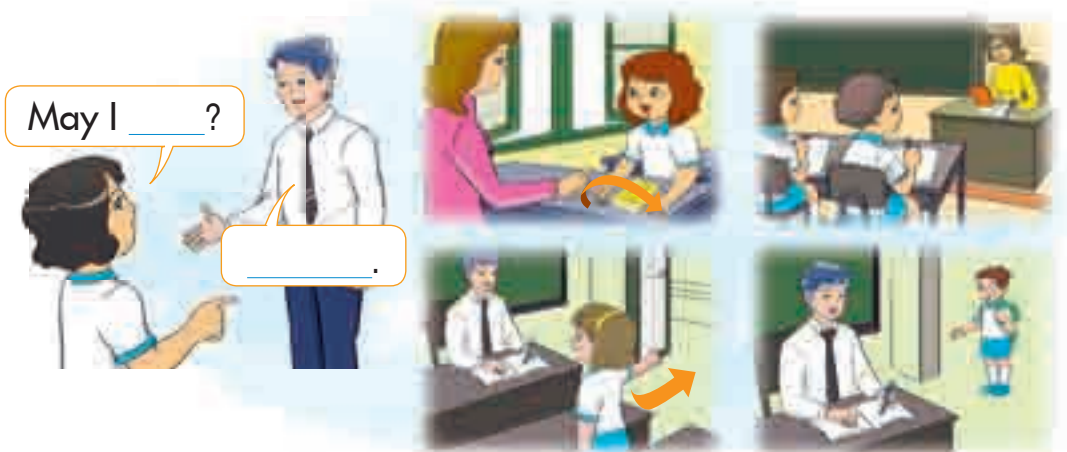
1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



can't = cannot

Warm-up: Spend a few minutes revising the previous lesson by calling a group of five to come to the front of the class and act out the instructions learnt. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking for permission using *May I ...?* Draw pupils' attention to the first picture and elicit the names of the characters. Then explain what they say. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking for and giving permission using *May I...? Yes, you can./No, you can't.* Point to each picture and elicit the meaning of the words under it. Use the first picture as an example and put the question and answer on the board. Have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures. Check comprehension. Prompt pupils to say the words to fill the gaps. Write the questions and answers on the board and have pupils repeat them a few times.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to the front of the class to act out the dialogue.

4 Listen and number.  



a



b



c



d

5 Read and match.  

- A: May I go out?
B: Yes, you can.
- A: May I ask a question?
B: Yes, you can.
- A: May I open the book?
B: No, you can't.
- A: May I come in?
B: Yes, you can.



6 Let's write. 



- A: May I _____?
B: Yes, you can.



- A: May I _____?
B: Yes, you can.



- A: May I _____?
B: No, you can't.



- A: May I _____?
B: Yes, you can.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the instructions learnt. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the boxes. Give a few seconds for pupils to look at the pictures. Elicit the names of the characters and what they might say. 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.

Key: a4 b1 c2 d3

Audio script

1. Lan: May I come in?

Miss Hien: Yes, you can.

3. Thu: May I sit down?

Miss Hien: No, you can't.

2. Lan: May I open the book?

Miss Hien: Yes, you can.

4. Hong: May I write now?

Miss Hien: Yes, you can.

5. Read and match.

- Tell pupils that they are going to read the dialogues on the left and pair them with the pictures on the right by drawing a line between them. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Divide the class into two groups and get them to read A's lines and B's lines respectively.

Key: 1c 2d 3a 4b

6. Let's write.

- Tell pupils that they are going to look at the pictures and complete the dialogues. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension.
- Give time for pupils to fill the gaps.
- Tell pupils to swap and check their answers before calling four pupils to write their answers on the board. Then write the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read aloud the dialogues.

Key: 1 come in 2 sit down 3 close my book 4 open my book

Lesson 3

1 Listen and repeat. 🎧 🗨️

c **come** May I **c**ome in?

d **down** May I sit **d**own?

2 Listen and write. 🎧 📝



1. May I _____ in?

2. Sit _____, please.



3 Let's sing. 🎵

Come in and sit down

Hello, hello, Miss Minh Hien.

May I come in and sit down?

Hello, hello. Yes, you can.

Come in, sit down and study.

Open your book and read aloud:

A B C D E F G!



Warm-up: Spend a few minutes revising the previous lesson by calling a group of pupils to the front of the class to do the dialogue in Lesson 2, Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **c** and **d** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 come 2 down

Audio script

1. May I come in?
2. Sit down, please.

3. Let's sing.

- Teach the song *Come in and sit down*. Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Read the song and check comprehension. Then play the recording all the way through.
- Have pupils do choral and individual repetition of each line. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of four to come to the front of the class: one group sings the first two lines, the other sings the next three lines, and have the whole class sing the last line together.
- Have the whole class sing the song to reinforce learning.

4 Read and match. 🗨️ 📄

1 Open

2 Be

3 May I ask a

4 May I write

5 Don't

a talk!

b question, Mr Loc?

c your book, please!

d my name, Miss Hien?

e quiet, please!

5 Look, read and write. 🗨️ 🗨️ 🗨️



1. _____ down, please!



2. Don't _____, please!



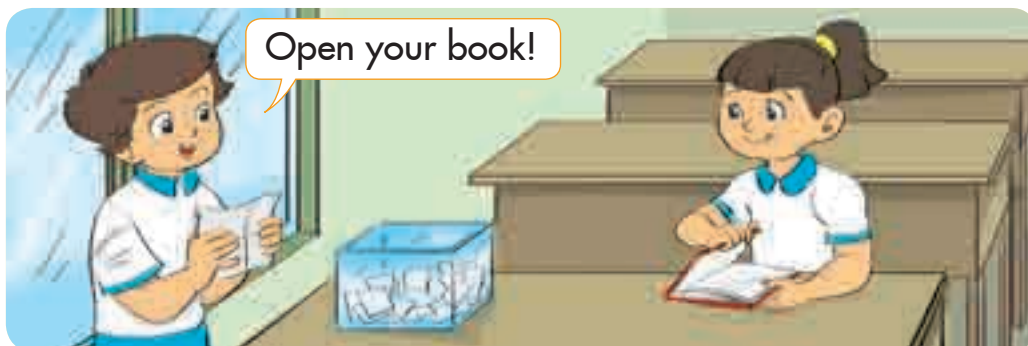
3. A: May I _____?
B: Yes, _____.



4. A: May I _____?
B: No, _____.

6 Project 🎨

Write and put the instructions in a box. Choose and act them out.



Warm-up: Spend a few minutes revising the previous lesson by having the whole class sing the *Come in and sit down* song. Read the *Activities Bank* in the *Introduction* for more activities.

4. Read and match.

- Tell pupils that they are going to read the sentence halves 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 the text in silence. Check comprehension. Discuss the first sentence with pupils as an example.
- Allow pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call five pupils to read aloud the answers.

Key: 1c 2e 3b 4d 5a

5. Look, read and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the sentences.

Key: 1 Sit 2 talk 3 go out, you can 4 stand up, you can't

6. Project

- Tell pupils that they are going to write the instructions they have learnt and put them in a box. Then they pick some instructions and act them out. Check understanding. Get pupils to prepare the necessary school things to carry out the project (paper, pens, scissors, etc.)
- Give pupils time to write the instructions in class. Get pupils to work in groups. Go around to offer help, if necessary.
- Have pupils play a game of *Simon says* using the instructions and end the class with the *Come in and sit down* song.



Lesson 1

1 Look, listen and repeat.   

a

That's my school.

Is it big?

Yes, it is.

b

That's my classroom.

Is it big?

No, it isn't. It's small.

2 Point and say.  

That's the ____.

a

gym

b

library

c


computer room

d

playground

3 Let's talk. 

That's ____.

 That's = That is

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My school*.
- talk about school facilities, using *That is the* + (school facility).
- ask and answer the question *Is the* + (school facility) + (adjective)?
- pronounce the sounds of the letters **g** and **l** in the words **gym** and **look** respectively.

Warm-up: Spend a few minutes revising the previous lesson by having pupils play a game of *Simon says*, using the instructions that pupils have learnt in Unit 6. Read the *Activities Bank* in the *Introduction* for more activities. Get pupils to sing the *Come in and sit down* song. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to talk about the school and the school facilities, using *That's* + (school facility). Point to the first picture and elicit the names of the characters, and what they are saying. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise saying *That is* + (school facilities). Give a few seconds for pupils to look at the pictures and read the text. Have pupils repeat the new words a few times. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board. Have pupils repeat it a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to practise in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check their understanding by eliciting the name of each school facility. Ask pupils to fill in the blank. Put the sentence on the board and do choral and individual repetition.
- Have pupils work in pairs, using the picture in the book. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the dialogue in front of the class.
- If there is time, tell some pupils to talk about their own school.

Language note: Remind pupils to use ***This is ...*** for something that is nearby and ***That is ...*** for something that is far away.

4 Listen and tick.  


1.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>

5 Look, read and write.   

		1. That is my _____.		2. That is the _____.
		3. That is the _____.		4. That is the _____.

6 Let's sing. 

This is the way we go to school

	This is the way we go to school, Go to school, go to school.	This is the way we go to school, Go to school, go to school.
	This is the way we go to school, So early in the morning.	This is the way we go to school, So early in the morning.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Slap the board*, using the vocabulary learnt. Read the *Activities Bank* in the *Introduction* for more activities. Then have the whole class say *This is ...* or *That is ...*, using the picture cards.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check understanding by eliciting the names of the school facilities 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.

Key: 1b 2c 3a

Audio script

- | | |
|---|---|
| 1. <i>Linda:</i> That's the computer room.
<i>Nam:</i> Is it big?
<i>Linda:</i> Yes, it is. | 2. <i>Linda:</i> That's the gym.
<i>Nam:</i> Is it big?
<i>Linda:</i> No, it isn't. It's small. |
| 3. <i>Linda:</i> And that's the classroom.
<i>Nam:</i> Is it big?
<i>Linda:</i> Yes, it is. | |

5. Look, read and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before calling different individuals to read the sentences aloud.
- Write the correct answers on the board for pupils to correct each other's answer.
- Call individual pupils to read the sentences aloud.

Key: 1 classroom 2 library 3 computer room 4 gym

6. Let's sing.

- Tell pupils that they are going to sing the *This is the way we go to school* song. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*.
- Sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Have the whole class sing the song and do the actions to reinforce learning.

Lesson 2

1 Look, listen and repeat.



a Is your school big?

Yes, it is.



b Is your classroom big?

No, it isn't. It's small.



2 Point and say.

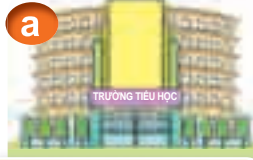


Is the ____?

Yes, it is.



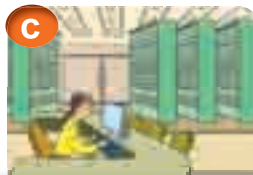
No, it isn't. It's ____.



school, new/yes



gym, big/yes



library, old/no



playground, large/no

3 Let's talk.



Is the ____?

_____.



Warm-up: Spend a few minutes revising the previous lesson by singing the *This is the way we go to school* song. Call a group of four to the front of the class to sing the song and do the actions while the others clap along.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer the question *Is the + (school facility) + (adjective)?* Give a few seconds for pupils to look at the first picture and read the text. Check comprehension and give feedback. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Is the + (school facility) + (adjective)?*
- Point to each school facility. Check comprehension and then teach the new vocabulary. Have pupils repeat each word a few times. Point to the first picture and elicit the words to fill the gap. Put the question and answer on the board. Have pupils repeat each of the sentences a few times.
- Do choral and individual repetition, pointing to the pictures in the book.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and elicit the names of the school facilities and the adjectives such as *old, new, large* and *big*. Ask pupils to fill the gaps. Put them on the board and have pupils repeat them a few times.
- Call a pair to act out the dialogue in front of the class.
- If there is time, tell some pairs to ask and answer questions about their own school.

4 Listen and number.  



a



b



c



d

5 Read and circle.  

Look at my school. It is beautiful. That is my classroom. It is big. And that is the computer room. It is new but small. Look at the library. It is large and new. And look at the gym. It is big but old.



1. The classroom is (*big* / *small*).
2. The computer room is (*big* / *small*).
3. The library is (*old* / *new*).
4. The gym is (*new* / *big*).

6 Write about your school. 

1. Is your school big? _____.
2. Is the computer room new? _____.
3. Is the gym large? _____.
4. Is the library big? _____.

Warm-up: Spend a few minutes revising the question *Is the + (school facility) + (adjective)*, using the picture cards as prompts. Then have the whole class sing the *This is the way we go to school* song.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Give a few seconds for pupils to look at the pictures. Check understanding 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.

Key: a3 b1 c4 d2

Audio script

- | | |
|---|---|
| 1. <i>Tom:</i> Is your school new? | 2. <i>Tom:</i> Is the library big? |
| <i>Linda:</i> No, it isn't. It's old. | <i>Linda:</i> Yes, it is. |
| 3. <i>Tom:</i> Is your classroom big? | 4. <i>Tom:</i> Is the school gym large? |
| <i>Linda:</i> No, it isn't. It's small. | <i>Linda:</i> Yes, it is. |

5. Read and circle.

- Tell pupils that they are going to read the text and circle the correct words. Give a few seconds for pupils to look at the pictures and read the text. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read the sentences aloud.

Key: 1 big 2 small 3 new 4 big

6. Write about your school.

- Tell pupils that they are going to write about their school. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call four pupils to write their answers on the board, each writing the answer to one of the four questions.

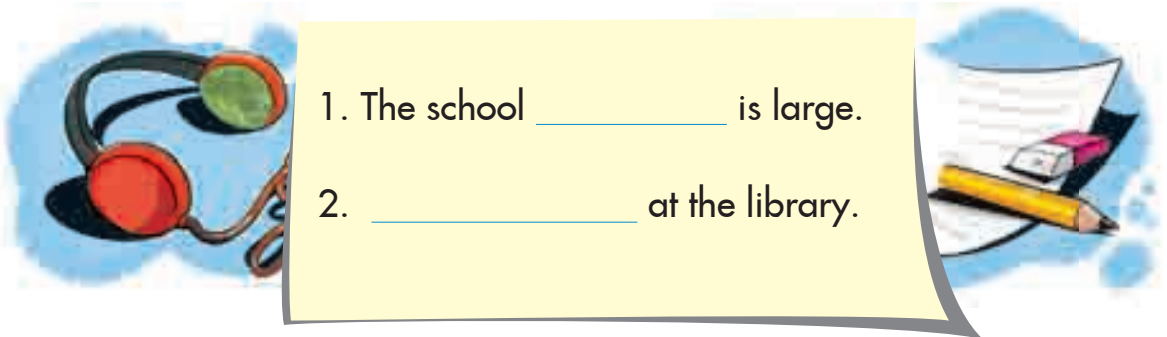
Lesson 3

1 Listen and repeat.  

g **gym** The **g**ym is old.

l **look** **L**ook at the school.

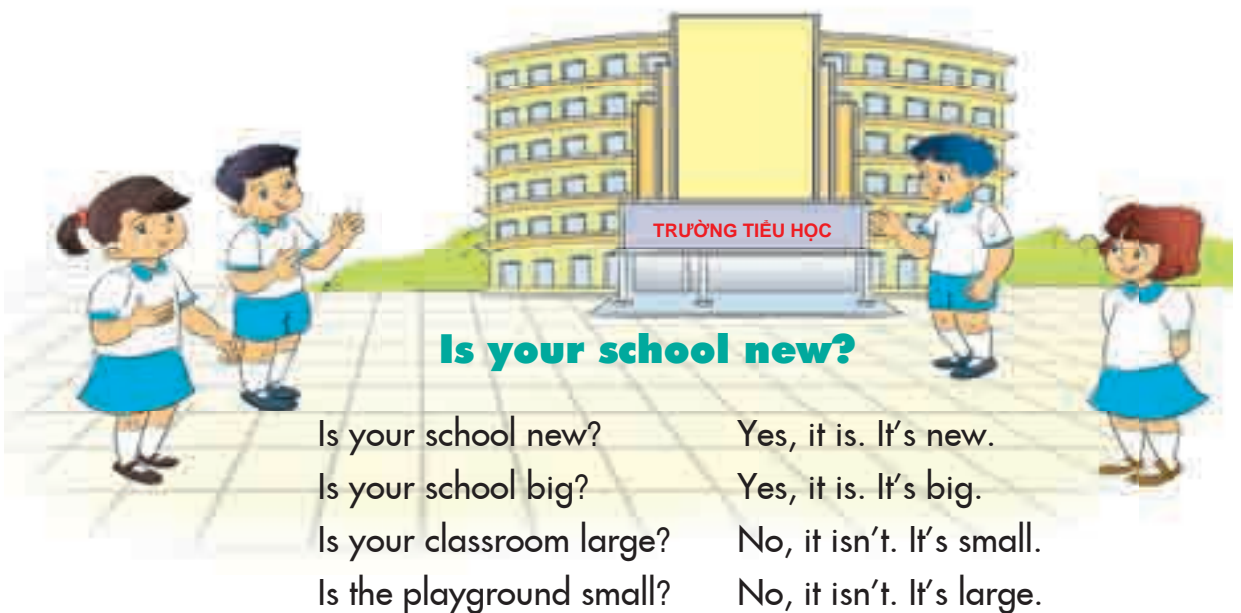
2 Listen and write.  



1. The school _____ is large.

2. _____ at the library.

3 Let's chant. 



Is your school new?

Is your school new?	Yes, it is. It's new.
Is your school big?	Yes, it is. It's big.
Is your classroom large?	No, it isn't. It's small.
Is the playground small?	No, it isn't. It's large.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Slap the board*, using the vocabulary learnt. Read the *Activities Bank* in the *Introduction* for more activities. Then have pupils sing the *This is the way we go to school* song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **g** and **l** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 gym 2 Look

Audio script

1. The school gym is large. 2. Look at the library.

3. Let's chant.

- Tell pupils that they are going to say the *Is your school new?* chant. Teach the chant, following the procedure in *Teaching the unit components* in the *Introduction*. Read each line of the chant and have pupils repeat it a few times. Show them how to say the chant and do the actions.
- Ask groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm.

4 Read and match. 

- | | |
|--------------------------|-----------------------------|
| 1 Is that your school? | a No, it isn't. It's old. |
| 2 Is the library big? | b Wow! It's very nice. |
| 3 Is the music room new? | c No, it isn't. It's small. |
| 4 This is my school. | d Yes, it is. |

5 Read and complete. 

it gym playground nice classroom

This is my school. It is new and nice. The school (1) _____ is very large. I play and chat with my friends there. That is the library. (2) _____ is old but large. The (3) _____ is new but small. I do exercise there. And here is my (4) _____. It is large and very (5) _____.

6 Project 

Write the names of the rooms in the school.
Tell your classmates about them.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups to the front of the class to sing and act out the *s your school new?* chant.

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 the text. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pairs to act out the dialogue.

Key: 1d 2c 3a 4b

5. Read and complete.

- Tell pupils to read the text and fill the gaps. Give pupils a few seconds to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 playground 2 It 3 gym 4 classroom 5 nice

6. Project

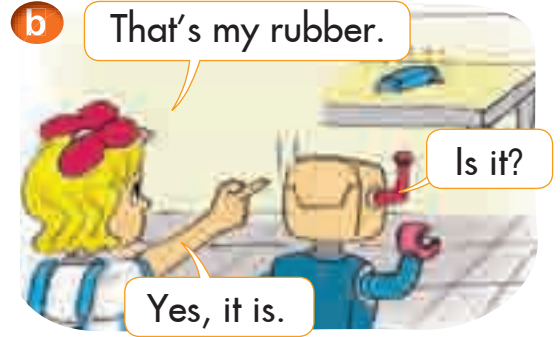
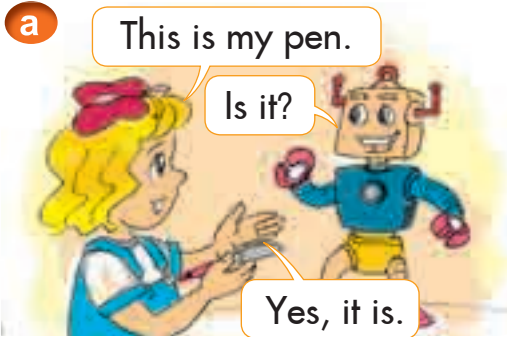
- Tell pupils that they are going to write the names of the rooms in the school. Check understanding and get pupils to prepare the necessary school things (paper, pens or coloured pencils, scissors, glue, etc.).
- Give pupils time to do the project in groups. Go around to offer help, if necessary.
- Call several pupils to the front of the class to present their labels. For example: *This is the gym.*
- Play a game of *Slap the board*, using the words for school things. Have pupils sing the *This is the way we go to school* song to end the class.

Suggested answers: gym, library, computer room, classroom.

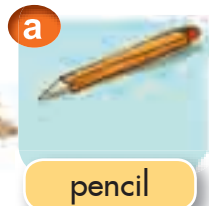


Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *School things*.
- identify school things, using *This/That is + (school thing)* and *These/Those are + (school things)*.
- talk about school things, using *These/Those are ...*
- pronounce the sounds of the letters **r** and **th** in the words **ruler** and **these** respectively.

Warm-up: Spend a few minutes revising the previous unit by calling a group of five pupils to the front of the class to act out the *Is your school new?* chant. The class claps the rhythm. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about school things using *This/That is + (school thing)*. Elicit the names of the characters and what they say. Have pupils repeat the text in the bubbles. Repeat the same procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language note: Tell pupils that *Is it?* in the first picture means *Is it your pen?* and *Is it?* in the second picture means *Is it your rubber?*










2. Point and say.

- Tell pupils that they are going to practise saying *This/That is ...*. Give pupils a few seconds to look at the pictures and read the words under them. Check comprehension and give feedback. Have pupils repeat each word a few times. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board and have pupils repeat it a few times.
- Do choral and individual repetition, using the pictures in the book or objects in the classroom.
- Get pupils to practise in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give pupils a few seconds to look at the pictures and read the text in silence. Elicit the words to fill the gaps and write the sentences on the board. Get pupils to repeat them a few times.
- Get pupils to practise the dialogue. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pupils to act out the dialogue in front of the class.

4 Listen and tick.  

1.	 a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>
2.	 a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>
3.	 a <input type="checkbox"/>	 b <input type="checkbox"/>	 c <input type="checkbox"/>









5 Look, read and write.   

a		b	
---	--	---	---

1. This is my _____. It _____ new.
 2. That is my _____. _____ old.

6 Let's play. 

Slap the board

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Pelmanism* (see *Activities Bank*), using the vocabulary learnt in the previous lesson. Then have pupils sing the song *This is the way we go to school*.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures, check comprehension 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.

Key: 1b 2c 3a

Audio script

1. *Mai:* This is my pencil.

Tony: Is it?

Mai: Yes, it is.

3. *Mai:* This is my book.

Tony: Is it?

Mai: Yes, it is.

2. *Tony:* That's my school bag.

Mai: Is it?

Tony: Yes, it is.

5. Look, read and write.

- Tell pupils that they are going to look at the pictures, read the sentences and fill the gaps. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read the sentences aloud.

