



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 *Mal* 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.  

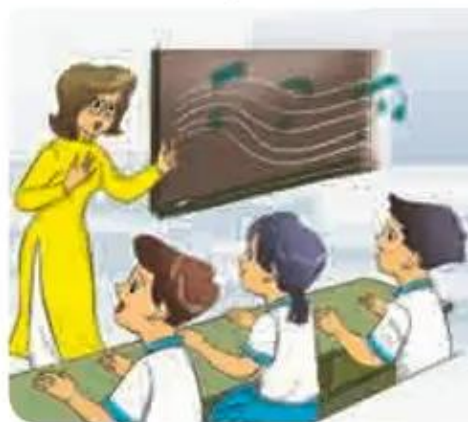


1. A: What's your name?  
B: \_\_\_\_\_ Peter.



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 *Mal, 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.                       | a My name's Quan.<br>Nice to meet you too. |
| 2 What's your name?                     | b Hi, Mai. I'm Peter.                      |
| 3 My name's Linda.<br>Nice to meet you. | c P-E-T-E-R.                               |
| 4 How do you spell your name?           | 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.