

# Unit 18

# What's your phone number?

## Lesson 1

1 Look, listen and repeat. 🗣️ 🎧 🐜



2 Point and say. 🗣️ 🗣️



Work in pairs. Ask your partners' phone numbers. 🗣️

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Phone numbers* and *Outdoor activities*.
- ask and answer questions about phone numbers, using *What's ...'s phone number? It's ...*
- accept and decline an invitation, using *Would you like to ...? I'd love to./Sorry, I can't.*
- pronounce two-syllable words with the stress on the second syllable: *re'peat, en'joy, in'vite* and *com'plete*.

**Warm-up:** Prepare pupils for this unit by revising numbers from zero to nine. Write the numbers randomly on the board. Point at each of them and have pupils say the number. Point at a quicker pace to make it more challenging.

### 1. Look, listen and repeat.

- Tell the class that they are going to read a story in which the characters ask and answer questions about phone numbers, using *What's ...'s phone number? It's ...*
- Have pupils look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are they? Where are they? What are they talking about?* (Nam and Linda are at school. In Pictures a, b and c, they are talking about Linda's new mobile phone. In Picture d, Nam asks Linda for her phone number, using *What's your phone number?* and Linda answers *It's 0912 158 657.*) Check comprehension.
- Play the recording so they can listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about phone numbers, using *What's ...'s phone number? It's ...*
- Have them look at the phone numbers in the pictures and the names under them. Point to Picture a and have them say the phone number. Do choral and individual repetition. Then tell the class to work in pairs and practise asking and answering questions about phone numbers, using the text in the bubbles and the picture cues.
- Call a few pairs to act out the dialogue in front of the class. Check as a class or correct pronunciation, if necessary.

**Language note:** We usually say a phone number in single digits: *one-one-five (115)*. When 0 is in a phone number, it is pronounced *oh* (e.g. *0904 355 600 = oh-nine-oh-four, three-five-five, six-oh-oh*).

### Work in pairs. Ask your partners' phone numbers.

- Tell pupils that they are going to ask their partners' phone numbers in pairs, using *What's ...'s phone number? It's ...*
- Ask pupils to write their own phone number on a piece of paper.
- Have them work in pairs, one asking and the other giving the answer.
- Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.



3 Listen and tick. 🎧 ✎

1. What's Tom's phone number?



a ☐



b ☐



c ☐

2. What's Mai's phone number?



a ☐



b ☐



c ☐

3. What's Mr Loc's phone number?



a ☐



b ☐



c ☐

4 Look and write. 👁️ ✎

1. What's Joe's phone number?

It's oh-nine-seven-six, two-nine-one,  
one-nine-six

2. What's Ann's phone number?

\_\_\_\_\_

3. What's Ben's phone number?

\_\_\_\_\_



5 Let's sing. 🎵



**What's your phone number?**

What's your phone number? What's your phone number?

It's oh-nine-nine-two, three-four-five, eight-nine-six.

What's your phone number? What's your phone number?

Oh-nine-nine-two, three-four-five, eight-nine-six.

Hey ho, hey ho, it's my phone number.

**Warm-up:** Spend a few minutes revising the previous lesson. Call a few pairs to the front of the class to ask and answer the question *What's ...'s phone number?*

### 3. Listen and tick.

- Tell the class that they are going to listen to three dialogues about phone numbers and tick the correct pictures.
- Have pupils look at the pictures to identify that each picture shows one phone number. Ask them how these phone numbers are said in English. Have them point to each of the pictures and say aloud the phone number in English.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the phone numbers.
- Get pupils to swap their answers before you check as a class.