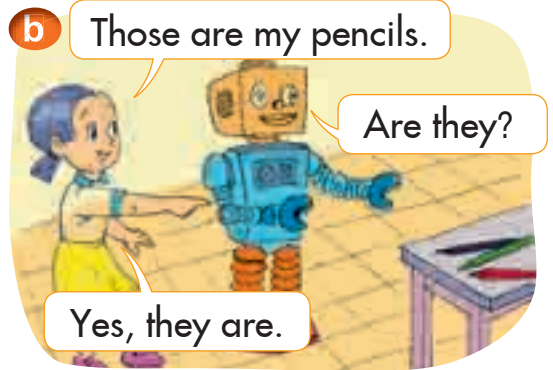
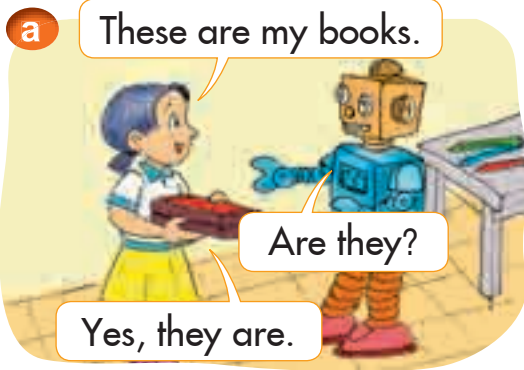
Key: 1 ruler, is 2 rubber, It is

6. Let's play.

- Tell pupils that they are going to play a game of *Slap the board*. Follow the procedure in *Teaching the unit components* in the *Introduction*. Put picture cards of school things on the board and elicit the word for each object.
- Call two teams of four to the board and start the game.
- Put the scores of the groups on the board.

Lesson 2

1 Look, listen and repeat.



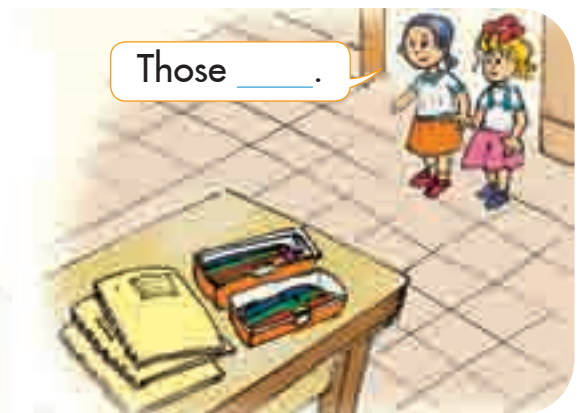
2 Point and say.



These are my ____.



3 Let's talk.



Warm-up: Spend a few minutes revising the previous lesson by calling two groups to the front of the class to play a game of *Slap the board*, using the vocabulary learnt.

1. Look, listen and repeat.

- Tell pupils that they are going to talk about school things using *These/Those are* + (school things). Draw pupils' attention to the first picture and elicit the names of the school things in the picture. Give feedback and get pupils to repeat what the characters say a few times. Repeat the same procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language note: Tell pupils that ***Are they?*** in the first picture means ***Are they your books?*** and ***Are they?*** in the second picture means ***Are they your pencils?***

2. Point and say.

- Tell pupils that they are going to practise saying *These are/Those are* + (school things). Give pupils a few seconds to look at the pictures and read the words under them. Check comprehension and give feedback. Have pupils repeat the new words a few times. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board. Have pupils repeat it a few times.
- Do choral and individual repetition, using the pictures in the book or objects in the classroom.
- Get pupils to practise in pairs. Check as a class.

Language notes: Draw pupils' attention to the different use of ***these*** and ***those***, using gestures (pointing near and far).

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Draw pupils' attention to the pictures and check comprehension by eliciting the words for the school things in the pictures. Get pupils to talk about school things, using the pictures or objects in the classroom.
- Call different groups to act out the dialogue in front of the class.
- Correct the pronunciation, if necessary.

4 Listen and number.  



a

b

c

d

5 Read and write.  



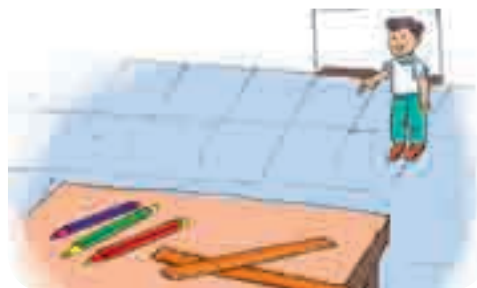
Hi! My name is Nam. This is my classroom. It is small but nice. This is my desk and these are my school things. This is my school bag. It is big. These are my books and notebooks. They are new. These are my pencil cases and pens. They are new too. Look! Those are my new friends.

1. My _____ is Nam.
2. My classroom is _____ but _____.
3. My _____ is big.
4. My _____ and _____ are new.
5. My _____ and _____ are new too.

6 Let's write. 



1. These _____ my _____
and _____.



2. Those _____ my _____
and _____.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the vocabulary learnt.

4. 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. Elicit the names of the school things.
- 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.

Key: a3 b4 c2 d1

Audio script

- | | |
|--|---|
| 1. <i>Nam:</i> Hello, Mr Robot. These are my rulers. | 2. <i>Linda:</i> Hi, Mr Robot. Those are my notebooks. |
| <i>Robot:</i> Are they? | <i>Robot:</i> Are they? |
| <i>Nam:</i> Yes, they are. | <i>Linda:</i> Yes, they are. |
| 3. <i>Peter:</i> Hello, Mr Robot. These are my pens. | 4. <i>Mai:</i> Hi, Mr Robot. Those are my pencil cases. |
| <i>Robot:</i> Are they? | <i>Robot:</i> Are they? |
| <i>Peter:</i> Yes, they are. | <i>Mai:</i> Yes, they are. |

5. Read and write.

- Tell pupils that they are going to read and complete the sentences about Nam and his school things. Give pupils a few seconds to look at the picture and read the text in silence. Check comprehension and explain the new vocabulary, if necessary. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Write the answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read the text aloud.

Key: 1 name 2 small, nice 3 school bag
4 books, notebooks 5 pencil cases, pens

6. Let's write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Follow the procedure in *Teaching the unit components* in the *Introduction*. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Get pupils to work in pairs.
- Tell pupils to swap and check their answers before checking as a class. Put the correct answers on the board for pupils to copy down into their notebooks.

Key: 1 are, pens, books 2 are, pencils, rulers

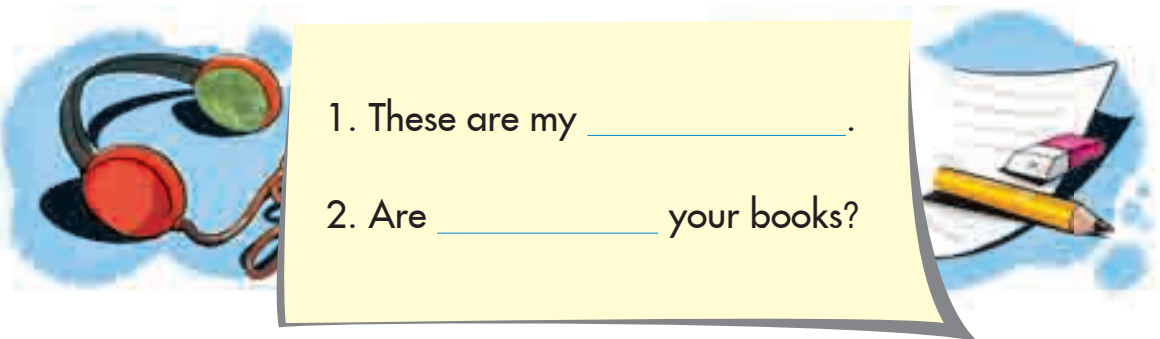
Lesson 3

1 Listen and repeat.

r **ruler** Those are **r**ulers.

th **these** **Th**ese are pens.

2 Listen and write.



1. These are my _____.

2. Are _____ your books?

3 Let's chant.

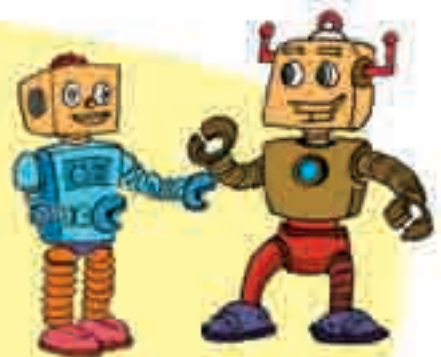
Look! Look! Look!

Look! Look! Look!
These are books.
They're my books.

Look! Look! Look!
These are pens.
They're my pens.

Look! Look! Look!
Those are robots.
They're my robots.

Look! Look! Look!
Those are notebooks.
They're my notebooks.



Warm-up: Spend a few minutes revising the previous lesson by playing the *Kim's game* (see *Activities Bank*), using the vocabulary learnt.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **r** and **th** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 rulers 2 these

Audio script

1. These are my rulers. 2. Are these your books?

3. Let's chant.

- Tell pupils that they are going to say the *Look! Look! Look!* chant. Follow the procedure in *Teaching the unit components* in the *Introduction*. Give pupils a few seconds to read the chant in silence. Check comprehension and give feedback. Read each line of the chant and have pupils repeat it a few times. Show pupils how to say the chant and do the actions.
- Play the recording a few times for pupils to do choral and individual repetition.
- Get pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions while the rest of the class claps along to the rhythm.

4 Read and match. 🧐 📁

- | | |
|--------------------|--------------|
| 1 This is a | a cases. |
| 2 That is a pencil | b pen. |
| 3 These are pencil | c books. |
| 4 Those are | d sharpener. |

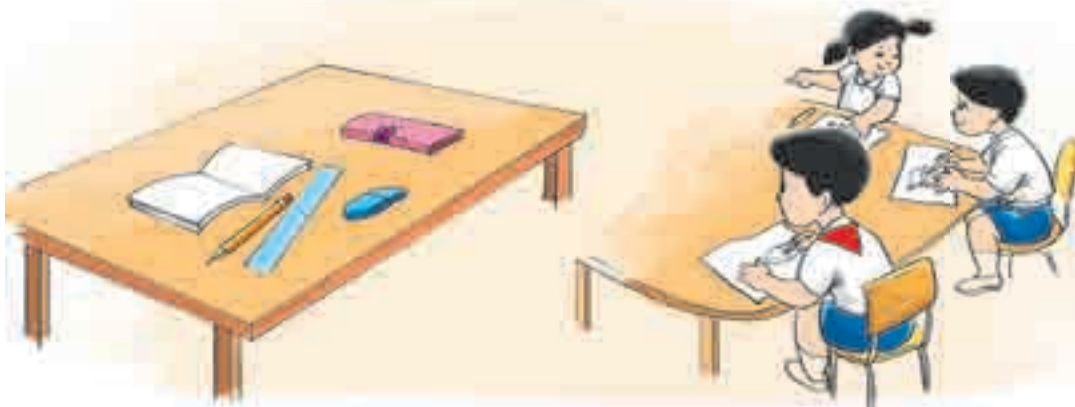
5 Read and write. 🧐 📄



- | | |
|------------------------------|-------------------------------|
| 1. Hello! My _____ is Linda. | 4. Look! _____ my school bag. |
| 2. _____ my rubber. | 5. And _____ my notebooks. |
| 3. _____ my _____ and _____. | |

6 Project 🎨

Draw your school things. Colour and write the names.
Show them to your friends.



Warm-up: Have the class say the *Look! Look! Look!* chant.

4. Read and match.

- Tell pupils that they are going to read and match the words on the left and pair them with those on the right by drawing a line between them. Give pupils a few seconds to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition.

Key: 1b 2d 3a 4c

5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 name 2 This is 3 These are, pens, notebooks 4 That is 5 those are

6. Project

- Tell pupils that they are going to draw, colour and then write the names of two school things. Present them to the class. Check understanding and get pupils to prepare the school things (paper, pencils, coloured pencils, scissors, glue, etc.)
- Call several pupils to the front of the class to present their work. For example: *This is my* + (a school thing), *These are my* + (school things). If there is not enough time, assign the project as homework.
- Have the class play a game of *Slap the board* and say the *Look! Look! Look!* chant to end the class.



Lesson 1

1 Look, listen and repeat.



a Is this your school bag?



Yes, it is.

b Is that your pen?

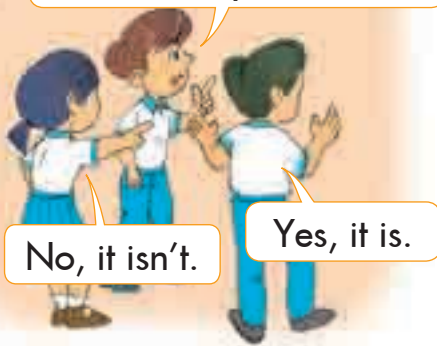


No, it isn't. My pen is here.

2 Point and say.



Is this/that your ____?



desk/yes



pencil sharpener/no



pen/yes



pencil case/no

3 Let's talk.



Is this/that ____?



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Colours*.
- ask and answer questions about someone's school things, using *Is this/that + (school thing)?*
- ask and answer questions about the colours of school things, using *What colour is it/are they?*
- pronounce the sounds of the letters **i** and **o** in the words **it** and **orange** respectively.

Warm-up: Spend a few minutes revising the previous unit by having pupils say the chant *Look! Look! Look!* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice. Read the Activities Bank in the Introduction for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer the question *Is this/that your + (school thing)?* Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.










- Tell pupils that they are going to practise asking and answering the question *Is this/that your + (school thing)?* Point to each picture and have pupils repeat the words under it a few times. Elicit the word to fill the gap. Write the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

Language note: Practise the rising intonation with **yes/no** questions and the falling intonation of the answers.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give pupils a few seconds to look at the school things in the pictures and check comprehension. Point to a school thing and elicit the words to fill the gaps. Write them on the board and have pupils repeat them a few times. Get a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the dialogue in front of the class.

4 Listen and tick.  

- | | | | | |
|--|---|----------------------------|---|----------------------------|
| 1.  |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |
| 2.  |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |
| 3.  |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |

5 Look, read and write.   



1. **Mary:** Is this your _____?
Peter: Yes, _____.
2. **Mary:** Is this your _____?
Peter: No, _____.



3. **Mary:** Is that your _____?
Peter: Yes, _____.
4. **Mary:** Is that your _____?
Peter: Yes, _____.

6 Let's write. 

1. This is a _____.
2. Is this your _____? Yes, _____.
3. That is a _____.
4. Is that your _____? No, _____.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class to ask and answer the question *Is this/that ...?* using picture cards or objects in the classroom.

4. 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 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.

Key: 1b 2a 3b

Audio script

1. *Mai:* Is this your pencil case?

Nam: Yes, it is.

3. *Mai:* Is this your pen?

Nam: Yes, it is.

2. *Mai:* Is that your notebook?

Nam: Yes, it is.

5. Look, read and write.

- Tell pupils that they are going to read and answer the questions about school things. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few open pairs to do the dialogue.

Key: 1 pen, it is 2 pencil case, it isn't 3 school bag, it is 4 book, it is

6. Let's write.


- Tell pupils that they are going to read the text and fill the gaps. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils in open pairs to do the dialogue.

Key: 1 school bag 2 school bag; it is 3 pencil case 4 pencil case; it isn't

Lesson 2

1 Look, listen and repeat.

a What colour is your box?



It's red.

b What colour are your pencils, Nam?



They're green.

2 Point and say.

What colour is/are your ____?

It's/They're ____.



a 

pen/blue

b 

ruler/white

c 

pencil case/yellow

d 

school bags/brown

e 

rubbers/green

g 

notebooks/orange

3 Let's talk.

What colour is/are ____?

_____.

Warm-up: Spend a few minutes revising the previous lesson. Call two groups of four to the front of the class. Have one group point to something that is near or far and ask *Is this ...?* or *Is that ...?*, and the other group answer the question.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about colours using *What colour is/are* + (school thing(s))? Draw pupils' attention to the first picture and elicit the names of the characters and what they say. Explain the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

Language note: Remind pupils of the use of **is** and **are** in the questions **What colour ...?**

What colour is + singular noun?

What colour are + plural noun?

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the colours of school things. Draw pupils' attention to the pictures. Check comprehension and teach the new vocabulary. Have pupils repeat each word a few times.
- Point to the pictures and elicit the words to fill the gaps. Put the sentences on the board. Have the class repeat the question and answer.
- Do choral and individual repetition, pointing to the pictures in the book.
- Get pupils to practise in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give pupils a few seconds to look at the picture and read the text. Check comprehension by pointing to each school thing, eliciting its name and colour. Ask pupils to fill the gaps in the question and answer. Put them on the board and have pupils repeat the questions and the answers with different school things a few times.
- Get two pupils to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few open pairs to act out the dialogue in front of the class.

4 Listen and number.  



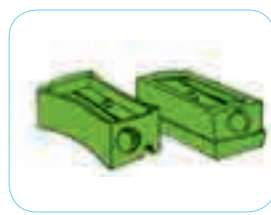
a



b



c



d

5 Read and match.  

1. This is my desk. It is yellow.

2. These are my pencil sharpeners. They are blue.

3. That is my pen. It is black.

4. Those are my pencils. They are green.

5. That is my bookcase. It is brown.



6 Let's sing. 

My new pen

Linda, Mai, do you have any pens?

Yes, sir, yes, sir, here they are.

One is for Peter and one is for Mai.

And one is for you, sir. Thanks! Goodbye.



Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the vocabulary learnt.

4. 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 by eliciting the name of each school thing.
- 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.

Key: a3 b2 c4 d1

Audio script

- | | |
|--|--|
| 1. <i>Nam:</i> What colour are your pencil sharpeners?
<i>Mai:</i> They're green. | 2. <i>Mai:</i> What colour is your pencil?
<i>Nam:</i> It's blue. |
| 3. <i>Mai:</i> What colour is your school bag?
<i>Nam:</i> It's black. | 4. <i>Nam:</i> What colour are your pens?
<i>Mai:</i> They're orange. |

5. Read and match.

- Tell pupils that they are going to match the sentences on the left with the pictures on the right. Follow the procedure in *Teaching the unit components* in the *Introduction*. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and match the first pair as an example.
- Give pupils time to do the task. Get pupils to work in pairs. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Write the correct answers on the board for pupils to copy down into their notebooks.
- Call a few open pairs to read the dialogues aloud.

Key: 1b 2d 3a 4e 5c

6. Let's sing.

- Tell pupils that they are going to sing the *My new pen* song. Teach the song, following the procedure in *Teaching the unit components* in the *Introduction*.
- Read each line of the song and check comprehension. Sing each line of the song and have pupils repeat it a few times. When pupils feel confident with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face to practise singing and doing the actions.
- Call a group of four to come to the front of the class and sing, each singing one line of the song.
- Have the whole class sing the song to reinforce learning .

Lesson 3

1 Listen and repeat.

i

it

What colour is it?

o

orange

It's orange.

2 Listen and write.



1. _____ is my school bag.

2. My favourite colour is _____.



3 Let's chant.

What colour is it?

What colour is it?

It's red. It's red.

What colour is it?

It's green. It's green.

What colour is it?

It's orange. It's orange.

What colour are they?

They're blue. They're blue.

What colour are they?

They're brown. They're brown.

What colour are they?

They're black. They're black.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the *My new pen* song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters *i* and *o* on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 It 2 orange

Audio script

1. It is my school bag. 2. My favourite colour is orange.

3. Let's chant.

- Tell pupils that they are going to say the *What colour is it?* chant, following the procedure in *Teaching the unit components* in the *Introduction*. Give pupils a few seconds to read the chant in silence. Check comprehension and give feedback. Read each line of the chant and have pupils repeat it a few times. Show them how to say the chant and do the actions.
- Get pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class and chant: one chants the questions and the other chants the answers. The whole class claps along to the rhythm.

4 Read and match. 🗨️ 📚

- | | |
|----------------------------|------------------|
| 1 Is that your school bag? | a Yes, they are. |
| 2 What colour is it? | b They're green. |
| 3 Are these your rubbers? | c Yes, it is. |
| 4 What colour are they? | d It's black. |

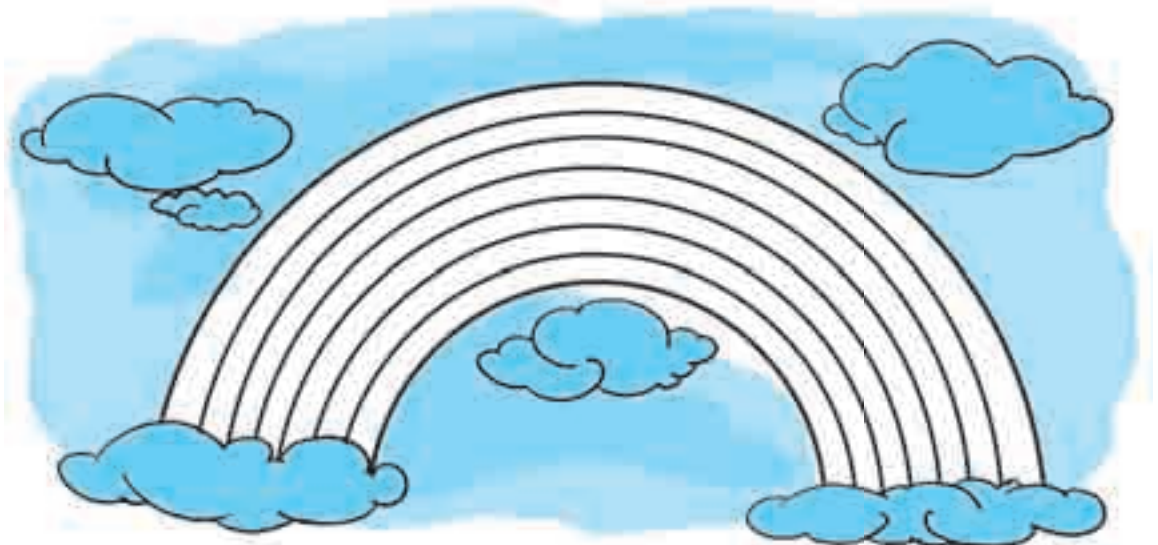
5 Read and complete. 🗨️ 🗨️

they pens colour desk green

This is my school bag. It is (1) _____. That is my
(2) _____. It is brown. These are my books.
(3) _____ are blue. Those are my (4) _____.
They are black. And what (5) _____ is your school bag?

6 Project 🎨

Colour the rainbow. Talk about it with your classmate.



Warm-up: Have the class say the *What colour is it?* chant.

4. Read and match.

- Tell pupils that they are going to read the questions on the left and pair them with the answers on the right by drawing a line between them. Give pupils a few seconds to read the text in silence. Check comprehension.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition.

Key: 1c 2d 3a 4b

5. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give pupils a few seconds to read the text in silence. Check comprehension.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 green 2 desk 3 They 4 pens 5 colour

6. Project

- Tell pupils that they are going to colour the rainbow and talk about its colours with their classmates. Get pupils to prepare the necessary school things to carry out the project (paper, pencils, coloured pencils, scissors, glue, etc.)
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary. If there is not enough time, give the project as homework.
- Call individual pupils to the front of the class to present their rainbows. For example: *This is my rainbow. It is + (colours).*
- Have pupils stick their rainbows on the walls of the classroom and choose the best five.

What do you do at break time?



Lesson 1

1 Look, listen and repeat.   

a What do you do at break time, Mai?

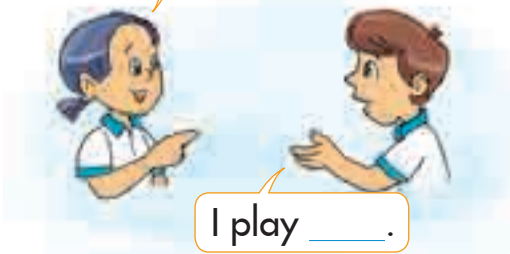


b And what about you, Phong?



2 Point and say.  

What do you do at break time?



3 Let's talk.  

What do you do at break time?



