**Unit 2. Our names**

**Objectives**

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters **m** and **n** in isolation, in the words Mary and Nam, and in the sentences I'm Mary, and My name's Nam.;

- use the words what, your, name, my, how old, years old in relation to the topic "Our names";

- use What's your name? - My name's……. to ask and answer questions about names;

- use How old are you? - I'm …... to ask and answer questions about someone's age;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";

- read and write about people's names and ages;

- make or draw a birthday cake and use it to introduce their names and ages to the class.

**LESSON 1 (Period 1)**

**Warm-up**

- Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.

- Spend a few minutes revising Unit 1 by asking the class to do the project in Lesson 3, or to sing the song Hello in Lesson 1.

- Have pupils open their books on page 16 and look at Unit 2, Lesson 1, Activity 1.

**1. Look, listen and repeat.**

**Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about names.

**Input:**

- Context a: Linh: Hi. I'm Linh. What's your name? Ben: My name's Ben.

- Context b: Minh: What's your name? Mary: My name's Mary.

**Procedure:**

***Step 1:*** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

***Step 2:*** Ask pupils to look at Picture a. Play the recording for them to listen.

***Step 3:*** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.

***Step 4:*** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

**Step 5:** Draw pupils' attention to the question What's your name? and the answers My name's Ben and My name's Mary. Tell pupils that they are a question and answers about the characters' names.

**Outcome:** Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about names.

**2. Listen, point and say.**

**Goal:** To correctly say the characters' names and use What's your name? - My name's …… to ask and answer questions about names.

**Input:**

- Picture cues: a. Nam and Bill b. Linh and Mary

- Speech bubbles: What's your name? - My name's …….

**Audio script:** **a.** Nam, Bill **b.** Linh, Mary

A: What's your name?

B: My name's Nam.

**Procedure:**

***Step 1:*** Have pupils look at the pictures. Elicit the name of each character.

***Step 2:*** Have pupils point at Picture a (Nam, Bill), listen to the recording and repeat the names (Nam, Bill). Repeat the same procedure with Picture b. Have the class repeat the names a few times.

***Step 3:*** Point at the first bubble and have pupils listen and repeat after the recording (What's your name?). Point at Picture a and have pupils listen and repeat after the recording (My name's Nam.). Repeat the same procedure with Picture b.

***Step 4:*** Divide the class into two groups to take turns repeating each character's speech in Picture a until theyfeel confident. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture b.

***Step 5:*** Put pupils in pairs and have pairs practise asking and answering the question What's your name? - My name's .

***Step 6:*** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Outcome:** Pupils can correctly say the characters' names and use What's your name? - My name's . to ask a nd answer questions about names.

**3. Let's talk.**

**Goal:** To enhance the correct use of What's your name? and My name's …… to ask and answer questions about names in a freer context.

**Input:**

- Picture cue: Two pupils greet each other outside school.

- Speech bubbles: What's your name? - ………..

**Procedure:**

***Step 1:*** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Elicit the answer My name's Mai. Get pupils to repeat the question and the answer several times in pairs.

***Step 2:*** Go around the classroom, pointing to pupils and asking What's your name? Allow each pupil to answer with his/her own name (e.g. My name's Long.).

***Step 3:*** Have pupils practise asking and answering the questions about their own names in pairs. Go around the classroom to observe and provide help.

***Step 4:*** Invite some pairs to practise asking the question and giving the answer in front of the class.

**Outcome:** Pupils can enhance the correct use of What's your name? - My name's …… to ask and answer questions about names in a freer context.

**Preparation for the project:** Ask pupils to prepare for the project on page 21 by making paper birthday cakes or drawing birthday cakes (with numbers showing their ages) as homework so that they can tell the class about their names and ages at

Project time.

**LESSON 1 (Period 2)**

***Warm-up***

- Greet the class.

- Spend a few minutes revising What's your name? - My name's ……. Have pupils

ask and answer questions about their own names in front of the class.

- Dictate some sentences about names (e.g. My name's Quan. My name's Huong.) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's work.

- Have pupils open their books on page 17 and look at Unit 2, Lesson 1, Activity 4.

**4. Listen and tick.**

**Goal:** To listen to and understand two communicative contexts in which pupils ask and answer questions about their names and tick the correct pictures.

**Input:**

- Picture cues:

**1a.** Minh greets Lucy and asks her name.

**1b.** Minh greets Mary and asks her name.

**2a.** Mai greets Bill and asks his name.

**2b.** Mai greets Ben and asks his name.

**Audio script:**

**1.** Minh: Hi. I'm Minh. What's your name? 2. Mai: Hi. I'm Mai. What's your name?

Mary: Hello, Minh. My name's Mary. Bill: Hello, Mai. My name's Bill.

**Procedure:**

**Step 1:** Ask pupils some questions about Activity 4 (e.g. How many pictures are there? Who can you see? What are they doing?).