**Key:** 1 b      2 c      3 a

#### Audio script

1. **Mai:** What's your phone number, Tom?  
**Tom:** It's oh-nine-nine-nine, two-nine-one, two-nine-six.  
**Mai:** Can you say it again?  
**Tom:** Oh-nine-nine-nine, two-nine-one, two-nine-six.  
**Mai:** Thank you.
2. **Nam:** What's your phone number, Mai?  
**Mai:** Oh-nine-nine-eight, oh-nine-three, five-nine-six.  
**Nam:** Oh-nine-nine-eight, oh-nine-three, er ...?  
**Mai:** five-nine-six.  
**Nam:** Thanks, Mai.
3. **Mary:** Do you have Mr Loc's phone number, Quan?  
**Quan:** Just a minute ... It's oh-nine-nine-oh, two-eight-three, eight-five-five.  
**Mary:** Oh-nine-nine-oh, two-eight-three, eight-five-five, right?  
**Quan:** That's right.  
**Mary:** Thank you very much.

### 4. Look and write.

- Tell pupils that they are going to write phone numbers.
- Have them look at the pictures to identify the phone numbers. Ask them how these phone numbers are said in English.
- Give pupils time to do the task independently. Remind them to write the words for the numbers.
- Get them to swap their answers before checking as a class.

**Key:** 2 It's oh-nine-eight-five, oh-nine-seven, oh-nine-nine.  
3 It's oh-nine-one-two, two-eight-three, eight-oh-four.

### 5. Let's sing.

- Tell pupils that they are going to sing the song *What's your phone number?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a pair to the front of the class. Each of them sings one line of the song. Then the class sings the song together and claps hands.



# Lesson 2

## 1 Look, listen and repeat. 🧐 🎧 🗣️

**a** Hello. May I speak to Mai, please? Speaking. Who is it? It's Peter. We are free tomorrow. Would you like to go for a picnic?

**b** Yes, I'd love to, but I have to ask my parents. OK. Then can you call me back?

**c** Sure. What's your phone number? It's 0438 570 339. OK. Thanks.

## 2 Point and say. 📌 😊

Would you like to \_\_\_\_\_?

I'd love to.

Sorry, I can't.



go for a walk



go for a picnic



go fishing



go skating

## 3 Let's talk. 😊 🗣️

- Hello. May I speak to \_\_\_\_\_, please?
- Would you like to \_\_\_\_\_?
- What's your phone number?

**Warm-up:** Ask some pupils to go to the front of the class to sing the song *What's your phone number?* The rest of the class sing along and clap hands.

### 1. Look, listen and repeat.

- Tell the class that they are going to read a story in which the characters accept and decline an invitation, using *Would you like to ...? I'd love to./Sorry, I can't.*
- Have pupils look at the three pictures to understand how the language is used. Ask questions such as *Who are they? Where are they?* and *What are they saying?* (In Picture a, Peter is calling Mai from his home, asking *May I speak to Mai, please?* and Mai replies *Speaking. Who is it?* Then Peter asks *Would you like to go for a picnic?* and Mai answers *Yes, I'd love to.*) Check comprehension.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again so they can listen and repeat.

**Language note:** *I'd love to* is the contracted form of *I would love to*.

### 2. Point and say.

- Tell pupils that they are going to practise making and accepting/declining an invitation, using *Would you like to ...? I'd love to. or Sorry, I can't.*
- Have them look at the pictures to understand the collocations *go for a walk, go for a picnic, go fishing* and *go skating*. Point to Picture a and have them repeat the words under it. Do choral and individual repetition. Then tell the class to practise making an invitation and accepting or declining it in pairs.
- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then practise in pairs.
- Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

### 3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Remind them of the questions *May I speak to ...? Would you like to ...? What's your phone number?* and how to respond to these questions.
- Ask them to work in pairs: one pupil asks the questions and the other gives the answers. Remind them to use facts about themselves. Go around offering help. Correct pronunciation, if necessary.
- Call on a few pairs to act out the dialogue in front of the class.



**4** Listen and circle. 🎧 🎧

1. Mai wants to go for a \_\_\_\_\_. a. picnic b. walk
2. Phong wants to go \_\_\_\_\_. a. fishing b. skating
3. Linda's phone number is \_\_\_\_\_. a. 0999 291 196 b. 0999 291 195
4. Nam's phone number is \_\_\_\_\_. a. 0438 456 339 b. 0463 393 845

**5** Look and write. 👁️ 🗣️



1. A: Would you like \_\_\_\_\_?  
\_\_\_\_\_?

B: Sorry, I can't.