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *At break time*.
- ask and answer questions about break-time activities, using *What do you do at break time?*
- express likes and dislikes, using *Do you like + (activity)?*
- pronounce the sounds of the letters **bl** and **sk** in the words **blind** and **skating** respectively.

Warm-up: Spend a few minutes revising the previous unit by getting pupils to play a game of *Slap the board*, using the vocabulary learnt. Read the Activities Bank in the Introduction for more activities. Then have pupils say the *What colour is it?* chant. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about break activities, using *What do you do at break time?* Draw pupils' attention to the first picture and elicit the names of the characters and what they are saying. Check comprehension and give the meaning of new vocabulary. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What do you do at break time?* Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own activities at break time.

4 Listen and tick.  

1.



a



b

2.



a



b

3.



a



b

5 Read and write.  

Hello. My name is Nam. These are my friends, Quan, Mai, Linda, Tony, and Phong. At break time, we play different games and sports. Quan and I play chess. Mai and Phong play table tennis. Linda and Tony play badminton.

1. Quan and Nam play _____.

2. Mai and Phong play _____.

3. Linda and Tony play _____.



6 Write about you. 

What do you play at break time?

I play _____.



Warm-up: Spend a few minutes revising the previous lesson, using *What do you do at break time? I play ...* Call a few pairs to act out the question and the answer in front of the class. Then have the class sing the song *The more we are together*.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension 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.

Key: 1b 2b 3a

Audio script

1. *Tony:* What do you do at break time? 2. *Linda:* What do you do at break time?
Mai: I play badminton. *Tom:* I play basketball.
3. *Mai:* What do you do at break time?
Nam: I play table tennis.

5. Read and write.

- Tell pupils that they are going to read the text and fill the gaps. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text and the sentences aloud.

Key: 1 chess 2 table tennis 3 badminton

6. Write about you.

- Tell pupils that they are going to write about their activities at break time. Check comprehension and give feedback.
- Give time for pupils to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call some pupils to act out the dialogue or write their answers on the board.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.

a Do you like badminton, Linda?



Yes, I do.

b Do you like hide-and-seek, Tom?



No, I don't. I like basketball.

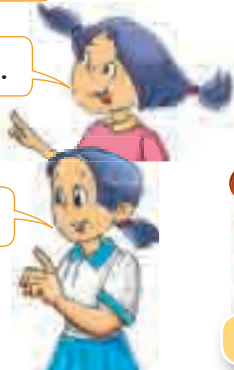
OK. Let's play it now.

2 Point and say.

Do you like ___?



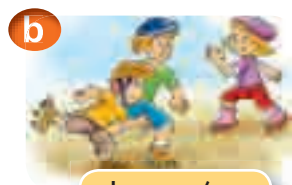
Yes, I do.



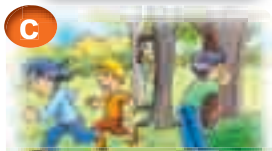
No, I don't.



skipping/yes



skating/yes



hide-and-seek/no



blind man's bluff/no

3 Let's talk.

Do you like ___?



Warm-up: Spend a few minutes revising *What do you do at break time?* Call a few pupils to the front of the class to act out the dialogue. Then play a game of *Bingo*, using the vocabulary learnt.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the activities they like playing at break time, using *Do you like + (activity)?*
- Draw pupils' attention to the first picture and elicit the names of the characters and the activity. Have pupils repeat the text a few times. Repeat the procedure with the second picture. Give feedback and teach the new vocabulary.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Do you like + (activity)?*
- Point to each picture and check comprehension. Teach the new words and have pupils repeat each of them a few times. Draw pupils' attention to the first picture and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat each sentence a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and check understanding by pointing to each activity and eliciting the name. Get a pair of pupils to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs, using the pictures in the book or other activities that pupils know. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own activities at break time.

4 Listen and number. 🎧 🎮



a



b



c



d

5 Read and write. 🗨️ 📄

Hi. I am Phong. I am at school with my friends now. I like table tennis. At break time, Nam and I play table tennis. Quan and Tony do not like table tennis. They like chess. Mai and Linda do not like chess or table tennis. They like badminton.

1. What do Phong and Nam like? They like _____.
2. What do Quan and Tony like? They _____.
3. What do Mai and Linda like? _____.

6 Let's sing. 🎵

Hide-and-seek

Hide, hide, hide-and-seek.
Let's play hide-and-seek.
Where is Tony?
Where is Mary?
I can't find you all.



Warm up: Spend a few minutes revising the questions *What do you do at break time?* and *Do you like + (activity)?* Then play a game of *Charades*, using the names of the break time activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Give a few seconds for pupils to look at the pictures. Elicit the names of the activity in each picture 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.

Key: a4 b2 c1 d3

Audio script

- | | |
|---|--|
| 1. <i>Nam:</i> What do you do at break time?
<i>Linda:</i> I play badminton.
<i>Nam:</i> Do you like it?
<i>Linda:</i> Yes, I do. | 2. <i>Tony:</i> What do you do at break time?
<i>Phong:</i> I play blind man's bluff.
<i>Tony:</i> Do you like it?
<i>Phong:</i> Yes, I do. |
| 3. <i>Tom:</i> Do you like hide-and-peek?
<i>Nam:</i> Yes, I do.
<i>Tom:</i> Do you play it at break time?
<i>Nam:</i> Sure, I do. | 4. <i>Linda:</i> Do you like table tennis?
<i>Mai:</i> No, I don't. I like skipping.
<i>Linda:</i> Do you skip at break time?
<i>Mai:</i> Sure, I do. |

5. Read and write.

- Tell pupils that they are going to read the text and answer the questions. Give a few seconds for pupils to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Ask pupils to underline the activities that the characters like playing at break time. Get pupils to work in pairs.
- Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to ask and answer the questions.

Key: 1 table tennis 2 like chess 3 They like badminton.

6. Let's sing.

- Tell pupils that they are going to sing the *Hide-and-peek* song. Teach the song, following the procedure in *Teaching the unit components* in the *Introduction*.
- Read each line and check comprehension. Sing each line and have pupils repeat it. When pupils are familiar with the tune, ask them to sing and do the actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of five to the front of the class to sing and do the actions.
- Have the whole class sing the song and do the actions to reinforce learning.

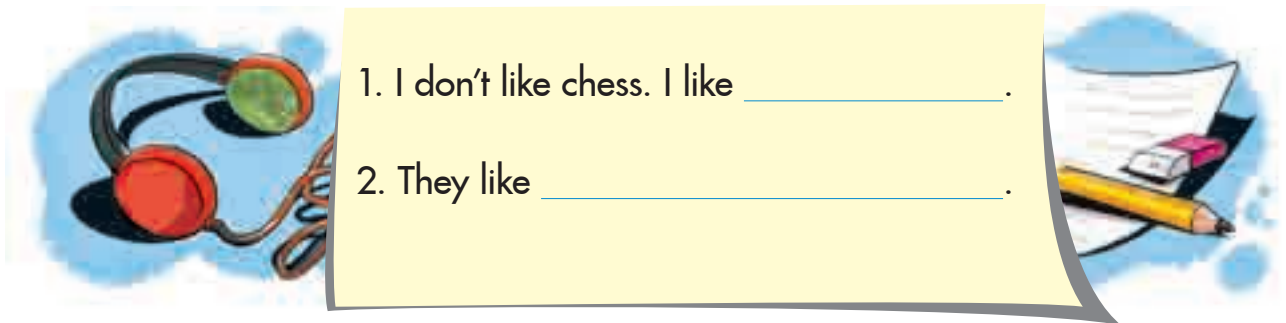
Lesson 3

1 Listen and repeat.

bl **blind** Do you like **bl**ind man's bluff?

sk **skating** I like **sk**ating.

2 Listen and write.



1. I don't like chess. I like _____.

2. They like _____.

3 Let's chant.

What do you do at break time?

Break time. Break time.

What do you do at break time? I play chess. I play chess.

Break time. Break time.

What do you do at break time? I play badminton. I play badminton.

Break time. Break time.

What do you do at break time? I play table tennis. I play table tennis.

Break time. Break time.

What do you do at break time? I play hide-and-seek. I play hide-and-seek.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the *Hide-and-seek* song. Call a group of five to the front of the class to sing the song. The rest of the class claps along with the song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **bl** and **sk** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 blind man's bluff 2 skating

Audio script

1. I don't like chess. I like blind man's bluff.
2. They like skating.

3. Let's chant.

- Tell pupils that they are going to say the *What do you do at break time?* chant. Teach the chant, following the procedure in *Teaching the unit components* in the *Introduction*. Say the chant and check comprehension. Have pupils repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.
- Divide the class into two groups to say the chant: one group chants the questions and the other chants the answers. The two groups swap their roles after the first round.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant. The whole class claps along to the rhythm.

4 Read and match.  

- | | |
|---------------------------------|----------------------|
| 1 What do you do at break time? | a OK. Let's play it. |
| 2 Do you like football? | b I play badminton. |
| 3 Let's play football. | c Yes, I do. |
| 4 What do Mai and Linda like? | d They like chess. |

5 Write about you. 



Hi! My name is _____ . I like _____ .

At break time, I play _____ .

6 Project 

Bingo

badminton	volleyball	chess
football	table tennis	hide-and-seeK
skipping	skating	blind man's bluff

Warm-up: Spend a few minutes revising the previous lesson by calling two groups to the front of the class to chant *What do you do at break time?*

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. Check understanding. Give a few seconds for pupils to read the text. Check comprehension.
- Give time for pupils to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition.

Key: 1b 2c 3a 4d

5. Write about you.

- Tell pupils that they are going to write about themselves. Give a few seconds for pupils to look at the pictures. Elicit the name of each activity. Call a few pupils and elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pupils to read their sentences aloud.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to play *Bingo*. Explain how the game is played (see *Activities Bank*). Read the words in the grids and check comprehension. Then start the game.
- When the game is over, ask pupils to make sentences with the words crossed. For example: *I play badminton at break time.*
- Have the class sing the *Hide-and-seek* song to end the class.

Review 2

1 Listen and tick.



a



b



a



b



a



b



a



b



a



b

2 Listen and number.



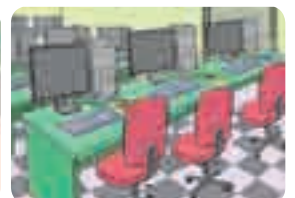
a



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 2b 3a 4b 5b

Audio script

1. *Class:* Good morning, Miss Hien. 2. *Linda:* Is your school big? 3. *Mai:* What colour is your book?
Miss Hien: Sit down, please. *Nam:* Yes, it is. *Tony:* It's green.
4. *Mai:* What colour are your pencils, Nam? 5. *Linda:* What do you do at break time?
Nam: They are red. *Nam:* I play football.
Linda: Great!

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 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: a3 b4 c1 d2

Audio script

1. *Nam:* May I come in? 2. *Tom:* Is that the classroom?
Miss Hien: Yes, you can. *Mai:* No, it isn't. It's the computer room.
3. *Tom:* Is that your pencil case? 4. *Mary:* What do you do at break time?
Mai: What colour is it? *Mai:* I play hide-and-seek.
Tom: It's pink.
Mai: Yes. It's my pencil case.

3 Read and complete.

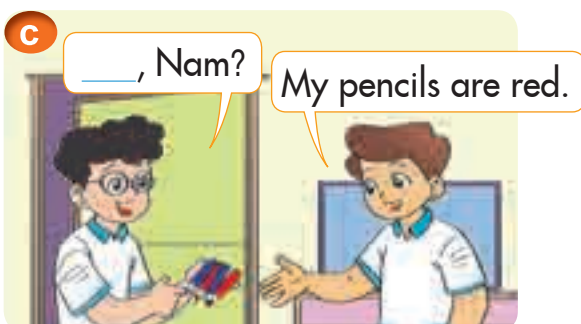
room Quan school playground

This is my (1) _____. It's big. I'm in Class 3B. My classroom is big too. Now it is break time. Many of my friends are in the (2) _____. I'm in the computer (3) _____ with my friend (4) _____.

4 Read and match.

- | | |
|-----------------------------------|----------------------|
| 1 Is your school big? | a It's brown. |
| 2 Are those your books? | b Yes, you can. |
| 3 What colour is your school bag? | c Yes, they are. |
| 4 May I come in? | d I play basketball. |
| 5 What do you do at break time? | e Yes, it is. |

5 Look and say.



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: 1 school 2 playground 3 room 4 Quan

4. Read and match.

- Tell pupils that they are going to read the questions 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: 1e 2c 3a 4b 5d

5. Look and say.

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

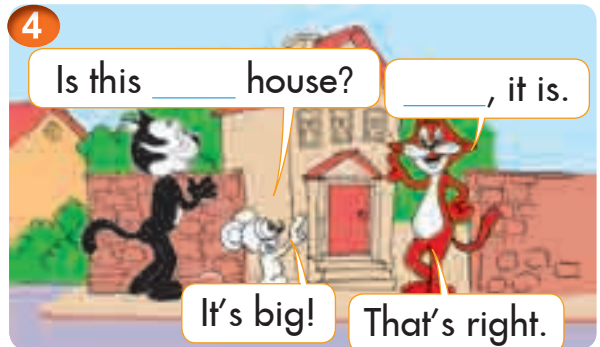
Key:

- a** I play football
- b** Yes, they are./No they aren't
- c** What colour are your pencils
- d** May I open the book

Short story

Cat and Mouse 2

1 Fill the gaps. Then listen and check.   



1. Fill the gaps. Then listen and check.

- Before pupils read the story, ask them to look at the pictures and ask them questions. (e.g. Are there many houses? What colours are they?)
- Give pupils time to fill the gaps. Then ask them to practise the conversation in groups of three. Play the recording three times for pupils to listen, check their answers and understand the story.

Key:

Picture 2 Hello

Picture 3 meet you

Picture 4 your/ Yes

Picture 5 chair

Audio script

Miu: Hello, Maurice!
Maurice: Hello, Miu!

Miu: Maurice, this is Chit. He's a mouse.
Chit: Pleased to meet you, Maurice.
Maurice: Pleased to meet you too, Chit.

Chit: Is this your house?
Maurice: Yes, it is.
Chit: It's big!
Maurice: That's right.

Chit: Wow! Is that your chair?
Maurice: Yes, it is.
Chit: It's beautiful!
Maurice: Thank you!

Chit: Do you like hide-and-peek?
Maurice/Miu: Yes!
Chit: Good! Let's play hide-and-peek.

Chit: One, two, three ...

2 Ask and answer the questions. 

1. What colour is Chit?
2. Is Miu a brown cat?
3. What colour is Maurice?
4. Is the house big or small?

3 Number the sentences. Then act out in pairs. 

- Chit: It's big!
- Maurice: That's right.
- Maurice: Yes, it is.
- Maurice: Pleased to meet you too.
- 1 Miu: Maurice, this is Chit.
- Chit: Pleased to meet you, Maurice.
- Chit: Is this your house?

4 Put the words in the correct order. 

1. your is chair that _____ ?
2. you hide-and-seeK do like _____ ?
3. too pleased meet to you _____ .
4. play hide-and-seeK let's _____ .
5. your is this house _____ ?

2. Ask and answer the questions.

- Tell pupils that they are going to read and answer the questions. Give them a few seconds to read the questions and the story again. Tell them to underline the key words in the questions and find the answers in the story.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Call a few pairs to read the questions and answers aloud.

Key:

1. He's white.
2. No, he isn't. He's black./He's a black cat.
3. Maurice is red.
4. It's big./ It's a big house.

3. Number the sentences. Then act out in pairs.

- Tell pupils that they are going to read and number the sentences in the correct order. Give them a few seconds to read the text.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Call a few pairs to read the dialogue aloud.

Key:

1. *Miu:* Maurice, this is Chit.
2. *Chit:* Pleased to meet you, Maurice.
3. *Maurice:* Pleased to meet you too.
4. *Chit:* Is this your house?
5. *Maurice:* Yes, it is.
6. *Chit:* It's big!
7. *Maurice:* That's right.

4. Put the words in the correct order.

- Tell pupils that they are going to put the words in the correct order to make sentences. Give them a few seconds to read the text.
- Give pupils time to do the task.
- Ask pupils to swap and check their sentences before checking as a class.
- Call a few pairs to read the correct sentences aloud.

Key:

1. Is that your chair?
2. Do you like hide-and-seek?
3. Pleased to meet you too.
4. Let's play hide-and-seek.
5. Is this your house?



Lesson 1

1 Look, listen and repeat.   

a

Who's that man?

He's my father.

Really? He's young!

b







And that's my mother next to him.

She's nice!

2 Point and say.  

Who's that?

He's/She's my ____.

a	b	c
		
grandfather	grandmother	father
d	e	f
		
mother	sister	brother

3 Let's talk.  

Who's that?

He's/She's my ____.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My family*.
- ask and answer questions about family members, using *Who's that? He's/She's + (family member)*.
- ask and answer about the age of a family member, using *How old is your + (family member)?*
- pronounce the sounds of the letters **br** and **gr** in the words **brother** and **grandmother** respectively.

Warm-up: Spend a few minutes revising language learnt unit by singing the *Hide-and-peek* song and saying the chant *What do you do at break time?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer questions about family members and their ages. Give a few seconds for pupils to look at the first picture and elicit what the characters say. Give the meaning of unfamiliar words and have pupils repeat the language a few times. Repeat the same procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking. Have pairs of pupils perform the dialogue in front of the class.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions to identify a family member, using *Who's that? He's/She's + (family member)*. Point to each picture and check comprehension. Give feedback and have pupils repeat each word a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary. Check as a class.

Language note: Draw pupils' attention to the pronunciation of **th** in the words **father**, **mother**, **brother**, **grandfather** and **grandmother**. Show them how to articulate the sound of a voiced **th**.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check comprehension. Give feedback and elicit the words to fill the gap. Put the question and answers on the board for pupils to repeat a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If necessary, tell pupils to ask and answer questions about their own families.



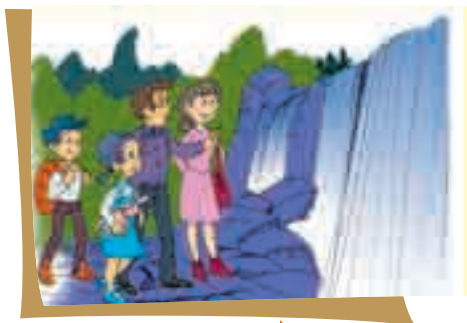
4 Listen and tick.

1.  **a**  **b**  **c**

2.  **a**  **b**  **c**

3.  **a**  **b**  **c**

5 Read and complete.



1. This is a photo of Mai's family.
2. The man is her _____.
3. The woman is her _____.
4. And the boy is her _____.

6 Let's sing.

A happy family

	Happy, happy, happy father.	Yes, yes, yes, yes!	
	Happy, happy, happy mother.	We are a happy family!	
	Happy, happy, happy children.	Yes, yes, yes, yes!	
	Happy, happy, happy family.	We are a happy family!	

Warm-up: Spend a few minutes revising the language learnt by having the class play a game of *Slap the board*, using the words for family members. Read the *Activities Bank* in the *Introduction* for more activities. At the end of the game, point to each word and ask the class to practise asking and answering questions with *Who's that? It's my + (family member)*.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension 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.

Key: 1b 2a 3c

Audio script

- | | |
|--|---|
| 1. Linda: Who's that man?
Mai: He's my father.
Linda: Really? He's young! | 2. Linda: And who's that woman?
Mai: She's my mother.
Linda: She's nice!
Mai: Thank you. |
| 3. Mai: And that's my grandfather.
Linda: He is nice too.
Mai: But he isn't young. He's old. | |

5. Read and complete.

- Tell pupils that they are going to read the sentences and fill the gaps. Give a few seconds for pupils to look at the picture and read the sentences. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help with the spelling.
- Ask pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read the sentences aloud.

Key: 1 family 2 father 3 mother 4 brother

6. Let's sing.

- Tell pupils that they are going to sing the song *A happy family*. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the song and check comprehension. Let pupils listen to the song all the way through. Then sing each line and have pupils repeat a few times. When pupils are familiar with the tune, show them how to sing and do actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Ask a group of four to the front of the class to sing the first four lines, and the whole class to sing the last four lines.
- Have the whole class sing the song and do the actions a few times to reinforce learning.

Lesson 2

1 Look, listen and repeat.

a That's my brother.



How old is your brother?

He's seven.

b That's my grandmother.



How old is she?

She's sixty-five.

2 Point and say.

How old is your ____ ?



He's/She's ____.



a
grandfather
68



b
grandmother
65



c
father
42



d
mother
41



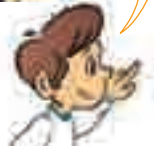
e
brother
13



f
sister
10

3 Let's talk.

How old is your ____ ?



_____.

Nam's family



Warm-up: Spend a few minutes revising the language learnt by getting the class to sing the song *A happy family*. Then play a game of *Line-up*, using the question *Who's that?* and the answer *It's my + (family member)*.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the ages of family members. Draw their attention to the first picture and elicit the names of the characters and the language in the bubbles. Give feedback and have pupils repeat the language a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to do further practice on asking and answering questions about the ages of family members. Give a few seconds for them to look at the pictures and read the words. Teach the numbers *sixty-eight*, *sixty-five*, *forty-two*, *forty-one*, and *thirteen*. Point to each family member and elicit the age. Have pupils repeat each word and number a few times. Point to the first picture and elicit the words filling the gaps. Put the question and the answer on the board. Have pupils repeat each of them a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the word stress of **grandfather** and **grandmother** when speaking. Have them practise saying these words a few times.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check understanding. Teach the numbers *sixty-nine*, *sixty-six* and *forty-five*. Have pupils repeat each number a few times.
- Do an example with pupils. Point to, for example, the father, and prompt pupils to say the words to fill the gaps. Put the question and the answer on the board and have pupils repeat each of them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs, using the characters and numbers in the book, and then go on to talk about their own family members. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogues in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and complete.  

Hi! My name is Quan. I am ten years old. That is a picture of my family. My father is forty-four years old. My mother is thirty-nine years old. My brother is fourteen years old.



	Age
Quan	10
His father	
His mother	
His brother	

6 Write about your family. 

1. How old are you?

I am _____.

2. How old is your mother?

She is _____.

3. How old is your father?

He is _____.

4. How old is your brother/sister?

_____.

Warm-up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to ask and answer questions about the ages of their family members. Then have the class sing the song *A happy family*.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Give a few seconds for pupils to look at the pictures. Check comprehension 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 you check as a class.

Key: a3 b4 c2 d1

Audio script

- | | | | |
|----|---------------------------|----|-----------------------------|
| 1. | Tom: That's my sister. | 2. | Tom: That's my grandfather. |
| | Mai: How old is she? | | Linda: How old is he? |
| | Tom: She's six years old. | | Tom: He's sixty-eight. |
| 3. | Mai: Who's that? | 4. | Mai: And who's that? |
| | Tom: It's my grandmother. | | Tom: It's my brother. |
| | Mai: How old is she? | | Mai: How old is he? |
| | Tom: She's sixty-four. | | Tom: He's thirteen. |

5. Read and complete.

- Tell pupils that they are going to read the text and do the task. Give pupils a few seconds to read the text and the content of the table. Teach the numbers *forty-four* and *thirty-nine*. Check comprehension and give feedback. Discuss the worked example.
- Give pupils time to do the task. Go around to offer for help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call some pupils to read the text aloud.

Key: His father: 44 His mother: 39 His brother: 14

6. Write about your family.

- Tell pupils that they are going to answer some questions about their own family. Give pupils a few seconds to read the questions. Call a pupil and ask him/her the first two questions as examples.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get a few pupils to read their answers in front of the class. Then call a few pupils to write their answers on the board and correct their spelling, if necessary.

