



Lesson 1

1 Look, listen and repeat.   




2 Point and say.  

Who's that? It's _____.



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. *Nam:* Who's that?

Mai: It's Tony.

2. *Nam:* And who's that?

Mai: 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.   



2 Point and say.  



3 Let's talk.  



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. <i>Miss Hien:</i> How old are you? | 2. <i>Miss Hien:</i> How old are you? |
| <i>Girl:</i> I'm six years old. | <i>Boy:</i> I'm seven years old. |
| 3. <i>Mr Loc:</i> How old are you? | 4. <i>Mr Loc:</i> How old are you? |
| <i>Girl:</i> I'm eight years old. | <i>Boy:</i> 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.

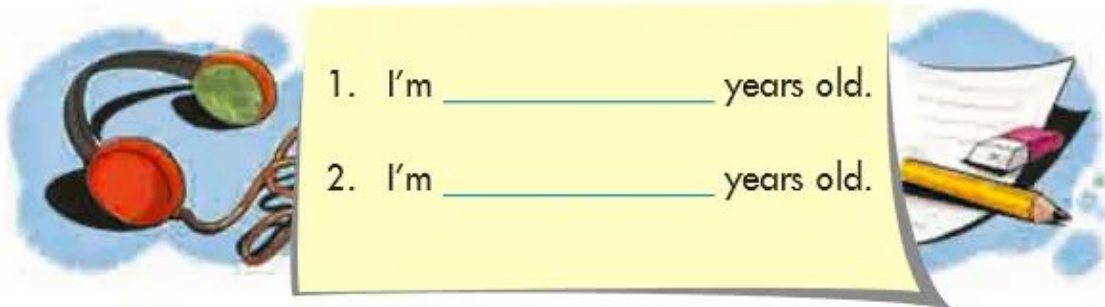
Lesson 3

1 Listen and repeat.  

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

s **six** I'm **six** 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.