2. A: \_\_\_\_\_?  
\_\_\_\_\_?

B: I'd love to.



3. A: What's \_\_\_\_\_?  
B: It's 0985 097 099.



4. A: Hello. \_\_\_\_\_  
Amy, please?  
B: Speaking.

**6** Let's play. 🧑🧒🧑



**Find the phone numbers**

0 9 8 5 0 6 7 2 7 9

**Warm up:** Spend a few minutes revising the previous lesson. Invite some pairs of pupils to go to the front of the class, asking and answering the questions *May I speak to ...? Would you like to ...?*

#### 4. Listen and circle.

- Tell the class that they are going to listen to four dialogues and circle the correct words or phone numbers to complete the sentences.
- Give pupils a few seconds to read the incomplete sentences in silence and guess the answers to fill the gaps.
- Play the recording more than once, if necessary, for pupils to listen and circle the answers.
- Get them to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** 1 a    2 b    3 a    4 b

##### Audio script

- |   |  |
|---|--|
| <p><b>1. Tom:</b> Would you like to go skating this Sunday, Mai?<br/> <b>Mai:</b> Sorry, I can't. I can't skate.<br/> <b>Tom:</b> What about going for a picnic?<br/> <b>Mai:</b> Yes. I'd love to.</p>   | <p><b>2. Tom:</b> Would you like to go fishing tomorrow, Phong?<br/> <b>Phong:</b> Sorry, but I don't like fishing.<br/> <b>Tom:</b> Would you like to go skating?<br/> <b>Phong:</b> I'd love to.</p> |
| <p><b>3. Tom:</b> You have a new mobile phone.<br/> <b>Linda:</b> Yes.<br/> <b>Tom:</b> It looks very nice. What's your phone number?<br/> <b>Linda:</b> It's 0999 291 196.<br/> <b>Tom:</b> 0999 291 196?<br/> <b>Linda:</b> That's right.</p> | <p><b>4. Mai:</b> What's your phone number, Nam?<br/> <b>Nam:</b> It's 0463 393 845.<br/> <b>Mai:</b> Can you say it again?<br/> <b>Nam:</b> 0463 393 845.<br/> <b>Mai:</b> Thank you.</p>             |

#### 5. Look and write.

- Tell pupils that they are going to write questions, using the given answers and the picture cues.
- Have them read the answers and the incomplete questions. Then ask them to look at the picture above each question and guess the words to complete the questions.
- Set a time limit for pupils to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.

**Key:** 1 to go swimming    2 Would you like to go for a picnic  
 3 your phone number    4 May I speak to

#### 6. Let's play.

- Tell pupils that they are going to play the game *Find the phone numbers*.
- Prepare 30 small pieces of paper. On each of them, write a number from 0 to 9 so that there are in total three instances of each number. Put the pieces of paper in a box. Ask two pairs of pupils to come out and stand next to the box. Say a phone number. The pair that is quicker to find the correct numbers from the box and put them in the correct order gets a point and continues to play the game with another pair. The pair that gets the most points at the end of the game is the winner.



# Lesson 3

## 1 Listen and repeat. 🎧 🗣️

re'peat

Can you re'peat that?

en'joy

She en'joys the party.

in'vite

They in'vite me to go for a picnic.

com'plete

We have to com'plete the sentences.

## 2 Listen and circle. Then say the sentences aloud. 🎧 🗣️ 😊

1. I \_\_\_\_\_ my English lesson.  
a. enjoy                      b. invite
2. I want to \_\_\_\_\_ some friends to my party.  
a. begin                      b. invite
3. They \_\_\_\_\_ playing badminton.  
a. repeat                      b. enjoy
4. Now \_\_\_\_\_ the sentence with these words.  
a. complete                      b. repeat

## 3 Let's chant. 🎵

### **I'd like to invite you to my party**

I'd like to invite you to my party.  
Can you repeat that, please?  
I'd like to invite you to my party.  
Oh lovely, I'd like that, yes please!  
I enjoy having parties  
With my friends and you and me.  
I enjoy sitting in the sun.  
And I enjoy being by the sea.