Key: Pupils' own answers

Lesson 3

1 Listen and repeat.

br

brother

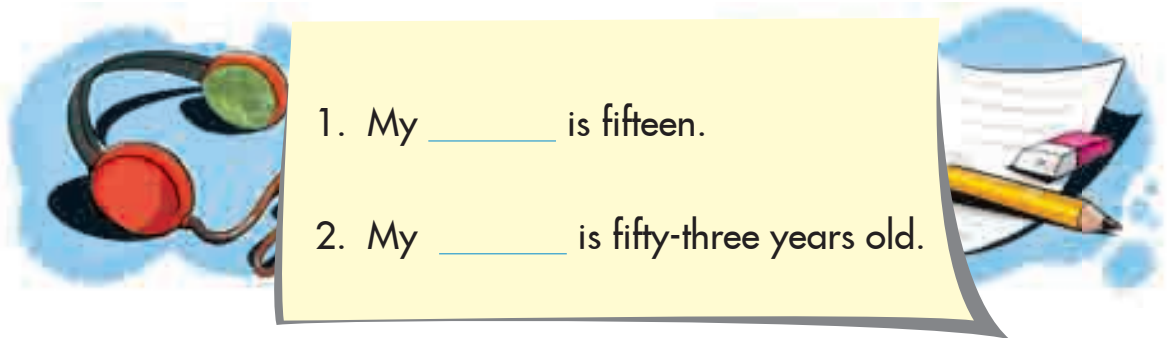
That's my **br**other.

gr

grandmother

My **gr**andmother's fifty-five years old.

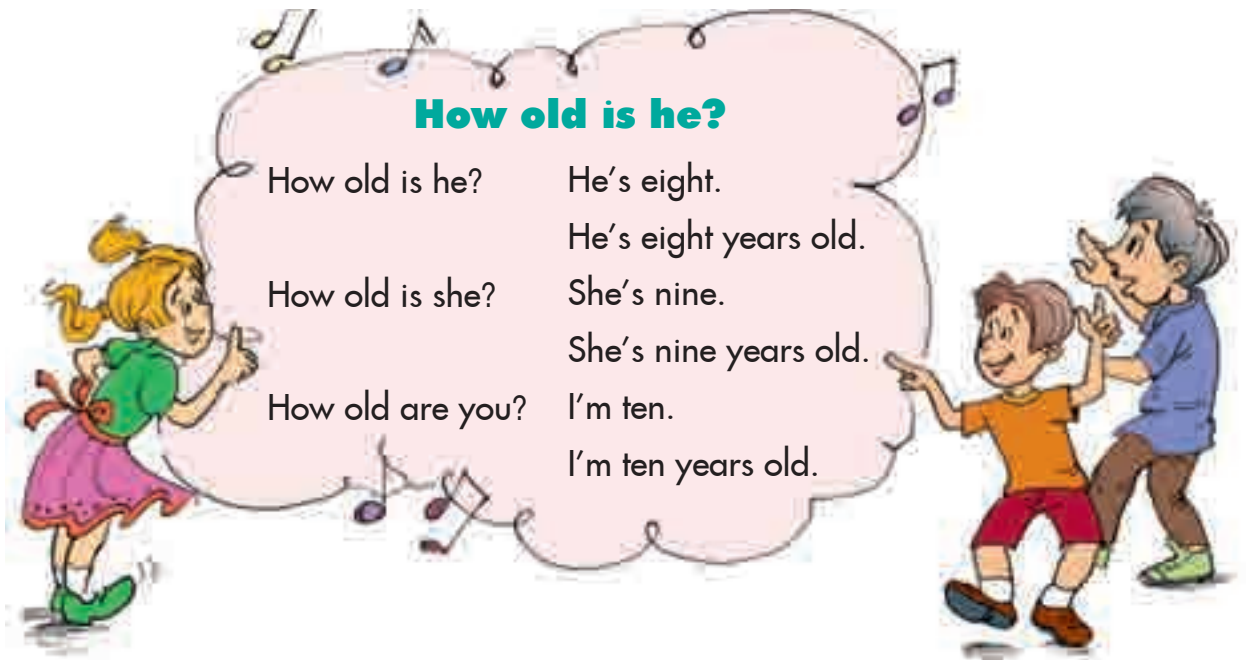
2 Listen and write.



1. My _____ is fifteen.

2. My _____ is fifty-three years old.

3 Let's chant.



How old is he?

How old is he? He's eight.
He's eight years old.

How old is she? She's nine.
She's nine years old.

How old are you? I'm ten.
I'm ten years old.

Warm-up: Spend a few minutes revising the language learnt by doing a quick dictation of the reading text in Lesson 2, Exercise 5. Tell the class to close their books before the dictation. Have pupils swap and check their answers.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **br** and **gr** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 brother 2 grandfather

Audio script

1. My brother is fifteen.
2. My grandfather is fifty-three years old.

3. Let's chant.

- Tell pupils that they are going to say the *How old is he?* chant. Give a few seconds for pupils to read the chant. Read each line and check comprehension. Give feedback and get pupils to read each line a few times. Show them how to say the chant and do the actions.
- Ask groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions: one group chants the questions and the other chants the answers. The rest of the class claps along to the rhythm.

4 Read and match.

- | | |
|---------------------------|---------------------|
| 1 Who's that? | a I'm ten. |
| 2 How old are you? | b He's fifty. |
| 3 How old is your father? | c She's forty-five. |
| 4 How old is your mother? | d It's my mother. |

5 Look, read and write.



This is a photo of my (1) _____.
Look at the man. He is my (2) _____.
He is forty-four years old. The woman next to him
is my (3) _____. She is thirty-nine
years old. The boy is my (4) _____. He is fourteen years
old. And the little girl is my (5) _____. She is five years old.
Can you find me and guess how old I am?

6 Project

Draw your family. Tell your classmates about it.



Warm-up: Spend a few minutes revising the language learnt by getting two groups to the front of the class to say the *How old is he?* chant.

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 the text. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pairs to act out the dialogue.

Key: 1d 2a 3b 4c

5. Look, read and write.

- Tell pupils that they are going to look at the picture, read the text and fill the gaps. Give them a few seconds to look at the picture and read the text. Check comprehension and give feedback. Fill the first gap as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the text.

Key: 1 family 2 father 3 mother 4 brother 5 sister

6. Project

- Tell pupils that they are going to draw a picture of their family and present it to the class. Have pupils ask and answer the questions, using *Who's this? How old is he?*
- If there is not enough time, ask pupils to do the project as homework. Have the class sing the song *A happy family* or say the *How old is he?* chant to end the class.



Lesson 1

1 Look, listen and repeat.



a This is my house.

Wow! It's big!

b There's a garden over there. Come and see it.

It's very nice!

2 Point and say.

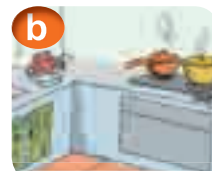


There's a ____.

It's very nice!



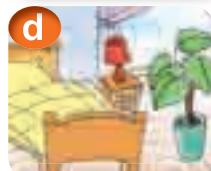
living room



kitchen



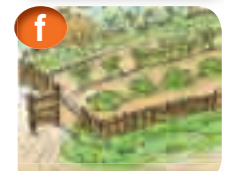
bathroom



bedroom



dining room



garden

3 Let's talk.



There's a ____.

Wow! It's ____!

Nam's house



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My house*.
- describe a house, using *There's a + (house facility)*.
- ask and answer questions about things in the house, using *Is there a + (house facility)?*
- pronounce the sounds of the letters **ch** and **th** in the words **kitchen** and **bathroom** respectively.

Warm-up: Spend a few minutes revising the language learnt by having the class sing the song *A happy family* or say the chant *How old is he?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about house facilities using *There is a + (house facility)*. Give a few seconds for pupils to look at the first picture and elicit the names of the characters and what they are saying. Give feedback and explain the new vocabulary. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise saying sentences with *There is a + (house facility)*. Point to each picture, elicit the meaning of the new words and have pupils repeat each word a few times. Use the first picture as an example and put the sentence and the response on the board. Have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words as prompts.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the linking sound between **there's** and **a**. Have pupils practise saying it a few times. Give a few more examples for pupils to practise saying.







3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text. Check comprehension and give feedback. Point to a room and elicit the word filling the gap. Put the sentence and the response on the board and have a pair act out the dialogue as an example before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own houses.

4 Listen and tick.  

- | | | | | |
|----|---|----------------------------|--|----------------------------|
| 1. |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |
| 2. |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |
| 3. |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |

5 Look and write.  

- | | | |
|---|---|---|
|  |  |  |
| 1. This is _____. | 2. There is _____. | 3. There is _____. |
|  |  |  |
| 4. There is _____. | 5. There is _____. | 6. There is _____. |

6 Let's sing. 



The way I clean my house

This is the way I clean my house,
 Clean my house, clean my house.
 This is the way I clean my house
 So early in the morning!
 This is the way I clean my room,
 Clean my room, clean my room.
 This is the way I clean my room
 So early in the morning.

Warm-up: Spend a few minutes revising the language learnt by having the class play a game of *Slap the board*. Read the *Activities Bank* in the *Introduction* for more activities. Then call a few pairs to the front of the class to do the dialogue in Exercise 3.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check the answers.
- Get pupils to swap and check each other's answers before checking as a class.

Key: 1a 2b 3a

Audio script

- | | | | |
|----|-------------------------------------|----|---|
| 1. | Linda: This is my house. | 2. | Linda: There's a garden. Come and see it. |
| | Mai: Wow! It's big! | | Mai: It's very beautiful! |
| 3. | Mai: That's the kitchen over there. | | |
| | Come and see it. | | |
| | Linda: Wow! It's very nice! | | |

5. Look and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give a few seconds for pupils to look at the pictures and read the sentences. Check comprehension and give feedback. Point to the first picture and elicit the words filling the gap as an example before starting the activity. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read aloud the sentences.

Key: 1 a/my house 2 a living room 3 a dining room
4 a bedroom 5 a bathroom 6 a kitchen

6. Let's sing.

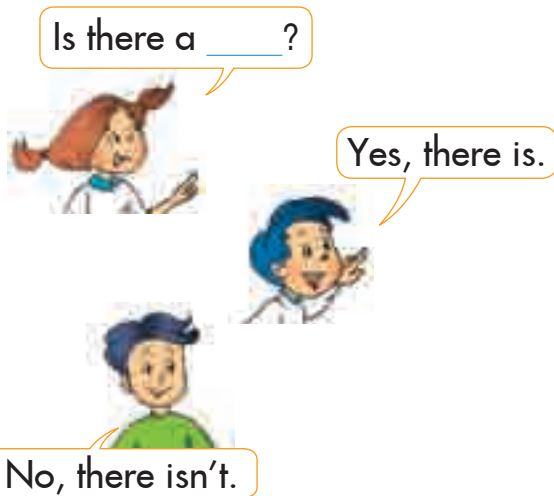
- Tell pupils that they are going to sing the song *The way I clean my house*. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the lyrics and check comprehension. Give the meaning of the new vocabulary. Then have pupils listen to the song all the way through. Sing each line and have pupils repeat it a few times. When pupils feel confident with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of six to the front of the class singing and doing the actions, while the others clap along.
- Have the whole class sing the song and do the actions.

Lesson 2

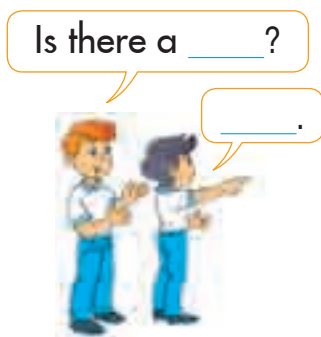
1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



Warm-up: Spend a few minutes revising the language learnt by getting pupils to sing the song *The way I clean my house*. Then play a game of *Slap the board*, using the vocabulary learnt. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about house facilities. Give a few seconds for pupils to look at the first picture and read the text in silence. Check comprehension and give feedback. Ask pupils to repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Is there a + (house facility)?* Give a few seconds for pupils to look at the first picture and read the text. Teach the new vocabulary and have pupils repeat each of the words a few times. Point to Picture *a* and prompt pupils to say the question and answer. Put the question and answer on the board and have pupils repeat each of them a few times. Repeat the procedure with the remaining pictures.
- Do choral and individual repetition, pointing to each picture.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the rising intonation of the questions and the falling intonation of the answers. Draw arrows to show the intonation.

Is there a pond ↗? Yes, there is ↘. No, there isn't ↘.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text. Check comprehension and give feedback. Elicit the words to fill the gaps. Put the question and answer on the board and have pupils repeat them a few times. Call a pair to do the exchange before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own houses.

4 Listen and number.  



a



b



c



d

5 Read and complete.  



Hi! My name is Phong.



pond tree house beautiful

Hi! My name is Phong. This is my (1) _____. There is not any fence around my house. There is not a yard, but there is a garden in front of the house. It is (2) _____. There is a (3) _____ and a (4) _____ in the garden.

6 Write about your house. 

	<i>Yes, there is./No, there isn't.</i>
1. Is there a garden?	_____.
2. Is there a fence?	_____.
3. Is there a yard?	_____.
4. Is there a pond?	_____.
5. Is there a tree?	_____.

Warm-up: Spend a few minutes revising the language learnt by having pupils sing the song *The way I clean my house*. Then call a pair to the front of the class to do the dialogue in Exercise 3.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Give a few seconds for pupils to look at the pictures. Check comprehension 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.

Key: a2 b1 c4 d3

Audio script

- | | |
|--|---|
| 1. Tony: This is my house.
Phong: Oh, it's nice. And there's a very big tree next to it. | 2. Phong: Is there a pond?
Tony: Yes, there is. Come and see it.
Phong: Wow! What a nice pond! |
| 3. Phong: Is there a gate?
Tony: Yes, there is. | 4. Phong: That's a nice fence around the house.
Tony: Thank you. |

5. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for the class to look at the picture and read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text aloud.

Key: 1 house 2 beautiful 3 tree 4 pond

6. Write about your house.

- Tell pupils that they are going to answer some questions about their own houses. Give a few seconds for pupils to read the questions. Check comprehension and give feedback.
- Give time for pupils to write down their answers.
- Tell pupils to swap and check their answers before calling a few pupils to read theirs.
- Call some pupils to write their answers on the board. Correct their spelling and grammatical errors, if necessary.

Lesson 3

1 Listen and repeat.

ch

kitchen

This is the **kitchen**.

th

bathroom

Is there a **bathroom**?

2 Listen and write.



1. The _____ is large.

2. Is there a _____?



3 Let's chant.

Is there a garden?

Is there a garden behind the house?

Yes, there is. Yes, there is.

Is there a yard behind the house?

Yes, there is. Yes, there is.

Is there a gate behind the house?

No, there isn't. No, there isn't.

Is there a pond behind the house?

No, there isn't. No, there isn't.



Warm-up: Spend a few minutes revising the language learnt by calling a few pupils to read their answers in Lessons 2, Exercise 6. Then have the class sing the song *The way I clean my house*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ch** and **th** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 bathroom 2 kitchen

Audio script

1. The bathroom is large.

2. Is there a kitchen?

3. Let's chant.

- Give a few seconds for pupils to read the chant. Check comprehension and give feedback. Say the chant all the way through. Then have pupils repeat each line of the chant a few times. When pupils get familiar with the chant, show them how to say the chant and do the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class to chant and do the actions: one group chants the questions and the other chants the answers. Have the remaining of the class clap along to the rhythm.

4 Read and write.

Hi. My name is Mai. This is my (1) _____.

It is large. The gate of the house is blue. There

is a (2) _____ in front of the house.

There is a (3) _____ in the garden.

You can see the (4) _____ room in the

house. It is quite big.



5 Read again and write the answers.

1. Is Mai's house small? _____.

2. What colour is the gate? _____.

3. Is there a garden? _____.

4. Is there a pond in the garden? _____.

5. Is there a yard? _____.

6 Project

Draw and colour your house.
Write the names of the rooms in the house.



Warm-up: Spend a few minutes revising the language learnt by getting two groups of six to the front of the class to perform the chant *Is there a garden?* Then have the class sing the song *The way I clean my house*.

4. Read and write.

- Tell pupils that they are going to read the text and fill the gaps with appropriate words. Give a few seconds for pupils to look at the picture and read the text. Check comprehension and give feedback. Elicit the word to fill the first gap as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral repetition of the reading.

Key: 1 house 2 garden 3 pond 4 living

5. Read again and write the answers.

- Tell pupils that they are going to read the text again and write the answers to the questions.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 No, it isn't. 2 It's blue. 3 Yes, there is. 4 Yes, there is. 5 No, there isn't.

6. Project

- Tell pupils that they are going to draw and colour their houses, label the rooms and finally present pictures to the class. Get pupils to prepare necessary school things to carry out the project (coloured pencils, crayons, etc.)
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary. If there is not enough time, ask pupils to do the project as homework.
- Call a few pupils to the front of the class to show their pictures and describe them.
E.g. This is a living room. It is green. / There's a kitchen in the house. It's large.
- Have pupils sing the song *The way I clean my house* or say the *Is there a garden?* chant to end the class.



Lesson 1

1 Look, listen and repeat.

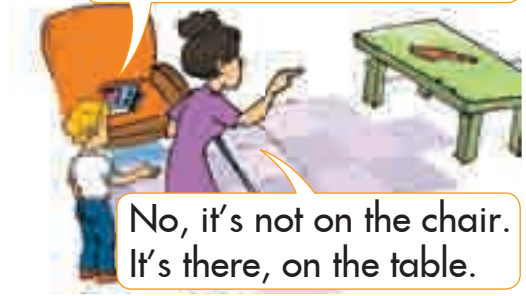


a Where's my book, Mum?
I can't see it in my room!



It's here, dear.
On the chair.

b Is the pen there too, Mum?



No, it's not on the chair.
It's there, on the table.

2 Point and say.



Where's the ____?



It's here/there.

a poster	b bed	c chair
d picture	e coat	f ball

3 Let's talk.



Where's the ____?



It's here/there.



where's = where is

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Location*.
- ask and answer questions about locations, using *Where's the + noun (singular)?* and *Where are the + noun (plural)?*
- pronounce the sounds of the letters **ch** and **wh** in the words **chair** and **where** respectively.

Warm-up: Spend a few minutes revising the language learnt by playing a game of *Bingo* using the vocabulary learnt. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.




1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the location of things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and explain what they say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the character speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Where's the + (noun)?* Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words. Explain the new vocabulary and have pupils repeat each word a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the falling intonation of the questions with **Where** and the answers. Draw arrows to show the intonation.







Where's my book?  It's here.  It's there. 

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each thing the picture and elicit its name and location. Use one of the things as an example (e.g. *picture*) and put the question and answer on the board and have pupils repeat them a few times. Call a pair to do a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

Language note: Tell pupils that **Where's** is the contracted form of **Where is**, and is used in speaking.

4 Listen and tick.  

1.		a <input type="checkbox"/>		b <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>

5 Read and complete.  

here there

- This is my bed.
It is _____.
- This is my desk.
It is _____, next to the bed.
- These are my school bags and books.
They are _____, on the desk.
- Those are posters, pictures and maps.
They are _____, on the wall.

a 

b 

c 

d 

6 Let's sing. 

The poster and the ball

The poster's on the wall.	The ball's under the bed.
The poster's on the wall.	The ball's under the bed.
E-I-E-I-O.	E-I-E-I-O.
The poster's on the wall.	The ball's under the bed.



Warm-up: Spend a few minutes revising the language learnt by playing a game of *Spelling and writing* (see *Activities Bank* in the *Introduction*) using the words learnt. Then call a few pairs to the front of the class to ask and answer the question *Where's the...?*

4. Listen and tick.

- Tell pupils that they are going to listen and tick the boxes. Give a few seconds for them to look at the pictures. Check comprehension 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.

Key: 1a 2b 3a

Audio script

- | | |
|---------------------------------|-------------------------------------|
| 1. Nam: Where's my poster? | 2. Peter: Where's my ball? |
| Mary: It's there, on the table. | Tony: It's here, on the chair. |
| Nam: Oh, I see. Thanks. | Peter: Thanks. Let's play football! |
| 3. Mai: Where's my coat? | |
| Mum: It's here, on the chair. | |
| Mai: Thanks, Mum. | |

5. Read and complete.

- Tell pupils that they are going to look at the pictures, read the sentences and complete them. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Elicit the word to fill the first gap as an example before starting the activity.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read the completed sentences aloud.

Key: 1 here 2 here 3 here 4 there

Language note: Explain the difference in meaning between **here** and **there**. Draw pupils' attention to the fingers in the pictures.

6. Let's sing.

- Tell pupils that they are going to sing the song *The poster and the ball*. Read the lyrics and check comprehension. Sing the song or play the recording all the way through. Sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of six to the front of the class to sing: one group sings the first two lines and the other group sings the third, and the two groups sing the last line. The remaining of the class claps along to the song.
- Have the whole class sing the song again to reinforce learning.
- Repeat the procedure with the second stanza.

Lesson 2

1 Look, listen and repeat.



a Where are my posters, Mum?

I don't know, dear.
Look in your bedroom.

b Oh, they're under my bed.
Thanks, Mum.

2 Point and say.



Where are the ____?

They're ____.

a

near/table

b

under/bed

c

on/wall

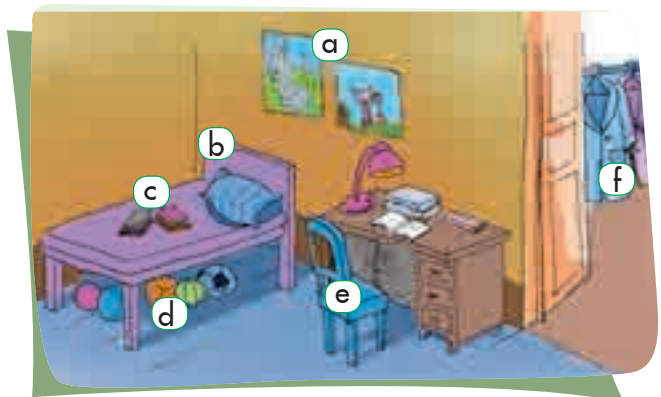
d

behind/door

3 Let's talk.

Where ____?

_____.



Warm-up: Spend a few minutes revising the language learnt by having the class sing the song *The poster and the ball*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about things in the room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and what they say. Give feedback and explain the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell the class that they are going to practise asking and answering the question *Where are the + noun (plural)?* Point to each picture and elicit the meaning of each word under the picture. Give feedback and have pupils repeat each word a few times. Point to the first picture and prompt pupils to say the words. Write the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture. Elicit the words for the things in the room. Prompt pupils to say the words to fill the gap for item *a* in the picture. Write the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b

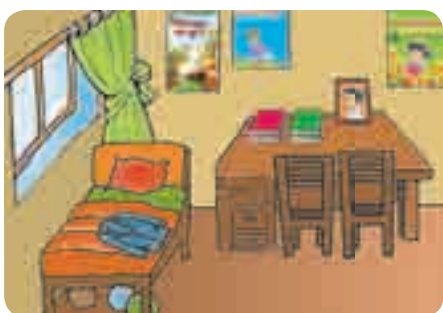


c



d

5 Read and complete.  



Hello! My name is Phong. Here is a picture of my room. This is my bed. My coat is on the bed. There are three balls under the bed. There are two chairs near the desk. There are four books and a photo on the desk. There are three posters on the wall.

1. Where is Phong's coat? It is _____.
2. Where are the balls? They are _____.
3. Where are the chairs? They are _____.
4. Where are the books and Phong's photo? They are _____.
5. Where are the posters? They are _____.

6 Write about your bedroom. 

There is _____, _____,
 _____, _____, and _____.

