



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  grandfather	b  grandmother	c  father
d  mother	e  sister	f  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 <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 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

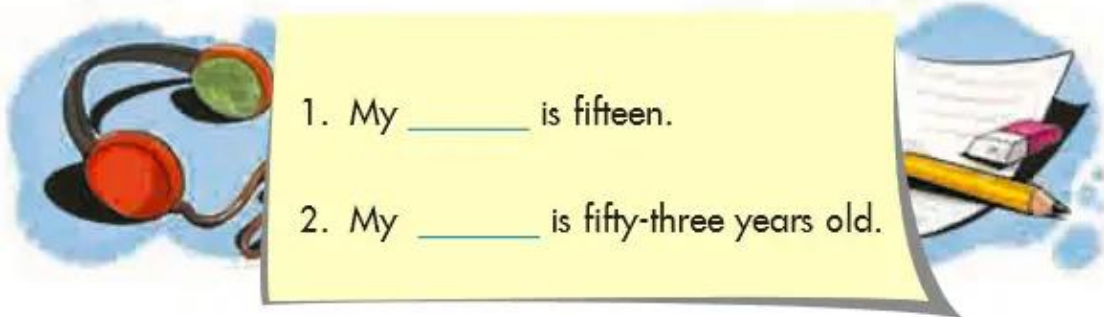
That's my **brother**.

gr

grandmother

My **grandmother'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.