**Warm-up:** Spend a few minutes revising the previous lesson. Have pupils play the game *Say the phone numbers* again.

### 1. Listen and repeat.

- Tell pupils that they are going to practise pronouncing the following words: *re'peat*, *en'joy*, *in'vite* and *com'plete*.
- First, put the words *re'peat*, *en'joy*, *in'vite* and *com'plete* on the board, with the stress marks. Play the recording and ask pupils to repeat the words a few times. Then put the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the sentences, paying attention to the target words and stress.
- Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.

### 2. Listen and circle. Then say the sentences aloud.

- Tell pupils that they are going to listen to the recording and circle the correct answers.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the answers. Go around offering help, if necessary.
- Have them swap their answers before checking as a class. Then ask them to read aloud the answers.

**Key:** 1 a 2 b 3 b 4 a

#### Audio script

1. I enjoy my English lesson.
2. I want to invite some friends to my party.
3. They enjoy playing badminton.
4. Now complete the sentence with these words.

### 3. Let's chant.

- Tell pupils that they are going to say the chant *I'd like to invite you to my party*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. Call two groups to give a demonstration.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



#### 4 Read and tick. 🧐 🔍

At weekends, Tom often goes for a picnic with his family in the countryside. He wants to relax and enjoy the scenery. He likes playing sports and games, and he enjoys taking photographs with his mobile phone. He also likes cooking lunch for his family.



1. Tom often has picnics with his friends at the weekend.
2. He wants to relax and enjoy the scenery in the countryside.
3. He dislikes playing sports and games.
4. He likes taking photographs with his mobile phone.
5. He loves cooking for his mother and father.

True False

<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"/>

#### 5 Let's write. 📝

On Sundays, I often \_\_\_\_\_.

I want to \_\_\_\_\_.

I like \_\_\_\_\_.

I enjoy \_\_\_\_\_.

I love \_\_\_\_\_.

#### 6 Project 🎨

Ask four classmates for their phone numbers. Then tell the class about them.

	Name	Phone number
1		
2		
3		
4		

**Warm-up:** Spend a few minutes revising the previous lesson. Have the class pronounce two-syllable words with the stress on the second syllable. Remind them to use a louder voice for the second syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *repeat, enjoy, invite, complete, about, because, today.*

#### 4. Read and tick.

- Tell the class that they are going to read the text about Tom's picnic with his family, decide whether the five statements are true or false and tick the correct answers.
- You may get pupils to read the sentences under the text and guess which sentence is true and which one is false.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class.
- If time allows, ask them more questions about the text (e.g. *Where does Tom have picnics with his family? What does Tom like doing?*)

**Key:** 1 False 2 True 3 False 4 True 5 True

#### 5. Let's write.

- Tell pupils that they are going to complete a short paragraph about themselves.
- Have them work in pairs or groups to discuss what they are going to write in the gaps of the sentences. Focus them on where they usually go on Sundays and what they want to do there.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.

**Key:** Pupils' own answers

#### 6. Project

- Tell pupils that they are going to ask four classmates for their phone numbers, and then report the results to the class.
- Give each pupil a card and ask them to copy the table from the Pupil's Book on their cards.
- Give pupils time to ask their classmates for their phone numbers and write them down.
- Have pupils look at the table and tell the class their classmates' phone numbers. You may ask them to assume that they are reading from a phone book.

**Example:**

	Name	Phone number
1	Van Thang	0946 608 382
2	Thu Trang	0982 074 511
3	Ngoc Quang	0985 097 099
4	Thu Ha	0912 283 804

*Good afternoon, class. In my phone book, there are four numbers. Thang's phone number is 0946 608 382. Trang's phone number is 0982 074 511. Quang's phone number is 0985 097 099. And Ha's phone number is 0912 283 804. Thank you for listening.*

**Key:** Pupils' own answers