There are _____, _____,
 _____, _____, and _____.

Warm up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to do the dialogue in Exercise 3. Then have the class sing the song *The poster and the ball*.

4. Listen and number.

- Tell pupils that they are going to listen and number the boxes. Give a few seconds for pupils to look at the pictures and check comprehension. 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.

Key: a2 b4 c1 d3

Audio script

1. Nam: Where are my books?
 Mai: They're there, on the chair.
2. Mai: Where are my books?
 Nam: They're here, on the desk.
3. Peter: Where are my books?
 Linda: They're there, on the bed.
4. Linda: Where are my books?
 Peter: They're there, under the desk.

5. Read and complete.

- Tell pupils that they are going to read the text and write answers. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Do the first question as an example before starting the activity.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.

Key: 1 on the bed 2 under the bed 3 near the desk
 4 on the desk 5 on the wall

6. Write about your bedroom.

- Tell pupils that they are going to read and write some facts about their own rooms. Give a few seconds for pupils to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Get pupils to work in pairs.
- Tell pupils to swap and check their writing before calling a few pupils to read their writing aloud.
- Call a few pupils to write their text on the board. Correct the spelling and grammatical errors, if necessary.

Lesson 3

1 Listen and repeat.

ch

chair

It's under the **ch**air.

wh

where

Where's the ball?

2 Listen and write.



1. _____ the book?

2. The book is on the _____.



3 Let's chant.

Where's the book?

Where's the book?

Here! Here!

It's here!

Where's the ball?

There! There!

It's under the chair.

Where are the posters?

On the wall. On the wall.

They're on the wall.

Where are the pictures?

On the wall. On the wall.

They're on the wall.



Warm-up: Spend a few minutes revising the language learnt by getting pupils to play *Kim's game* (see *Activities Bank* in the *Introduction*) using the vocabulary learnt.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ch** and **wh** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 Where's 2 chair

Audio script

1. Where's the book?
2. The book is on the chair.

3. Let's chant.

- Tell pupils that they are going to say the chant *Where's the book?* Read each line of the chant and check comprehension. Give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils repeat it a few times. Show pupils how to say the chant and do the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class to chant and do the actions: the first group chants the questions and the other chants the answers. Have the remainder of the class clap along to the chant.

4 Read and tick.

This is my room. There is a table and there are two chairs. There is a poster on the wall. There is a ball under the table. There are three books on the table.



5 Read and write.

You: Look! This is a picture of my bedroom.

Your friend: It's nice. Tell me about the things in your room.

You: OK. Well, there's a _____ and two _____.

Your friend: What about books and posters?

You: _____.

6 Project

Draw your bedroom and describe it to your classmates.



Warm-up: Spend a few minutes revising the language learnt by getting two groups of six pupils to the of the class to sing the song *The poster and the ball* and say the chant *Where's the book?* Read the *Activities Bank* in the *Introduciton* for more activities.

4. Read and tick.

- Tell pupils that they are going to read the text and tick the correct picture. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.

Key: c

5. Read and write.

- Tell pupils that they are going to read the text and complete the conversation about their own bedrooms. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback.
- Role-play the dialogue with a pupil, where you play "your friend".
- Give pupils time to do the task. Go around to offer help, if necessary.
- Call a few pupils to write their answers on the board. Correct the spelling and grammatical errors, if necessary.
- Do choral repetition of the sentences on the board.

Key: Pupils' own answers


6. Project

- Tell pupils that they are going to draw their own bedrooms and describe them to the class. Get pupils to prepare the necessary school things to carry out the project (coloured pencils, crayons, etc.)
- Give pupils time to do the project in class. If there is not enough time, ask pupils to finish the project as homework.
- Call a few pupils to the front of the class to show their pictures and describe them. Using the sentence patterns learnt. Have the pupils stick their drawings on the walls of the classroom for display.
- Get the class to say the chant *Where's the book?* and sing the song *The poster and the ball* to end the class.



Lesson 1

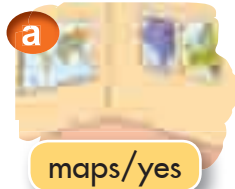
1 Look, listen and repeat.   

a  This is a picture of my room.
Are there any chairs in the room?
Yes, there are.

b  Are there any posters in the room?
No, there aren't.

2 Point and say.  

Are there any _____ in the room?
Yes, there are.
No, there aren't.

a 
maps/yes

b 
sofas/yes

c 
wardrobes/no

d 
cupboards/no

3 Let's talk.  

Are there any _____?
Yes, _____.
No, _____.



 there aren't = there are not

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Things in a room*.
- ask and answer questions about things in a room, using *Are there any* + thing (plural) + location?
- ask and answer questions about the quantity of things in a room, using *How many* + thing (plural) + *are there?*
- pronounce the sounds of the letters **a** and **u** in the words **fan** and **cup** respectively.

Warm-up: Spend a few seconds revising the previous unit by having pupils sing the song *The poster and the ball* and say the chant *Where?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell the class that they are going to ask and answer questions about things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of the characters and what they say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture. Point to the things in the pictures and teach pupils the new words: *map, cupboard, sofa*.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about things in a room. Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words under it. Give feedback and have pupils repeat them a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language notes:

- Remind pupils of the differences in pronunciation of the final **s** in **posters, sofas, cupboards, wardrobes** and **maps**. Have pupils practise identifying and pronouncing the sounds /s/ and /z/.
- Have pupils practise saying the two words **are** and **aren't** a few times.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each thing in the picture and elicit the name of the thing. Have pupils repeat the words a few times. Use one thing in the picture as an example (e.g. *beds*) and put the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

Language note: Draw pupils' attention to the plural nouns after **Are there any...?**

4 Listen and tick.  

1.



a



b

2.



a



b

5 Look, read and write.   



1. This is a living room.
2. There is a TV on the _____ in the room.
3. There are four pictures and a big _____ on the wall.
4. There are four _____ near the table.

6 Let's write. 

1. Are there any wardrobes in your bedroom? _____.
2. Are there any sofas in your living room? _____.
3. Are there any cupboards in your dining room? _____.
4. Are there any pictures or maps in your bedroom? _____.

Warm-up: Spend a few minutes revising the language learnt by having the class do a dictation (see *Activities Bank* in the *Introduction*), using the vocabulary and sentence patterns learnt.

4. 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. Elicit the names of the things in each picture 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.

Key: 1a 2b

Audio script

1. Peter: This is a picture of my living room. It's large.
Mai: Are there any maps in the room?
Peter: Yes, there are two.
2. Mary: This is a picture of my bedroom.
Nam: Are there any sofas in the room?
Mary: No, there aren't any.

5. Look, read and write.

- Tell pupils that they are going to look at the picture and complete the sentences. Give a few seconds for pupils to look at the picture and the text. Check comprehension. Elicit the word to fill the first gap as an example.
- Give pupils time to do the task. Get pupils to work in pairs.
- Ask pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read the sentences aloud.

Key: 2 cupboard 3 map 4 chairs

Language note: Tell pupils that *aren't* is the contracted form of *are not* and is used in speaking.

6. Let's write.

- Tell pupils that they are going to write about their own rooms. Give pupils a few seconds to read the questions. Check comprehension. Call a pupil and ask him/her the first two questions as examples.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before calling a few pupils to read the answers.
- Ask two pupils to write their answers on the board. Correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.

a How many chairs are there?



Let's count them. One, two, three, There are eight.

b And how many cups are there?



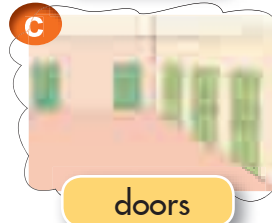
There are six.

2 Point and say.

How many _____ are there?



There are _____.



3 Let's talk.

How many _____?



_____.



Warm-up: Spend a few minutes revising the language learnt by playing a game of *Bingo*, using the vocabulary learnt. Then call a few pairs to the front of the class to ask and answer questions with the words on the board, using *Are there any + thing (plural) + location?*

1. Look, listen and repeat.

- Tell the class that they are going to practise asking and answering questions about the number of things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and explain what they say. Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell the class that they are going to practise asking and answering questions, using *How many + thing (plural) + are there?* Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback. Point to the pictures and have pupils repeat the word under each picture a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell the class that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and elicit the name of each room and the number of things in the room. Point to the beds in the first picture and prompt pupils to say the words to fill the gaps. Put the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🗂️



5 Read and write. 🧐 📄

This is my living room. There are many things in the room. There are two windows and one door. There are a sofa, a desk and eight chairs. There is a lamp on the desk and a TV on the cupboard. There are four pictures and two fans on the walls.

1. How many doors are there in the living room? _____.
2. How many windows are there? _____.
3. How many chairs are there? _____.
4. How many pictures are there? _____.
5. How many fans are there? _____.

6 Let's play. 🧑🧒

Spot the differences.



Warm-up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to do the dialogue in Exercise 3. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the picture. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers. When playing for the second time, pause after each sentence for pupils to number the picture.
- Get pupils to swap and check their answers before checking as a class.

Key: 1 bed 2 desk 3 two chairs 4 TV

Audio script

This is my bedroom. There's a bed in the room. There's a desk. There are two chairs. There's also a TV on the desk, but there aren't any wardrobes in my bedroom.

5. Read and write.

- Tell pupils that they are going to read the text and answer the questions. Give a few seconds for pupils to read the text in silence. Check comprehension and explain the new vocabulary. Ask pupils to read each question and underline the key words. Then read the text to scan for the answers. Discuss the first question with pupils and give the answer as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pairs to ask and answer the questions.

Key: 1 There is one door. 2 There are two windows. 3 There are eight chairs.
4 There are four pictures. 5 There are two fans.

6. Let's play.

- Tell the class that they are going to play a game of *Spot the differences* (see *Activities Bank* in the *Introduction*).
- Describe how to play the game and check understanding. Say some model sentences and have pupils repeat them a few times (e.g. In Picture *a* there are two chairs behind the table. In Picture *b* there are two chairs near the door).
- Set the time and get groups of pupils to sit face to face and start the game.
- Ask the winning group to report the differences to the class.

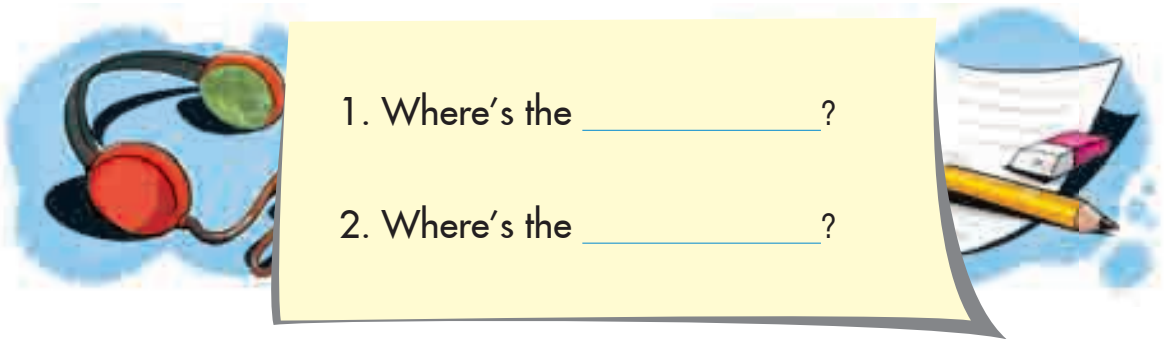
Lesson 3

1 Listen and repeat.

a **fan** There's a fan on the wall.

u **cup** There's a cup on the table.

2 Listen and write.



1. Where's the _____ ?

2. Where's the _____ ?

3 Let's chant.

How many desks?

How many, how many,
How many desks are there? One, one, there's one.

How many, how many,
How many maps are there? Two, two, there are two.

How many, how many,
How many lamps are there? Three, three, there are three.



Warm-up: Spend a few minutes revising the language learnt by getting a few pairs of pupils to do the dialogue in Lesson 2, Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **a** and **u** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 cup 2 fan

Audio script

1. Where's the cup? 2. Where's the fan?

3. Let's chant.

- Tell pupils that they are going to say the *How many desks?* chant. Say the chant or play the recording all the way through for pupils to listen. Check comprehension and give feedback. Read each line of the chant and have pupils repeat it a few times. When pupils are familiar with the rhythm, show them how to say the chant and do the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class: one group chants the questions and the other chants the answers. Have the remainder of the class clap along to the rhythm.

4 Read and circle.

1. (*Is / Are*) there any cupboards in the living room?
2. There (*is / are*) one wardrobe in the bedroom.
3. How many (*lamp / lamps*) are there on the cupboard?
4. There are four (*chair / chairs*) next to the desk.
5. There are two posters (*on / in*) the wall.

5 Read and write.



This (1) _____ a dining room. It is large. There is a table and there are six (2) _____ in the room. There is a (3) _____ on the cupboard. There are three (4) _____ on the wall.

6 Project

Interview your friends and complete the table.

How many tables are there in your house?

There are two.



Name	Doors	Windows	Tables	Chairs	Cupboards	Wardrobes
Nam			2			
You						

Warm-up: Spend a few minutes revising the language learnt by getting the class to say the chant *How many desks?* Read the *Activities Bank* in the *Introduction* for more activities.

4. Read and circle.

- Tell pupils that they are going to read the sentences and circle the correct words. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Do the first sentence with pupils as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the sentences.

Key: 1 Are 2 is 3 lamps 4 chairs 5 on

5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension. Fill the first gap with pupils as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 is 2 chairs 3 TV 4 posters

6. Project

- Tell pupils that they are going to interview their friends about their houses and take notes, then report their work to the class. Check understanding. Get a group of four to give a demonstration of the interview before starting the activity.
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary.
- Call a few pupils to the front of the class to report their work.
- Have pupils stick their notes on the walls of the classroom for display.
- Have the class sing the song *The way I clean my house* and say the *How many desks?* chant to end the class.

Unit 15 Do you have any toys?



Lesson 1

1 Look, listen and repeat.   

a

What's that?

It's my robot.
Do you have a robot?

No, I don't.

b

Do you have a teddy bear?

Yes, I do.

2 Point and say.  

Do you have ____?

No, I don't.

Yes, I do.



a doll/yes



a car/yes



a robot/no



a puzzle/no

3 Let's talk.  

Do you have a ____?

Yes, ____.

No, ____.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Toys*.
- ask and answer questions about toys, using *Do you have + (word for toys)?*
- ask and answer questions about toys, using *Does he/she have + (word for toys)?*
- pronounce the sounds of the letters **pl** and **sh** in the words **plane** and **ship** respectively.

Warm-up: Spend a few minutes revising the previous unit by saying the chant *How many desks?* Draw pupils' attention to the title and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to talk about the toys they have, using *Do you have any toys?* Give a few seconds for pupils to look at the first picture and elicit what the characters are saying. Check comprehension. Repeat the procedure with the second picture. Give the meaning of unfamiliar words and have pupils repeat the text in the bubbles a few times.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions using *Do you have a + (word for toys)?* Point to the each picture and check comprehension. Give feedback and have pupils repeat the words under each picture a few times. Point to Picture *a* and elicit the words. Put them on the board and have pupils repeat each of the sentences a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check comprehension by pointing to each toy and elicit the word. Ask pupils to prompt the words to fill the gapped sentences in the bubbles. Put the question and the answers on the board for pupils to repeat a few times. Call a pair to give a demonstration before starting the activity.
- Have pupils work in pairs as the characters in the picture. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and write.  



My toys

These are my toys on the shelf. I have a

(1) _____. It is red. I have a

(2) _____. It is blue. And I have

a pretty (3) _____. It is Lucy. I like

my toys very much. (4) _____ you

have any toys? What are (5) _____ ?

6 Let's write. 

1. Do you have a doll/car/teddy bear?

2. What colours are your toys?

3. Where is your doll/car/teddy bear?

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Chinese whispers*, using the words for toys previously learnt. When the game is over, point to each word and ask the class to drill the question and the answer with *Do you have a + (word for toys)?*

4. Listen and number.

- Tell pupils that they are going to listen to the recording and number the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension 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.

Key: a3 b4 c1 d2

Audio script

- | | |
|--|--|
| 1. Nam: Do you have a puzzle?
Mai: Yes, I do. | 2. Mai: Do you have a yo-yo?
Peter: No, I don't. I have a robot |
| 3. Mai: Do you have a ball?
Nam: Yes, I do. | 4. Mai: Do you have a car?
Tony: No, I don't. I have a yo-yo. |

5. Read and write.

- Tell pupils that they are going to look at the picture and read the text in silence. Check comprehension and give feedback. Elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Ask pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the text.

Key: 1 car 2 ball 3 doll 4 Do 5 they

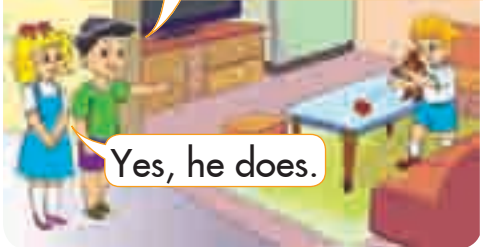
6. Let's write.


- Tell the class this is a personalized activity in which pupils use real facts in their writing. Give pupils a few seconds to read the questions in silence. Call one pupil to the front of the class to give a demonstration as an example.
- Give pupils time to do the task. Go around to offer help with the writing, if necessary.
- Get a few pupils to read their writing to the class. Then call a few pupils to write their answers on the board. Correct spelling and grammatical errors, if necessary.

Key: Pupils' own answers


Lesson 2

1 Look, listen and repeat.

a Does your brother have a robot?

 Yes, he does.

b Does he have a puzzle?

 No, he doesn't.

2 Point and say.

Does he/she have ____?
 Yes, he/she does.

 No, he/she doesn't.

a

 a yo-yo/yes

b

 a ship/yes

c

 a plane/no

d

 a kite/no

3 Let's talk.

Does he/she have ____?
 Yes, ____.
 No, ____.



Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the vocabulary related to toys that pupils have learnt. Then have some pairs ask the question *Do you have a + (word for toys)?* and use the words in the game to answer.

1. Look, listen and repeat.

- Tell the class that they are going to practise asking and answering about someone's toys. Draw pupils' attention to the first picture and elicit the names of the characters and explain what they say. Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

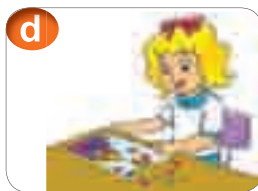
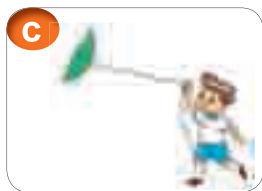
2. Point and say.

- Tell pupils that they are going to practise asking and answering questions, using *Does he/she have ... ?* Give a few seconds for pupils to look at the pictures and the words. Teach the new vocabulary. Have pupils repeat each word a few times. Point to Picture *a* and elicit the word to fill the gap. Put the question and the answers on the board. Have pupils repeat each of them a few times.
- Do choral and individual repetition, using the cued words or pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell the class that they are going to practise more with their friends, using their own names. Give a few seconds for pupils to look at the picture and check comprehension by eliciting the names of the characters and the toys in the picture. Ask pupils for the words to fill in the question and the answers in the bubbles. Put them on the board and have pupils repeat each of them a few times. Call a pair to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs, using the picture in the book. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  



	True	False
a.	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input type="checkbox"/>

5 Read and write.  

I am Phong. Peter, Mai, Nam, and Linda are my friends. We have a lot of toys. Peter has a robot and a ball. Mai has a teddy bear and a doll. Nam has a car and a plane. Linda has a yo-yo and a puzzle. I have a plane and a ship.



1. What does Peter have? He has a _____.
2. What does Mai have? She _____.
3. Does Nam have a car and a plane? _____.
4. What does Linda have? _____.
5. Does Phong have a kite? _____.

6 Let's sing. 

Linda has a little doll



Linda has a little doll,
Little doll, little doll.
Linda has a little doll.
Its dress is white and brown.



Everywhere that Linda goes,
Linda goes, Linda goes.
Everywhere that Linda goes,
That doll is sure to go.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Pelmanism*, using the cards related to the words that pupils have learnt about toys. Read the *Activities Bank* in the *Introduction* for more activities. Then call a few pairs to the front of the class to ask and answer questions about their toys.

4. Listen and tick.

- Tell pupils that they are going to listen and tick “True” or “False” in the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension 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.

Key: a T b F c T d T

Audio script

- a. Boy: Does Mai have a skipping rope?
Girl: Yes, she does.
- b. Girl: Does Peter have a yo-yo?
Boy: No, he doesn't.
- c. Girl: Does Nam have a teddy bear?
Boy: No, he doesn't. But he has a kite.
- d. Boy: Does Linda have a puzzle?
Girl: Yes, she does.

5. Read and write.

- Tell the class that they are going to look at the picture and read the questions in silence. Check comprehension and give feedback. Call a pupil to answer the first question as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call some pupils to read aloud the completed sentences.

Key: 1 robot and a ball 2 has a teddy bear and a doll 3 Yes, he does.
4 She has a yo-yo and a puzzle 5 No, he doesn't

6. Let's sing.

- Tell pupils that they are going to sing the song *Linda has a little doll*. Play the recording for pupils to sing the song all the way through. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the song and check comprehension. Then sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, give a demonstration of the song and do the actions.
- Ask pupils in every two rows to sit face to face and practise singing and doing the actions.
- Ask a group of six to the front of the class to sing the song. Have the class accompany them in the last four lines.
- Have the whole class sing the song *Linda has a little doll* to reinforce learning.

Lesson 3

1 Listen and repeat.

pl

plane

She has a plane.

sh

ship

Do you have a ship?

2 Listen and write.

1. Linda has a _____.

2. My brother doesn't have a _____.

3 Let's chant.

Do you have a doll?

Do you have a doll?

Yes, I do. Yes, I do.

Do you have a car?

No, I don't. No, I don't.

Does he have a puzzle?

Yes, he does. Yes, he does.

Does he have a plane?

No, he doesn't. No, he doesn't.

Does she have a robot?

Yes, she does. Yes, she does.

Does she have a teddy bear?

No, she doesn't. No, she doesn't.



Warm-up: Spend a few minutes revising the previous lesson by getting the class to sing the song *Linda has a little doll*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **pl** and **sh** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 ship 2 plane

Audio script

1. Linda has a ship.

2. My brother doesn't have a plane.

3. Let's chant.

- Tell pupils that they are going to read the chant *Do you have a doll?* Give a few seconds for pupils to read the chant in silence. Read each line and check comprehension. Give feedback. Say the chant or play the recording all the way through. Then get pupils to read each line a few times. Show pupils how to say the chant and do the actions before starting the activity.
- Ask groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions: one group chants the questions and the other chants the answers. The rest of the class claps along to the rhythm.

4 Read and complete.

ship green toys two orange

My brother has some (1) _____. He has three robots. They are (2) _____, black and red. He has (3) _____ cars. They are blue and brown. He has a (4) _____. It is (5) _____.



5 Write about you.

1. Do you have any toys? _____.
2. I have a _____, a _____ and a _____.
3. Does your friend have any toys? _____.
4. She/He has a _____, a _____ and a _____.

6 Project

Make a paper toy.

Do you have a _____?

_____.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups of six to the front of the class to say the chant *Do you have a doll?*

4. Read and complete.

- Tell pupils that they are going to look at the picture and complete the text. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task independently. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pairs to read aloud the exchanges.

Key: 1 toys 2 orange 3 two 4 ship 5 green

5. Write about you.

- Tell pupils that this is a personalized activity in which pupils write their answers, using real facts. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Call a pupil to do the first question as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to ask and answer the questions.

Key: Pupils' own answers

6. Project





- Tell pupils that they are going to make a paper toy that they like, for example, a ship, or a plane or a bird. Then they will give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project. Encourage them to decorate their paper toy. If there is not enough time, ask pupils to finish the project as homework.
- Have pupils work in pairs to ask and answer questions about their toys.
E.g. *Do you have a paper toy?*
Yes, I do. This is my paper plane.
It's big / small.
It's white / green.
- Have pupils sing the song *Linda has a little doll* and say the *Do you have a doll?* chant to end the class.

Review 3

1 Listen and tick.

1.		a <input type="checkbox"/>		b <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>
4.		a <input type="checkbox"/>		b <input type="checkbox"/>
5.		a <input type="checkbox"/>		b <input type="checkbox"/>

2 Listen and number.

			
a <input type="checkbox"/>	b <input type="checkbox"/>	c <input type="checkbox"/>	d <input type="checkbox"/>

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 Mai'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.

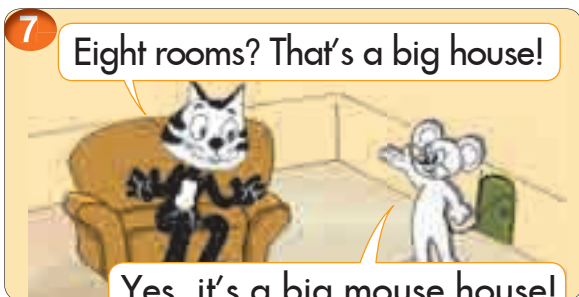
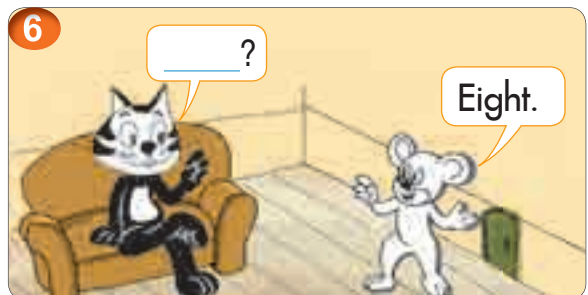
The books are on the desk.

The posters are on the wall.

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

Then listen and check.   

- a. How many rooms are there in your house?
- b. How many brothers and sisters do you have?
- c. Where are they?
- d. 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.

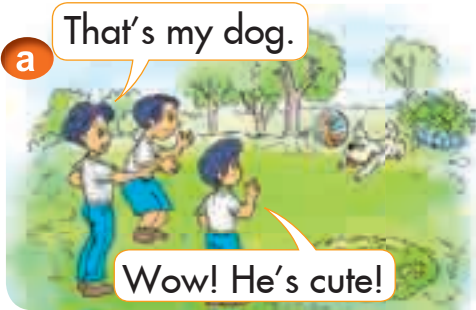
Mimi: Nice to meet you too, Miu.

Do you have any pets?

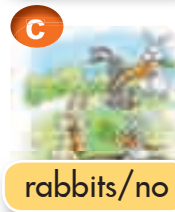


Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



 a goldfish → two goldfish

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Pets*.
- ask and answer questions about pets, using *Do you have any + (word for pets)?*
- ask and answer about the location of pets, using *Where are the + (word for pets)?*
- pronounce the sounds of the letter **o** in the words **dog** and **parrot** respectively.

Warm-up: Spend a few minutes revising the previous unit by having the class sing the song *Linda has a little doll* and say the chant *Do you have a doll?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to talk about the pets they have, using *Do you have any pets?* Give a few seconds for pupils to look at the first picture and elicit what the characters are saying. Check comprehension. Give the meaning of unfamiliar words and give feedback. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the pets they have, using *Do you have any ...?* Point to the each picture and check comprehension.
- Give feedback and have pupils repeat each word a few times. Elicit the words to fill the questions. Put them on the board and have pupils repeat them a few times.
- Do choral and individual repetition, using the pictures or words as prompts.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check comprehension. Give feedback and elicit the words to fill the bubbles. Put the question and the answers on the board for pupils to repeat a few times. Call a pair to give a demonstration before starting the activity.
- Have pupils work in pairs as the characters in the picture. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  

1.



a



b

2.



a



b

3.



a



b

5 Look and write.  

I have a lot of pets. I have one (1) _____
 and three (2) _____. I have four
 (3) _____ in the cage and five
 (4) _____ in the fish tank. Do you have a pet?



6 Let's write. 

1. What pets do you have? _____.

2. Where are your pets? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Slap the board*, using the words for pets learnt in the last lesson. Read the *Activities Bank* in the *Introduction* for more activities. When the game is over, point to each word and ask the class to drill the questions and the answers with *Do you have any + (word for pets)?*

4. Listen and tick.

- Tell pupils that they are going to look at the pictures. Check comprehension 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.

Key: 1b 2a 3b

Audio script

- | | | | |
|----|---------------------------------------|----|---------------------------------------|
| 1. | Mai: Do you have any pets? | 2. | Tom: Do you have any dogs? |
| | Peter: Yes, I do. I have three birds. | | Quan: No, I don't. But I have a bird. |
| 3. | Nam: Do you have any cats? | | |
| | Linda: No, I don't. But I have a dog. | | |

5. Look and write.

- Tell pupils that they are going to look at the pictures and read the text in silence. Check comprehension and give feedback. Elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Ask pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read the text aloud.

Key: 1 dog 2 cats 3 birds 4 goldfish

6. Let's write.

- Tell pupils that they should use the real facts in their writing. Give pupils a few seconds to read the questions in silence. Call one pupil to give a demonstration as an example.
- Give pupils time to do the task. Go around to offer help with the writing.
- Get a few pupils to read their writing to the class. Then call a few pupils to write their answers on the board and correct the spelling, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.


a Where are my cats, Mum?


 They're over there, under the table.

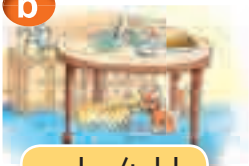
b Is the dog there with the cats, Mum?

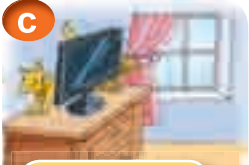
 No. He's in the garden. Look! He's there.


2 Point and say.

Where are the cats?

 They're ____.

a 
 next to/flower pot

b 
 under/table

c 
 behind/TV

d 
 in front of/fish tank

3 Let's talk.

Where is/are the ____?

 It's ____.

They're ____.



Warm-up: Spend a few minutes revising the previous lesson by having some pairs ask and answer the questions about the pets they have, using *Do you have any pets?* and *What pets do you have?*

1. Look, listen and repeat.

- Tell pupils that they are going to practise speaking about where their pets are. Draw pupils' attention to the first picture and elicit the names of the characters and the text in the bubbles. Check comprehension, give feedback and have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Where are my cats? They're + (place)*. Give a few seconds for pupils to look at the pictures and read the words. Teach the new vocabulary. Have pupils repeat each word a few times. Point to Picture *a* and elicit the words to fill the gap. Put the questions and the answers on the board. Have pupils repeat each of them a few times.
- Do choral and individual repetition, using the cued words or pictures.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the prepositions: ***on, in, under, next to, behind, in front of*** and give some examples using these prepositions.

3. Let's talk.

- Tell pupils that they are going to look at the picture. To check understanding, elicit the names of the pets and where they are. Remind pupils of the different use of *is* and *are* in questions with *Where*. Give some examples before asking pupils to fill the words in the questions and the answers. Put the questions and the answers on the board and have pupils repeat each of them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs, using the picture in the book. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🎨



a



b



c



d

5 Read and write. 🧐 🗂️

Hi! My name is Nam. I have a lot of pets. This is my cat. It is on the bed. And that is my dog. It is there, under the table. I also have two parrots and a rabbit. They are all in the garden.

1. Nam has a lot of _____.
2. He has a _____. It is _____ the bed.
3. He has a _____. It is _____ the table.
4. He has two _____ and a _____. They are in the _____.

6 Let's sing. 🎵

Do you have any pets?

Do you have any pets?
 Yes, I do.
 I have a rabbit and its name is Boo.
 Do you have any pets?
 Yes, I do.
 I have a goldfish and its name is Blue.
 Do you have any pets?
 Yes, I do.
 I have a parrot and its name is Sue.



I have a rabbit. He has a goldfish.
 She has a parrot. What about you?
 I have a rabbit. He has a goldfish.
 She has a parrot. What about you?

Warm-up: Spend a few minutes revising the previous lesson by conducting a game of *Slap the board* using the vocabulary related to pets. Read to the *Activitys Bank* in the *Introduction* for more activities. Then call a few pairs to the front of the class to ask and answer the questions with *Where's/Where are ...?* using the words in the game and the picture in section 3.

4. Listen and number.

- Tell pupils that they are going to look at the pictures. Check comprehension 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.

Key: a2 b1 c4 d3

Audio script

1. Mai: Do you have any pets?
Peter: Yes, I do. I have a cat, a dog and a parrot.
2. Phong: Where's my cat, Mum?
Mother: It's here, on the bed.
3. Nam: Where is your dog?
Tony: It's under the table.
4. Linda: I have two rabbits.
Quan: Where are they?
Linda: They're in the garden. Come and see them!

5. Read and write.

- Tell pupils that they are going to read the gapped sentences. Check comprehension and give feedback. Complete the first sentence as the example.
- Give pupils time to do the task. Go around to offer for help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call some pupils to read the completed sentences aloud.

Key: 1 pets 2 cat, on 3 dog, under 4 parrots, rabbit, garden

6. Let's sing.

- Tell pupils that they are going to sing the song *Do you have any pets?* Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Sing or play the recording for pupils to sing the song all the way through. Then read each line of the song and check comprehension. Sing each line of the song and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song while doing the actions.
- Ask pupils in every two rows to sit face to face and practise singing and doing the actions.
- Tell pupils to swap and check their answers before calling different pairs to act out their work.
- Ask a group of four to the front of the class to sing the song and ask the class to accompany them in the last two lines.
- Have the whole class sing and clap the song to reinforce learning.

Lesson 3

1 Listen and repeat.

o

dog

Where is your **dog**?

o

parrot

My **parrot** is in the garden.

2 Listen and write.



1. Peter has a _____.

2. Nam has a _____.



3 Let's chant.



Do you have any cats?

Do you have any cats?	Yes, I do. Yes, I do.
Do you have any dogs?	Yes, I do. Yes, I do.
Do you have any birds?	Yes, I do. Yes, I do.
Do you have any rabbits?	No, I don't have any.
Do you have any parrots?	No, I don't have any.
Do you have any goldfish?	No, I don't have any.



Warm-up: Spend a few minutes revising the previous lesson by getting the class to sing the song *Do you have any pets?*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letter, words and sentences in the book. Put two instances of the phonics letter **o** on the board and write **dog** and **parrot** under them respectively. Say the two sounds of **o** a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the different pronunciations of **o**. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 parrot 2 dog

Audio script

1. Peter has a parrot.

2. Nam has a dog.

3. Let's chant.

- Tell pupils that they are going to read the *Do you have any cats?* chant. Give a few seconds for pupils to read the chant in silence. Read each line and check comprehension. Give feedback and get pupils to read each line a few times. Show pupils how to say the chant while doing the actions.
- Ask group of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant and do the actions: one group chants the questions and the other chants the answers. The rest of the class claps along to the rhythm.

4 Read and match.

- | | |
|-----------------------------|---|
| 1 Do you have any pets? | a It's in the garden, on the tree over there. |
| 2 Do you have any goldfish? | b They're in the yard. |
| 3 Where's your cat? | c Yes, I do. I have two dogs and a cat. |
| 4 Where are your dogs? | d No, I don't. |

5 Read and write.



Hi! My name is Mai. I am eight years old. I have a dog, two goldfish and two parrots. This is my dog. It is at the door. These are my goldfish. They are in the fish tank. And those are my parrots. They are in the cage. I love my pets very much.

- | | |
|-----------------------------|-----------------|
| 1. How old is Mai? | She is _____. |
| 2. Does she have any pets? | Yes, _____. |
| 3. What pets does she have? | She has _____. |
| 4. Where is her dog? | It is _____. |
| 5. Where are her goldfish? | They are _____. |

6 Project

Draw a picture of your pet and tell your class about it.

Warm-up: Spend a few minutes revising the previous lesson by getting two groups of six to the front of the class to say the chant *Do you have any cats?* One group chants the questions and the other chants the answers.

4. Read and match.

- Tell pupils that they are going to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task independently. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pairs to read aloud the exchanges.

Key: 1c 2d 3a 4b

5. Read and write.

- Tell pupils that they are going to look at the picture and read the text in silence. Check comprehension and give feedback. Give the answer to the first question as the example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the text.

Key: 1 8 years old

2 she does

3 a dog, two goldfish and two parrots

4 at the door

5 in the fish tank

6. Project

- Tell pupils that they are going to draw the pet(s) they have or like. Then they will write sentences describing it/them and give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project. Encourage them to draw as many pets as possible. If there is not enough time, give the project as homework.
- Have pupils work in pairs to ask and answer questions about their pets.
E.g. *This is my dog. It's in the garden. Do you have any pets?*
- Have pupils sing the song *Do you have any pets?* and say the chant *Do you have any cats?* to end the class.

What toys do you like?

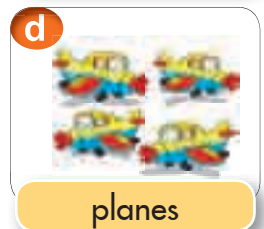


Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk. 



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Toys*.
- ask and answer questions about toys, using *What toys do you like?*
- ask and answer questions about the quantity of pets, using *How many + (word for pet) + do you have?*
- pronounce the sounds of the letters **i-e** and **i** in the words **kite** and **ship** respectively.

Warm-up: Spend a few minutes revising the previous unit by having the class say the chant *Do you have any cats?* and sing the song *Do you have any pets?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.



1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about toys. Give a few seconds for pupils to look at the pictures and elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What toys do you like?* Give a few seconds for pupils to look at the pictures and read the words under the pictures in silence. Elicit the meanings of the words and have pupils repeat each of the words a few times. Point to each picture and ask pupils to fill the missing words. Put the question and the answer on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words and picture cards as prompts.
- Get pupils to work in pairs. Check as a class.

Language note:

- Draw pupils' attention to the pronunciation of the ending **s** in **toys, ships, trucks, kites** and **planes**. Have pupils practise identifying and saying these words a few times.
- Focus on the falling intonation of **Wh**-questions and have pupils practise saying the rising intonation *Do you like + (word for toy)?*  and the falling intonation *What + (word for toy) + do you like?* 

3. Let's talk.

- Tell pupils that they are going to practise more with their friends, using their own words. Give pupils a few seconds to look at the picture and check comprehension by pointing to each toy and elicit the word for it. Ask pupils to fill in the words to complete the question and the answer. Have pupils repeat them a few times. Call a pair to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  

1.

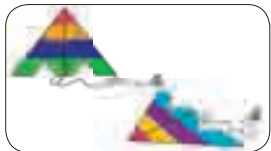


a



b

2.



a



b

3.



a



b

5 Read and write.  

Hi. My name is Nam. I am in the playroom with my friends. I like planes. Mai likes dolls. Quan and Phong like ships. Linda likes kites. Peter and Tony like trucks. We have a lot of fun in the playroom.

1. The children are in the _____.

2. Nam likes _____.

3. Mai likes _____.

4. Quan and Phong like _____.

5. Linda likes _____.

6. Peter and Tony like _____.



6 Let's write. 

1. What toys do you have? _____.

2. Do you like trucks/ships/kites/planes? _____.

3. Where do you keep your toys? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Bingo*, using the words for toys that pupils have learnt in this unit and Unit 15. Then call a few pairs to the front of the class to ask and answer the question *What toys do you like?*, using the words used in the game.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes next to the pictures. Give a few seconds for pupils to look at the pictures in silence. Check comprehension 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.

Key: 1b 2a 3b

Audio script

- | | |
|-----------------------------|-----------------------------|
| 1. Mai: Do you like toys? | 2. Nam: Do you like robots? |
| Nam: Yes, I do. | Mai: No, I don't. |
| Mai: What toys do you like? | Nam: What toys do you like? |
| Nam: I like planes. | Mai: I like kites. |
| 3. Nam: Do you like ships? | |
| Tony: No, I don't. | |
| Nam: What toys do you like? | |
| Tony: I like trucks. | |

5. Read and write.

- Tell pupils that they are going to look at and complete the sentences about Nam, Mai, Quan, Phong, Linda and Peter, and the toys they like. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Do the first gap filling as the example. Remind pupils to underline the key words when reading the text to use for the answers.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before calling pupils to read their answers aloud. Write the answers on the board for pupils to copy down into their notebooks.
- Do choral repetition of the completed sentences.

Key: 1 playroom 2 planes 3 dolls 4 ships 5 kites 6 trucks

6. Let's write.

- Tell pupils that this is a personalized activity in which pupils write their answers using real facts. Give pupils a few seconds to read the questions in silence. Call a pupil to give a demonstration of all questions before starting the activity.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class. Call two pupils to write their answers on the board and correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.   

a

Do you have any parrots?



Yes, I do.

How many parrots do you have?

b



I have five.

2 Point and say.  

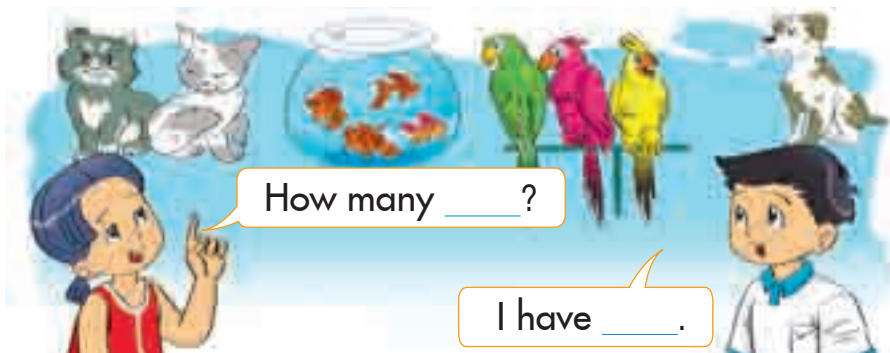
How many ____ do you have?



I have ____.




3 Let's talk.  



Warm-up: Spend a few minutes revising the previous lesson by getting a few pairs to the front of the class to ask and answer the question *What toys do you like? - I like ...*, using real facts. Then have the class sing the song *Do you have any pets?*

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about a number of pets and toys. Give pupils a few seconds to look at the pictures and read the text in silence. Elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

Language note: Remind pupils of the falling intonation in: *How many ... do you have?* 

2. Point and say.

- Tell pupils they are going to practise asking and answering the question about the number of pets using *How many + (word for pet) + do you have?* Point to each picture and elicit the word. Then have pupils repeat each a few times. Point to Picture *a*, asking pupils to fill in the missing words. Put the question and the answer on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or picture cards as prompts.
- Get pupils to work in pairs. Check as a class.

Language note:

- Draw pupils' attention to the unchanged spelling in the plural form of **goldfish**
E.g. **a goldfish, two goldfish**
- Remind pupils to use the plural form of a noun after the question **How many**.
E.g. **How many pets/ toys/ parrots/... do you have?**

3. Let's talk.

- Tell pupils that they are going to practise more with their friends, using their own words. Give pupils a few seconds to look at the pictures and check understanding by eliciting the words for pets. Point to the cats and ask pupils to fill in the word to complete the question and the answers in the bubbles. Call them to the board and have pupils repeat each of them a few times. Call a pair to the front to give a demonstration of the interaction before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and complete.  

Nam, Linda and Mai like pets. They have different pets. Nam has two dogs and three parrots. Linda has three cats and one dog. Mai has four goldfish.



1. Nam has two _____ and three _____.
2. Linda has three _____ and one _____.
3. Mai has four _____.

6 Let's write. 

1. Do you like pets? _____.
2. What pets do you have? _____.
3. How many _____ do you have? _____.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures in silence. Check comprehension 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

Key: a2 b1 c4 d3

Audio script

- | | |
|---|---|
| 1. Nam: Do you have any goldfish?
Mai: Yes, I do.
Nam: How many goldfish do you have?
Mai: I have four. | 2. Mai: Do you have any cats?
Nam: No, I don't.
Mai: How about dogs?
Nam: Yes, I do.
Mai: How many dogs do you have?
Nam: I have one dog. |
| 3. Nam: Do you have any cats?
Mai: Yes, I do.
Nam: How many cats do you have?
Mai: I have three. | 4. Mai: Do you have any parrots?
Nam: Yes, I do.
Mai: How many parrots do you have?
Nam: I have two. |

5. Read and complete.

- Tell pupils that they are going to read and complete sentences about Nam, Linda and Mai, and the pets they have. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback. Remind pupils to underline the key words while reading the text to use in answering the questions.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the questions and the answers.

Key: 1 dogs, parrots 2 cats, dog 3 goldfish

6. Let's write.

- Tell pupils that this is a personalized activity in which pupils write the answers using real facts. Give pupils a few seconds to look at the picture and read the questions in silence. Check comprehension and teach the new vocabulary. Call a pupil to answer the questions as the examples.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before calling a few individuals to read aloud their writing.
- Call two pupils to write their answers on the board and correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 3

1 Listen and repeat.

i-e

kite

This is my kite.

i

ship

I like ships.

2 Listen and write.



1. I have a new _____.

2. Do you like _____?



3 Let's chant.

Do you like toys?

Do you like toys?

Yes, I do. Yes, I do.

Do you like trucks?

No, I don't. No, I don't.

What toys do you like?

I like ships. I like ships.

How many ships do you have?

I have four. I have four.

Do you like pets?

Yes, I do. Yes, I do.

Do you like dogs?

No, I don't. No, I don't.

What pets do you like?

I like cats. I like cats.

How many cats do you have?

I have two. I have two.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class and ask and answer the questions *Do you have any pets? How many + (word for pet) + do you have?* Then have the class sing the song *Do you have any pets?*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **i-e** and **i** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 kite 2 ships

Audio script

1. I have a new kite.

2. Do you like ships?

3. Let's chant.

- Tell pupils that they are going to say the *Do you like toys?* chant. Get pupils to follow the procedure in *Teaching the unit component* in the *Introduction*.
- Read each line and check comprehension. Give feedback and have pupils repeat each line of the chant.
- Play the recording three times for pupils to do choral and individual repetition.
- Ask pupils to sit face to face to practise chanting and doing the actions.
- Call two groups of six to the front of the class saying the chant: one group chants the questions and the other chants the answers. The class claps the rhythm.

4 Read and match.

1 Do you like toys?

2 What toys do you like?

3 What pets do you like?

4 How many cats do you have?

a Robots.

b Nine.

c Yes, I do.

d Cats.

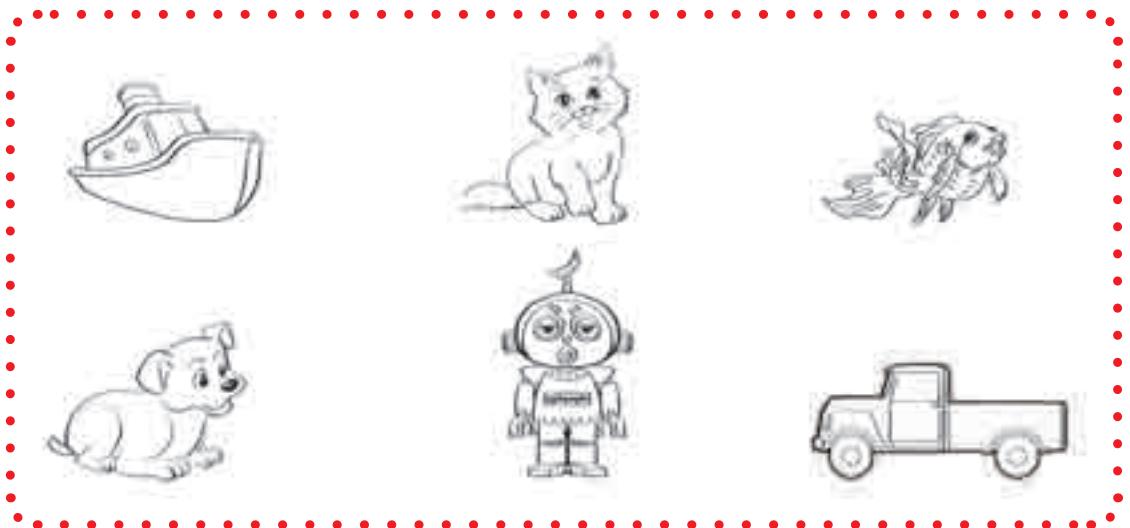
5 Read and complete.

like has trucks How ten cats

I have many toys. I have five (1) _____, three planes, and (2) _____ yo-yos. My friend Mary has some pets. She (3) _____ two dogs and three (4) _____. What about you? What toys do you (5) _____? (6) _____ many pets do you have?

6 Project

Draw and colour your toys or pets.
Talk to your classmates about them.



4. Read and match.

- Tell pupils that they are going to read and match the questions on the left with the answers on the right by drawing a line between them. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the exchanges.

Key: 1c 2a 3d 4b

5. Read and complete.

- Tell pupils that they are going to read and fill in the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around offering help, if necessary.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud the questions and the answers.

Key: 1 trucks 2 ten 3 has 4 cats 5 like 6 How

6. Project

- Tell pupils that they are going to copy and colour a favourite toy and pet they like. Check understanding. Get pupils to prepare necessary items (paper, pens, coloured pencils, scissors, glue, etc.).
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary. If there is not enough time, give the project as homework.
- Call several pupils to the front of the class to give a presentation of their work.
- Have pupils work in pairs to ask and answer questions about their drawing.

E.g. - *What toys / pets do you like?*

- *I like ...*

- *What colour is it?*

- *It's ...*

- Have the rest of the pupils stick their paintings on the walls of the classroom and choose the five best.
- Have the class say the *Do you like toys?* chant and sing the song *Do you have any pets?* to end the class.



Lesson 1

1 Look, listen and repeat.



a I'm home. Where are you, Hoa?

I'm in my room.

b What are you doing?

I'm reading.

2 Point and say.



What are you doing?

I'm _____.

a

reading

b

cooking

c

listening to music

d

cleaning the floor

3 Let's talk.



What are you doing?



read + ing = reading

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Indoor activities*.
- ask and answer questions about what someone is doing, using *What are you doing?* and *What is he/she doing?*
- pronounce the sounds of the letters **ea** and **aw** in the words **reading** and **drawing** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Slap the board*, using the vocabulary learnt. Then have pupils say the chant *Do you like toys?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about indoor activities. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What are you doing?* Point to each picture and elicit the meanings of the verbs. Give the meanings, if necessary. Point to Picture *a* and elicit the words to fill the gaps in the answer. Put the sentences on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to look at the picture and check comprehension by eliciting what each character in the picture does. Call a pair to give a demonstration of the exchange before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and tick.  



a



b



a



b



a



b

5 Read and write.  

Today Mai's family is at home. Mai's father is in the living room. He is reading. Mai's brother is listening to music. Mai and her mother are in the kitchen. They are cooking.

What are they doing?

1. Mai's father is _____.

2. Her brother _____.

3. Mai and her mother _____.

6 Let's write. 

1. What are you doing? _____.

2. What is your father doing? _____.

3. What is your mother doing? _____.

Warm-up: Give pupils a few minutes to revise the vocabulary they have learnt in the previous lesson by calling a few pairs to act out the questions and the answers *What are you doing? I'm + (V-ing)* in front of the class.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension 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.

Key: 1b 2a 3b

Audio script

- | | | |
|----|----------------------|-------------------------|
| 1. | <i>Hoa's mother:</i> | Where are you, Hoa? |
| | <i>Hoa:</i> | I'm in my room. |
| | <i>Hoa's mother:</i> | What are you doing? |
| | <i>Hoa:</i> | I'm reading. |
| 2. | <i>Nam's mother:</i> | Where are you, Nam? |
| | <i>Nam:</i> | I'm in the living room. |
| | <i>Nam's mother:</i> | What are you doing? |
| | <i>Nam:</i> | I'm watching TV. |
| 3. | <i>Mai's mother:</i> | Where are you, Mai? |
| | <i>Mai:</i> | I'm in the kitchen. |
| | <i>Mai's mother:</i> | What are you doing? |
| | <i>Mai:</i> | I'm cooking. |

5. Read and write.

- Tell pupils that they are going to read the text in silence and complete the sentences. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text and the completed sentences aloud.

Key: 1 reading 2 is listening to music 3 are cooking

6. Let's write.

- Tell pupils that they are going to write the answers, using real facts. Call a pupil to the front to share his/her answers before starting the activity.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call some pupils to read their answers aloud or to write their answers on the board. Correct the spelling or grammatical errors, if necessary.

Key: Pupils' own answer.

Lesson 2

1 Look, listen and repeat.

a Where's Peter?



He's in his room.


b What's he doing there?



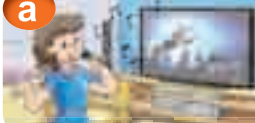
He's doing his homework.


2 Point and say.


What's he/she doing?




He's/She's _____.

a 
singing


b 
drawing

c 
playing the piano

d 
watching TV

3 Let's talk.

What's he/she doing?



_____.

Warm-up: Spend a few minutes revising the previous lesson by conducting a game of *Bingo* with the verbs learnt in the previous lesson. Then call a few pairs to the front of the class to ask the question *What are you doing?* and use the verbs in the game to answer.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about what someone is doing. Draw pupils' attention to the first picture, elicit the names of the characters and explain what they say. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question, using *What is he/she doing?* Give pupils a few seconds to look at the pictures and read the words. Point to each picture and check comprehension. Teach new words and have pupils repeat each of them a few times. Point to Picture *a* and elicit the word to fill the gap. Put the questions and the answers on the board and have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words or pictures as prompts.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text in silence. Check understanding by pointing to each person and elicit what he/she is doing. Get a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and match.  

1 What are you doing?

2 What's Mai doing?

3 What's Peter doing?

4 What are Tony and Linda doing?

a He's watching TV.

b I'm playing the piano.

c They're skating.

d She's cooking.

6 Let's sing. 

I love my parents

I love you, Mummy. I love you, Mummy.
I love you so much. Do you know that?
You never know how much I love you.
Oh, Mummy! I love you so much.

I love you, Daddy. I love you, Daddy.
I love you so much. Do you know that?
You never know how much I love you.
Oh, Daddy! I love you so much.



Warm-up: Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class to act out the dialogues with *What is he/she doing?* using the picture in section 3.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures. Elicit the information in each picture 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.

Key: a3 b1 c4 d2

Audio script

- | | |
|---|--|
| 1. Nam: Where's Tony?
Mai: He's in the living room.
Nam: What's he doing?
Mai: He's watching TV. | 2. Tony: Where's Mai?
Linda: She's in her bedroom.
Tony: What's she doing?
Linda: She's drawing a picture. |
| 3. Nam: Where's Peter?
Linda: He's in the garden.
Nam: What's he doing?
Linda: He's listening to music. | 4. Hoa: Where's Linda?
Tony: She's in the kitchen.
Hoa: What's she doing there?
Tony: She's cooking. |

5. Read and match.

- Tell pupils that they are going to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: 1b 2d 3a 4c

6. Let's sing.

- Tell pupils that they are going to sing the song *I love my parents*. Read the lyrics and check comprehension. Sing the song or play the recording all the way through. Sing each line and have pupils repeat it a few times. When pupils are familiar with the tune, give a demonstration of the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of four pupils to the front of the class to sing the song. The rest of class claps along to the song.

Lesson 3

1 Listen and repeat.

ea

reading

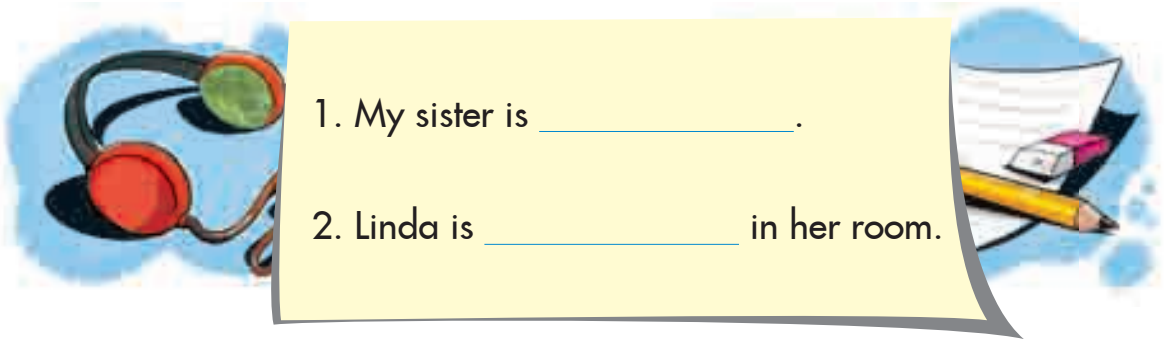
He's **reading**.

aw

drawing

She's **drawing** a picture.

2 Listen and write.



1. My sister is _____.

2. Linda is _____ in her room.

3 Let's chant.

What are you doing?

What are you doing?

I'm drawing. I'm drawing.

What is she doing?

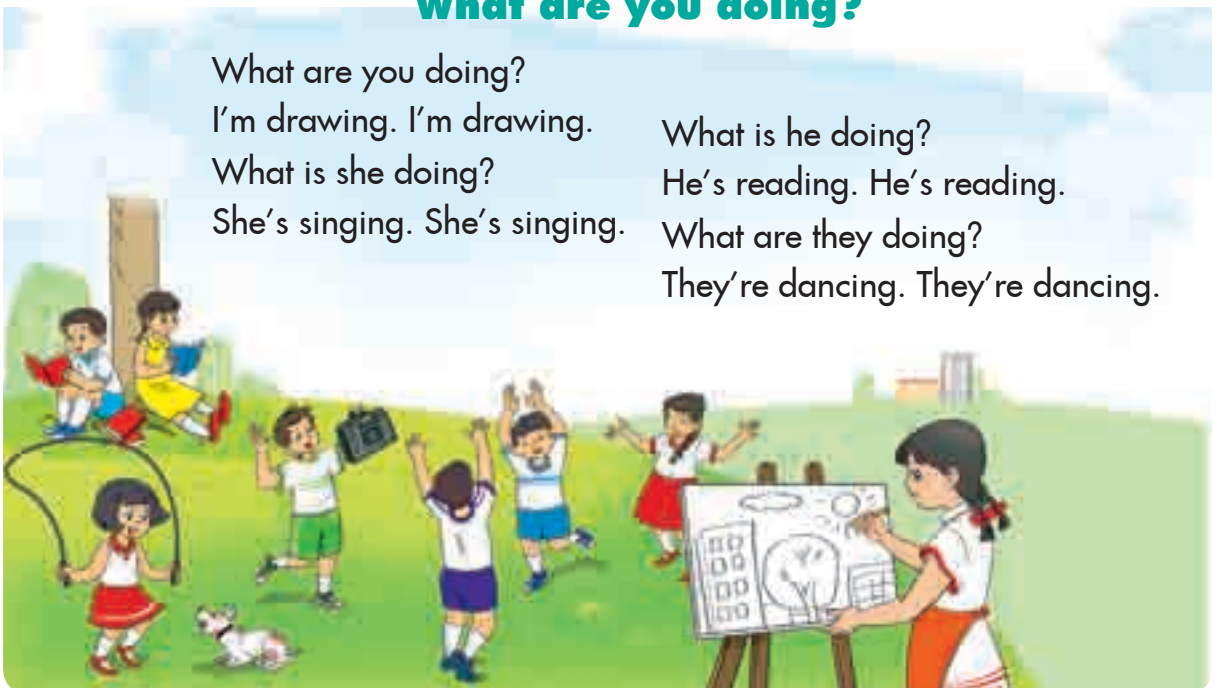
She's singing. She's singing.

What is he doing?

He's reading. He's reading.

What are they doing?

They're dancing. They're dancing.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the song *I love my parents*. Call a group of six to the front of the class to sing. The class claps along to the song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ea** and **aw** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 reading 2 drawing

Audio script

1. My sister is reading. 2. Linda is drawing in her room.

3. Let's chant.

- Tell pupils that they are going to read the chant *What are you doing?* Say the chant or play the recording all the way through. Read each line and check comprehension. Have pupils repeat each line of the chant. When they get familiar with the rhythm, show pupils how to say the chant while doing the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Divide the class into two groups to say the chant: one group chants the questions and the other chants the answers. The two groups swap their roles after the first round.

4 Read and complete. 

watching is listening playing in

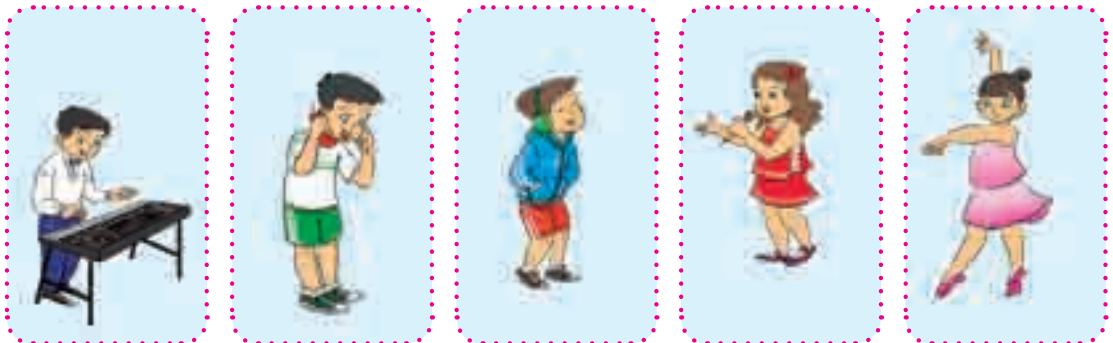
My name is Quan. Today my family (1) _____ at home. We are (2) _____ the living room. My father is (3) _____ TV. My mother is (4) _____ the piano. My brother is (5) _____ to music and I am singing.

5 Let's write. 

1. Where is Quan's family? _____.
2. What is his father doing now? _____.
3. What is his mother doing now? _____.
4. What is his brother doing now? _____.
5. What is Quan doing now? _____.

6 Project 

Tell your classmates what they are doing.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups to the front of the class to chant *What are you doing?*

4. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps with the appropriate words. Give pupils a few seconds to read the text in silence. Check comprehension. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board. Ask pupils to copy down the sentences into their notebooks.
- Call some pupils to read the text and the completed sentences aloud.

Key: 1 is 2 in 3 watching 4 playing 5 listening

5. Let's write.

- Tell pupils that they are going to write the answers. Give a few minutes for pupils to read the text again. Call a pupil to give the answer of the first gap before starting the activity.
- Give pupils time to do the task. Get pupils to work in pairs. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pupils to read aloud their writing.

Key: 1 His family is at home.
2 His father is watching TV.
3 His mother is playing the piano.
4 His brother is listening to music.
5 He is singing in his room.

6. Project

- Tell pupils that they are going to look at the pictures and tell what the children are doing. Then pupils will give a presentation of their work to the class. Check understanding.
- Give pupils time to do the project in class. Go around to offer help, if necessary.
- Call several pupils to the front of the class to give a presentation of their work. If there is not enough time, give the project as homework.
- Have pupils draw one of the pictures and work in pairs to ask and answer questions about their picture.
E.g. *This is my friend. Her name is Lan. She is listening to music. What is your friend doing?*
- Have pupils sing the song *I love my parents* or read the *What are you doing?* chant to end the class.



Lesson 1

1 Look, listen and repeat.



No, they aren't. They're in the park.



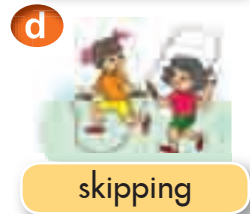
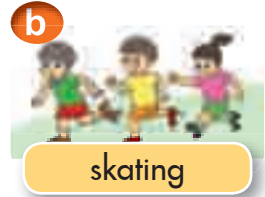
They're skating.

2 Point and say.



What are they doing?

They're _____.



3 Let's talk.



What _____ they _____?

_____.



cycle + ing = cycling
skip + ing = skipping

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Outdoor Activities and Weather*.
- ask and answer questions about outdoor activities, using *What are they doing?*
- ask and answer questions about the weather, using *What's the weather like?*
- pronounce the sounds of the letters **ai** and **a-e** in the words **rainy** and **skate** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Charades*, using the words learnt. Then have pupils say the *What are you doing?* chant. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about outdoor activities. Point to the first picture and elicit the names of the characters and what they say. Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What are they doing?* and the answer *They're + (V-ing)*. Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the verb under it. Have pupils repeat each word a few times. Use the first picture as an example and elicit the word to fill the gap in the answer. Put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language note:

Draw pupils' attention to the **-ing** forms of different verbs. The **e** is deleted when adding **-ing** to the verbs **cycle** and **skate** (i.e. **cycle->cycling** and **skate->skating**). The **p** is doubled when adding **-ing** to the verb **skip** (i.e. **skip->skipping**)

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for them to look at the pictures and read the text in silence. Check comprehension by pointing to each picture and elicit the verb. Then prompt pupils to say the words to fill the gaps. Put the question and answer on the board and have pupils repeat each of the sentences a few times. Call a pair to give a demonstration of the dialogue.
- Get pupils to practise in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the exchange in front of the class.

4 Listen and tick.  



1. a



b



2. a



b

5 Read and write.  



My name is Phong. Today I am in the park with my friends. We are doing sports and playing games. Some of the boys and I are playing football. Some of the girls are skipping. My friend Mai is cycling. Nam and Quan are flying kites. We are happy in the park.

1. The children are in _____.

2. Some of the boys are _____.

3. Some of the girls are _____.

4. Mai is _____.

5. Nam and Quan are _____.

6 Let's write. 

1. Where are you now? _____.

2. What are you doing? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Charades*, using the verbs learnt. Then call a few pairs to the front of the class to do the dialogue in Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for them to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a

Audio script

1. Mai: Where are Nam and Quan?
Phong: They're in the park.
Mai: What are they doing there?
Phong: They're flying kites with their friends.
2. Nam: Where are the girls?
Quan: They're in the park.
Nam: What are they doing there?
Quan: They're skipping.

5. Read and write.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for them to look at the picture and read the text in silence. Check comprehension and give feedback.
- Give time for pupils to do the task.
- Get pupils to swap and check their answers before calling some pupils to read aloud the answers. Write the correct answers on the board and ask pupils to copy down into their notebooks.

Key: 1 the park 2 playing football 3 skipping 4 cycling 5 flying kites

6. Let's write.

- Tell pupils that they are going to write the answers about themselves. Give a few seconds for them to read the questions. Call a pupil to answer the questions as an example.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before calling a few pupils to read aloud their answers.

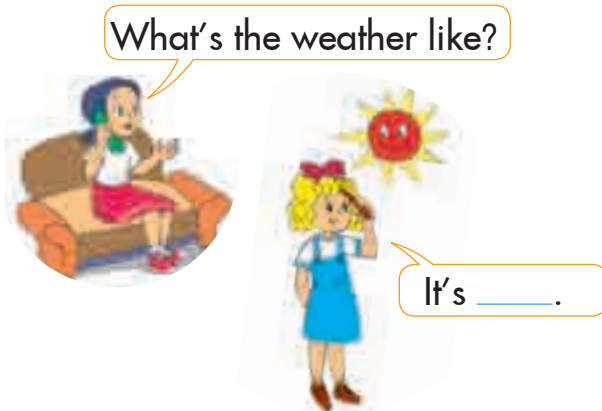
Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



What's the weather like?



Warm-up: Spend a few minutes revising the previous lesson by calling two groups of four to the front of the class: one group mimes an action and the rest of the class asks *What are they doing?*, and then the other group answers.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer questions about the weather. Give a few seconds for pupils to look at the first picture and read the text in silence. Check comprehension. Have them repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the weather, using *What's the weather like?* and *It's + adj.* Give a few seconds for them to look at the pictures and read the words under each picture. Check comprehension and give feedback. Have pupils repeat each word a few times. Use the first picture as an example and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat each sentence a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for them to look at the picture and check comprehension. Call a pair to give a demonstration of the dialogue.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the exchange in front of the class.

4 Listen and number. 🎧 🎵



a



b



c



d

5 Look, read and write. 🧐 🗨️ 🗨️

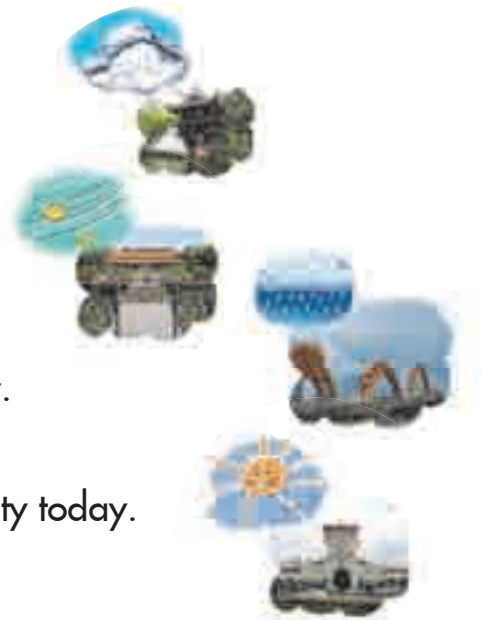
What's the weather like?

1. It is _____ in Ha Noi today.

2. It is _____ in Hue today.

3. It is _____ in Da Nang today.

4. It is _____ in Ho Chi Minh City today.



6 Let's sing. 🎵 🎤

The weather song

What is the weather like?
 What is the weather like?
 It is sunny and windy
 In my hometown.
 What is the weather like?
 What is the weather like?
 It is cloudy and rainy
 In my hometown.



4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for them to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before you check as a class.

Key: a2 b1 c4 d3

Audio script

1. Mai: Let's play a game.
Nam: OK.
Mai: Look at this picture. What's the weather like?
Nam: It's rainy.
Mai: Well done!
2. Mai: How about this picture? What's the weather like?
Nam: It's sunny.
Mai: Well done! Now it's your turn.
3. Nam: Look at this picture. What's the weather like?
Mai: It's cloudy.
Nam: No, Mai. It's snowy.
4. Nam: And this picture? What's the weather like?
Mai: It's cloudy!
Nam: Well done, Mai!

5. Look, read and write.

- Tell pupils that they are going to complete the sentences. Give a few seconds for them to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read aloud the sentences.

Key: 1 cloudy 2 windy 3 rainy 4 sunny

6. Let's sing.

- Tell pupils that they are going to sing *The weather song*. Give a few seconds for them to read the lyrics in silence. Check comprehension and give feedback. Sing the song or play the recording all the way through. Play each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of six to the front of the class to sing the song. One group sings the questions, the other sings the answers, and the rest of the class claps along to the song.

Lesson 3

1 Listen and repeat.

ai

rainy

It's **rainy** today.

a-e

skate

I often **skate** in the park.

2 Listen and write.

1. I like _____ days.

2. My sister and I _____ in the playground.

3 Let's chant.

Where are you?

Where are you?

In the park. In the park.

What's the weather like?

It's sunny. It's sunny.

What are you doing?

I'm cycling. I'm cycling.

What are your friends doing?

They're skating. They're skating.

What are your friends doing?

They're skipping. They're skipping.



Warm-up: Spend a few minutes revising the previous lesson by having pupils sing *The weather song*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ai** and **a-e** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 rainy 2 skate

Audio script

1. I like rainy days.

2. My sister and I skate in the playground.

3. Let's chant.

- Tell pupils that they are going to say the *Where are you?* chant. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils read it a few times. When pupils are familiar with the rhythm, show them how to say the chant and do the actions.
- Ask groups of pupils to sit face to face and practise chanting and doing the actions.
- Call two groups of six to the front of the class to say the chant. One group says the questions and the other says the answers. The rest of the class claps along to the rhythm.

4 Read and match.

- | | |
|----------------------------|------------------------------------|
| 1 Where are you? | a She's skipping. |
| 2 What are you doing? | b It's sunny and windy. |
| 3 What's the weather like? | c I'm in the park with my friends. |
| 4 What is Nam doing? | d We're skating. |
| 5 What is Mai doing? | e He's cycling. |

5 Read and complete.

skating playing weather flying park

The (1) _____ is fine today. It is sunny and windy. We are in the (2) _____. Mai and Linda are (3) _____ kites. Nam, Phong and Tony are (4) _____ football. Peter and Quan are (5) _____. We are happy in the park.

6 Project

Draw and colour a weather icon for tomorrow's weather in your place.
Present them to your class



4. Read and match.

- Tell pupils that they are going to read the questions on the left, and pair them with the answers on the right by drawing a line between them. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Ask pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: 1c 2d 3b 4e 5a

5. 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 and give feedback.
- Give time for pupils to do the task. Get weaker pupils to work in pairs.
- Get pupils to swap and check their answers before calling pupils to read aloud their answers and correct them, if necessary.

Key: 1 weather 2 park 3 flying 4 playing 5 skating

6. Project

- Tell pupils that they are going to guess tomorrow's weather. Then they will choose and copy one of the weather icons and colour it. Then they will show their icons to the class and talk about the weather. Check understanding.
- Allow pupils time to do the project. Go around to offer help, if necessary.
- Have pupils work in pairs, ask and answer questions, using their drawing.
E.g. - *What's the weather like?*
- *It's sunny / rainy / cloudy, etc.*
- Have pupils sing *The weather song* and say the *Where are you?* chant to end the class.



Lesson 1

1 Look, listen and repeat.



It's in north Viet Nam.

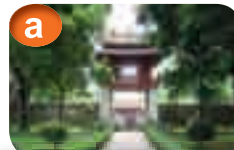


Oh! It's very beautiful.

2 Point and say.



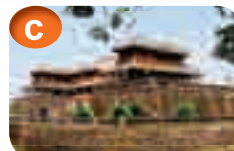
It's in _____ Viet Nam.



Ha Noi/north



Ha Long Bay/north

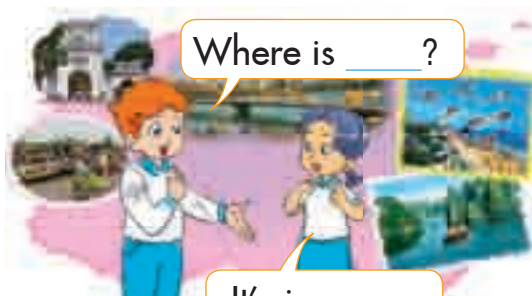


Hue/central



Ho Chi Minh City/south

3 Let's talk.



It's in _____.



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Places of Interest*.
- ask and answer questions about locations of places, using *Where's + (place)?* and *It's in + (location)*.
- ask and answer questions about distance, using *Is ... near + (place)?* and *Yes, it is./ No, it isn't*.
- pronounce the sounds of the letters **ar** and **or** in the words **far** and **north** respectively.

Warm-up: Spend a few minutes revising the previous unit by playing a game of *Slap the board*, using the verbs learnt. Then have the class sing *The weather song*. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering the question *Where's + (place)?* and the answer *It's in + (location)*. Point to the first picture and elicit the names of the characters and what they say. Give feedback and teach the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.


2. Point and say.

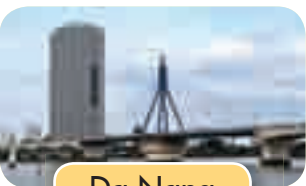
- Tell pupils that they are going to practise asking the question *Where's + (place)?* and giving the answer *It's in + (direction) + Viet Nam*. Give pupils a few seconds to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words under it. Have pupils repeat each word a few times. Point to the first picture and elicit the words to fill the gaps in the bubbles. Have pupils repeat the question and answer a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and give feedback. Prompt pupils to say the words to fill the gaps in the bubbles. Write them on the board and have pupils repeat each of the sentences a few times. Call a pair to give a demonstration of the dialogue.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the dialogue in front of the class.

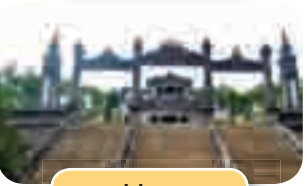
4 Listen and tick.  

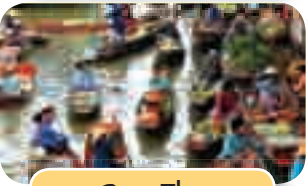
1.  Ha Noi a

 Da Nang b

2.  Ha Long Bay a

 Ho Chi Minh City b

3.  Hue a

 Can Tho b

5 Look and write.  



1. This is Ha Long Bay.
It is in north Viet Nam.

2. This is _____.
It is in _____
_____.

3. And this is _____.
It is in _____
_____.

6 Let's write. 

1. Where is your family? My family is in _____.
2. Where is your city? _____.
3. Do you like your place (city/town/village)? _____.

Warm-up: Spend a few minutes revising the previous lesson by having the class play a game of *Slap the board*, using the names of the cities they have learnt. Then call a few pairs to the front of the class to practise asking and answering questions about the cities.

4. 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 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.

Key: 1a 2b 3a

Audio script

- | | |
|--|--|
| <p>1. Mai: Let's play a city game!
Nam: OK.
Mai: Look.
This city is in north Viet Nam.
What's its name?</p> | <p>2. Nam: Now it's my turn. This city is in south Viet Nam. What's its name?</p> |
| <p>3. Mai: Now, it's my turn. This city is in central Viet Nam. What's its name?</p> | |

5. Look and write.

- Tell pupils that they are going to look at the pictures of some cities and complete the sentences. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.

Key: 2 Da Nang, central Viet Nam. 3 Ho Chi Minh City, south Viet Nam.

6. Let's write.

- Tell pupils that they are going to answer the questions. Give a few seconds for pupils to read the questions. Check comprehension. Call a pupil to answer the first question as an example.
- Give pupils time to do the task. Get pupils to work in pairs.
- Get pupils to swap and check their answers before calling on pupils to read aloud their answers.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.



a Look. This is a photo of Hai Duong.

Is Hai Duong near Ha Noi?

Yes, it is.

b And this is a photo of Ha Long Bay.

Is Ha Long Bay near Ha Noi?

No, it isn't. It's far from Ha Noi.

2 Point and say.



Is _____ near Hue?

Yes, _____.

No, _____. It's far from Hue.

a

Ha Long Bay/
no

b

Da Nang/
yes

c

Ho Chi Minh City/
no

d

Quang Tri/
yes

3 Let's talk.



Is _____ near Ho Chi Minh City?

Dong Nai

Hue

Can Tho

Warm-up: Spend a few minutes revising the previous lesson by getting a few pairs to the front of the class to ask and answer questions about places using *Where's + (place)? – It's in + (location) Viet Nam.*

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer questions about distance, using *Is + (place) + near + (place)?* Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about distance using *Is + (place) + near + (place)?* Give pupils a few seconds for pupils to look at the pictures and read the text in silence. Have pupils repeat the words under each picture a few times.
- Point to the first picture and elicit the words to fill the gaps and have pupils repeat each sentence a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give pupils a few seconds to look at the picture. Elicit the names of the places. Point to the places in the pictures and prompt pupils to say the words to fill the gaps. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Read and complete. 🧐 🧐

far theatre near name



Hi! My (1) _____ is Nam. I am in Ha Noi now. I am at Thang Long Water Puppet Theatre. It is (2) _____ Hoan Kiem Lake. Ngoc Son Temple is near the (3) _____. The museum is not near the theatre. It is (4) _____ from the theatre.

6 Let's play. 🧑🧒

Card game



4. 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 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.

Key: a4 b2 c1 d3

Audio script

1. Linda: Is this Ha Noi?
Nam: Yes, it is.
Linda: It's beautiful!
2. Linda: Where is Can Tho, Nam?
Nam: It's in south Viet Nam.
3. Mai: Look! This is Hue.
Tony: Where is it, Mai?
Mai: It's in central Viet Nam. It's far from here.
4. Mai: Here is Ha Long Bay.
Tony: Is Ha Long Bay near Hai Phong?
Mai: Yes, it is.

5. Read and complete.

- Tell pupils that they are going to read and complete the text about places in Ha Noi. Give pupils a few seconds to look at the map and read the text in silence. Teach the new vocabulary. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Ask the class to read aloud the text.

Key: 1 name 2 near 3 theatre 4 far

6. Let's play.

- Tell pupils that they are going to play *Card game* - the game *Pelmansim* (see *Activities Bank*). Explain how to play the game: pupils have to find two cards of the same city and tell the class about its name and where it is (e.g. *This is Ha Noi. It is in north Viet Nam*). Give a demonstration with a pupil.
- Give pupils time to play the game.
- Put the scores of individual pupils on the board and praise the winner with the class.

Lesson 3

1 Listen and repeat.

ar

far

Can Tho is **far** from Ho Chi Minh City.

or

north

Sa Pa is in **north** Viet Nam.

2 Listen and write.

1. Ha Long Bay is _____ from Ha Noi.

2. Is Ha Noi in _____ Viet Nam?

3 Let's chant.

Where's Ba Vi?

Where's Ba Vi?

It's in north Viet Nam.

Is it near Ha Noi?

Yes, it is. Yes, it is.

Where's Da Nang?

It's in central Viet Nam.

Is it near Hue?

Yes, it is. Yes, it is.

Where's Can Tho?

It's in south Viet Nam.

Is it near Ho Chi Minh City?

No, it isn't. No, it isn't.



Warm-up: Spend a few minutes revising the previous lesson by having pupils ask and answer the question about distance, using *Is + (place) + near + (place)? – Yes, it is./ No, it isn't.*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ar** and **or** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 far 2 north

Audio script

1. Ha Long Bay is far from Ha Noi.
2. Is Ha Noi in north Viet Nam?

3. Let's chant.

- Tell pupils that they are going to say the chant *Where's Ba Vi?* Follow the procedure in *Teaching the unit components* in the *Introduction*. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils read it a few times. When pupils are familiar with the rhythm, show them how to say the chant and do the actions.
- Get pupils to sit face to face and practise chanting and doing the actions.
- Call two groups of six to the front of the class to say the chant: one group says the questions and the other says the answers. The rest of the class claps along to the rhythm.

4 Read and write.

Hello! My name is A Vung. I am eight years old. My family is in Sa Pa. It is in north Viet Nam. Sa Pa is near Lai Chau but very far from Ha Noi. There are a lot of mountains and trees in my place. How about your place? Where is it in Viet Nam?



1. Where is A Vung's family? _____.

2. How old is he? _____.

3. Where is Sa Pa? _____.

4. Is Sa Pa near Ha Noi? _____.

5 Let's write.

1. Where is your family? _____.

2. Where are they in Viet Nam? In _____.

3. Is your place near Ha Noi? _____.

4. Is your place near Da Nang? _____.

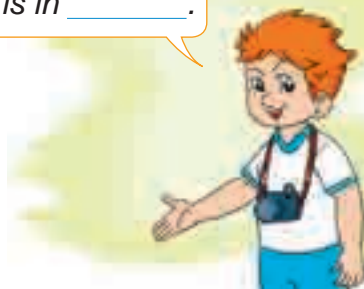
5. Is your place near Ho Chi Minh City? _____.

6 Project

Talk about your favourite place.



This is _____.
It is in _____.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to say the chant *Where's Ba Vi?*

4. Read and write.

- Tell pupils that they are going to read the text and answer the questions about A Vung and his place. Give pupils a few seconds to look at the picture and read the text in silence. Check comprehension and give feedback. Explain the meaning of the new vocabulary.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Give time for pupils to swap and check their answers before checking as a class.
- Do choral repetition of the questions and answers.

Key: 1 His family is in Sa Pa.

2 He's eight (years old).

3 It's in north Viet Nam.

4 No, it isn't. It's far from Ha Noi.

5. Let's write.

- Tell pupils that they are going to answer the questions about themselves. Give a few seconds for pupils to read the questions in silence. Check comprehension and give feedback.
- Give time for pupils to do the task. Get weaker pupils to work in pairs.
- Get pupils to swap and check their answers before calling on pupils to read aloud their answers.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to find a photo of a city in Viet Nam and give a presentation on the place they like. Check understanding.
- Have pupils work in pairs to ask and answer questions about their favourite places.

E.g. - *What is your favourite place?*

- *It's ...*

- *Where is it?*

- *It's in ...*


- Allow pupils to do the project as homework.
- Have the class sing the chant *Where's Ba Vi?* and play a game of *Pelmanism* to end the class.

Review 4


1 Listen and tick.  


1.  a

 b

2.  a

 b

3.  a

 b


4.  a

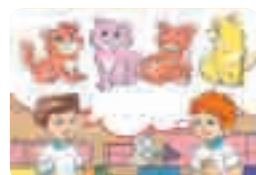
 b


5.  a


 b

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 2b 3a 4b 5a

Audio script

- | | |
|--|--|
| 1. <i>Tom:</i> Do you have a pet?
<i>Mai:</i> Yes, I do. I have a goldfish. | 2. <i>Linda:</i> How many parrots do you have?
<i>Mai:</i> I have two. |
| 3. <i>Mai:</i> Hello, Mai's speaking.
<i>Linda:</i> Hello, Mai. It's Linda.
I'm in Da Nang now.
<i>Mai:</i> Great! It's raining in Ha Noi.
What's the weather like in Da Nang?
<i>Linda:</i> It's sunny. | 4. <i>Quan's mother:</i> Where are your brother
and sister, Quan?
<i>Quan:</i> They're in the garden.
<i>Quan's mother:</i> What are they doing there?
<i>Quan:</i> They're skipping. |
| 5. <i>Tony:</i> Where is this place, Nam?
<i>Nam:</i> It's in north Viet Nam. | |

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 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: a2 b3 c4 d1

Audio script

- | | |
|---|--|
| 1. <i>Tony:</i> What's your father doing?
<i>Mai:</i> He's watching TV. | 2. <i>Tony:</i> Do you have any toys?
<i>Nam:</i> Yes, I do. I have three kites. |
| 3. <i>Tony:</i> How many kittens do you have?
<i>Nam:</i> I have four. | 4. <i>Mai:</i> What's your mother doing?
<i>Linda:</i> She's cooking. |

3 Read and complete. 🧐 🗨️

near playing watching reading dog living room

My family is in the (1) living room. My father is (2) _____ a book.

My mother and I are (3) _____ TV. My sister is (4) _____ with

her cat (5) _____ the TV. My (6) _____ is under the table.

4 Read and match. 🧐 🗨️

- 1 Where's Hue?
- 2 How many toys do you have?
- 3 What's your brother doing?
- 4 Do you have any goldfish?
- 5 What are those on the wall?

- a He's cleaning the floor.
- b Yes, I do.
- c I have three kites, two robots and a ball.
- d A map and a picture.
- e It's in central Viet Nam.

5 Look and say. 🧐 🗨️



1. Who are they?
What are they doing?



2. What is there on the shelf?
How many balls/kites/ships/robots/trucks/planes/dolls are there?
What toys do you have?



3. What country is this? Where is Sa Pa/Quang Ninh/Can Tho /Da Nang?



4. Where are the children?
What are they doing?

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 reading 3 watching 4 playing 5 near 6 dog

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: 1e 2c 3a 4b 5d

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 by eliciting 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 act out the dialogues. Give feedback and praise pupils who did well and encourage pupils to listen and make improvement.

Suggested key:

1. It's Mai's family.

Her family is at home. Mai is watching TV. Her father is reading a book. Her mother is playing the piano. Her brother is playing with a dog.

2. There are a lot of toys on the shelf. There are three balls, two kites, four ships, five robots, two trucks, three planes and four dolls.

3. It's Viet Nam.

Sa Pa is in north Viet Nam.

Quang Ninh is in north Viet Nam.

Can Tho is in south Viet Nam.

Da Nang is in central Viet Nam.

4. They're in the park. Nam and Tony are playing chess. Mai and Mary are skipping. Peter and Linda are cycling.

1 Read and listen to the story.  

1



It's cold!

Yes, but it's sunny. Let's go for a walk.

Wait a minute.

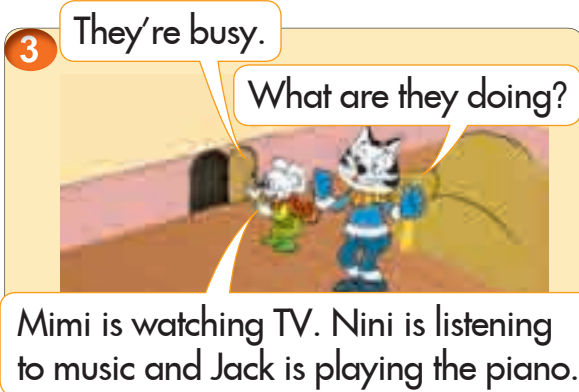
2



Come on, everyone! Let's go to the park!

No! We're busy!

3



They're busy.

What are they doing?

Mimi is watching TV. Nini is listening to music and Jack is playing the piano.

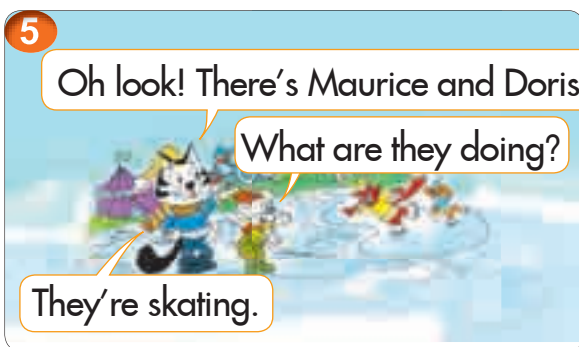
4



OK. Let's go to the park.

OK!

5



Oh look! There's Maurice and Doris!

What are they doing?

They're skating.

6



Hello, Maurice!

Hello, Doris!

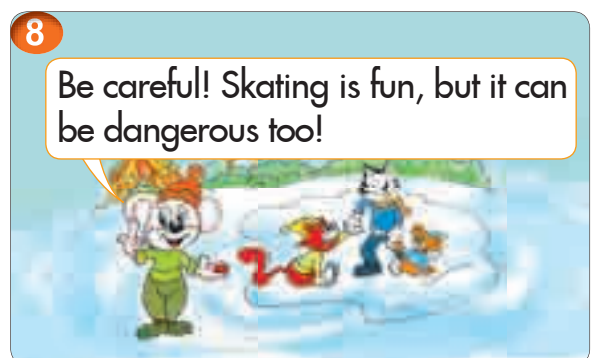
7



Stop!

Oh no!

8



Be careful! Skating is fun, but it can be dangerous too!

1. Read and listen to the story.

- Tell pupils that they are going to read and listen to the story. Before pupils listen, ask them to look at the pictures and ask them questions (e.g. What are Maurice and Doris doing in picture 5 to 6?)
- Play the tape and let the pupils read and listen.

Audio script

Chit: It's cold!

Miu: Yes, but it's sunny. Let's go for a walk.

Chit: Wait a minute.

Chit: Come on, everyone! Let's go to the park!

Other mice: No! We're busy!

Chit: They're busy.

Miu: What are they doing?

Chit: Mimi is watching TV, Nini is listening to music and Jack is playing the piano.

Miu: OK. Let's go to the park.

Chit: OK!

Miu: Oh look! There's Maurice and Doris!

Chit: What are they doing?

Miu: They're skating.

Miu: Hello, Maurice!

Chit: Hello, Doris!

Miu: Stop!

Chit: Oh no!

Chit: Be careful! Skating is fun, but it can be dangerous too!

2 Put the words in the correct order. 

1. for a go walk let's _____.

2. let's a book read _____.

3. doing are they what _____?

4. music is Nini to listening _____.

3 Match the rhyming words. 

1 cold

2 wait

3 walk

4 play

5 hello

a late

b know

c stay

d old

e talk

4 Read and write. 

Chit: Hello, Doris. How (1) _____?

Doris: I'm (2) _____. Thank you. And you?

Chit: Fine, thanks. Do you (3) _____ skating?

Doris: Yes, (4) _____. Do you?

Chit: No, (5) _____.

2. Put the words in the correct order.

- Tell pupils that they are going to put the words in the correct order to make sentences. Give a few seconds for pupils to read the text.
- Give time for pupils to do the task.
- Ask pupils to swap and check their sentences before checking as a class.
- Ask a few pairs to read aloud the correct sentences.

Key: 1 Let's go for a walk.

2 Let's read a book.

3 What are they doing?

4 Nini is listening to music.

3. Match the rhyming words.

- Tell pupils that they are going to pair the words that rhyme. Explain to pupils that rhyming words are and give them some examples (e.g. fine and line). Give a few seconds for pupils to read the words in the book.
- Give time for pupils to do the task.
- Get pupils to swap and check the answers before checking as a class.
- Ask a few pupils to read aloud the pairs of rhyming words.

Key: 1d 2a 3e 4c 5b

4. Read and write.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text and check comprehension.
- Give time for pupils to do the task.
- Get pupils to swap and check the answers before checking as a class.
- Ask a few pairs to read aloud the dialogue.

Key: 1 are you 2 fine 3 like 4 I do 5 I don't

Audio script

Chit: Hello, Doris. How are you?

Doris: I'm fine. Thank you. And you?

Chit: Fine, thanks. Do you like skating?

Doris: Yes, I do. Do you?

Chit: No, I don't.

Chịu trách nhiệm xuất bản :

Chủ tịch Hội đồng Thành viên kiêm Tổng Giám đốc NGUYỄN NGÔ TRẦN ÁI
Phó Tổng Giám đốc kiêm Tổng biên tập GS. TS VŨ VĂN HÙNG

Biên tập nội dung : LÊ THỊ HUỆ – VŨ THỊ LAI – TRẦN THU HÀ – KEN WILSON
– MARY-JANE NEWTON – CAUVIS FUNG – ERIC LEHER – JOANNA PIERCE

Biên tập mỹ thuật : NGUYỄN BÍCH LA

Thiết kế sách : PHẠM THỊ HỒNG HẠNH – LÊ THẾ HẢI

Trình bày bìa : NGUYỄN BÍCH LA

Minh họa : NGUYỄN BÍCH LA – ĐẶNG HOÀNG VŨ – NGUYỄN PHƯƠNG DUNG

Sửa bản in : LÊ THỊ HUỆ – VŨ THỊ LAI – TRẦN THU HÀ

Chế bản tại : CTCP MĨ THUẬT & TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Nhà xuất bản Macmillan (MPC).
Trong sách có sử dụng một hình ảnh từ Internet.

TIẾNG ANH 3 – SÁCH GIÁO VIÊN

Mã số : 1G310T4

Số ĐKKH xuất bản : 01- 2014/ CXB/ 41- 1062/ GD

In bản (QĐ), khổ 19 × 26.5 (cm)

In tại :

Địa chỉ :

In xong và nộp lưu chiểu tháng năm 2014.