**Step 2:** Have pupils look at Pictures la and 1b. Ask them to talk about the difference between Picture la and Picture 1b. Play the recording of the first dialogue and ask pupils to tick the correct picture. Play the recording again and check their answers. Praise pupils if they have the correct answer (Picture b).

**Step 3:** Repeat Step 2 with the second dialogue.

**Step 4:** Set a time limit for pupils to swap books with a partner and check the answers. Correct their answers, if necessary.

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about their names and tick the correct pictures.

**Key:** 1. b 2. a

**5. Look, complete and read.**

**Goal:** To complete the target sentence patterns in two exchanges with the help of picture cues.

**Input:** Two picture cues and two exchanges with the target sentences to complete

**Procedure:**

**Step 1:** Ask pupils to look at the picture sand identify the characters in the two pictures.

**Step 2:** Ask pupils to look at the two incomplete exchanges. Draw their attention to the missing words in the sentences.

**Step 3:** Model Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer (Lucy). Then have them look at the picture and identify the character's name. Then have them complete the gap (Hi. My name's Nam. What's your name? - My name's Lucy.). Repeat the same procedure with Picture 2.

**Step 4:** Get pupils to complete the exchanges individually, then nominate a few pairs to read them aloud.

**Outcome:** Pupils can complete the target sentence patterns in two exchanges with the help of picture cues.

**Key:** 1. Lucy 2. your name; My name's Mary.

**6. Let's play.**

Slap the board

**Goal:** To review the characters' names by playing the game Slap the board.

Input: Six flash cards showing pictures of Lucy, Nam, Ben, Mai, Mary and Bill or six words Lucy, Nam, Ben, Mai, Mary and Bill.

**Procedure:**

***Step 1:*** Tell pupils that they are going to listen for the names of the six pupils and slap the correct flash cards / words as quickly as possible.

***Step 2:*** Put the flash cards or write the words of the six pupils on the board.

***Step 3:*** Call two or three pupils to the front of the class. Ask them to stand at a certain distance from the board.

***Step 4:*** Invite one pupil to the front of the class and ask What's your name? The pupil answers the question with one of the names on the board (e.g. My name's Bill.). Have pupils run to the board and slap the correct flash card / word. The pupil who is the quickest to slap the correct word gets one point. The pupil who has the most points at the end of the game wins.

**Outcome:** Pupils can review the characters' names by playing the game Slap the board.

**LESSON 2 (Period 3)**

**Warm-up**

- Greet the class. Go around the class and ask pupils' names. Encourage pupils to greet each other and ask each other's name in pairs.

- Spend a few minutes revising the previous lesson by asking the class to play the game Slap the board. Then have pupils open their books on page 18 and look at Unit 2, Lesson 2, Activity 1.

**1. Look, listen and repeat.**

**Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about the character's age.

**Input:**

- Context a: Nam: What's your name? Mary: My name's Mary.

- Context b: Nam: How old are you? Mary: I'm eight years old.

**Procedure:**

***Step 1:*** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

***Step 2:*** Ask pupils to look at Picture a. Play the recording for them to listen.

***Step 3:*** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.

***Step 4:*** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

***Step 5:*** Draw pupils' attention to the question How old are you? and the answer I'm eight years old. Tell pupils that they are a question and an answer about someone's age.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the character's age.

**2. Listen, point and say.**

**Goal:** To correctly say the words and use How old are you? - I'm ……. years old. to ask and

answer questions about someone's age.

**Input:** - Picture cues:

a. A girl is holding a birthday cake with the number 7.

b. A girl is holding a birthday cake with the number 8.

c. A boy is holding a birthday cake with the number 9.

d. A boy is holding a birthday cake with the number 10.

- Speech bubbles: How old are you? - I'm ……. years old.

**Audio script:**

a. seven b. eight c. nine d. ten

A: How old are you?

B: I'm seven years old.

**Procedure:**

***Step 1:*** Have pupils look at the pictures and elicit the numbers on the cakes.

***Step 2:*** Have pupils point at Picture a, listen to the recording and repeat the word (seven). Repeat the same procedure with the other three pictures. Have the class repeat the numbers a few times.

***Step 3:*** Point at the first bubble and have pupils listen and repeat after the recording (How old are you?). Point at Picture a and have pupils listen and repeat after the recording (I'm seven years old.). Repeat the same procedure with the other three pictures.

***Step 4:*** Have pairs practise asking and answering the question How old are you? - I'm ……. years old.

***Step 5:*** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Outcome:** Pupils can correctly say the words and use How old are you?- I'm years old. to ask

and answer questions about someone's age.

**3. Let's talk.**

**Goal:** To enhance the correct use of How old ore you? and to correctly respond using their own ages.

**Input:**

- Picture cue: Two children want to buy birthday cakes in a bakery.

- Speech bubbles: How old are you?- .

**Procedure:**

***Step 1:*** Have pupils look at the picture and explain that the two children want to buy some birthday cakes. The shop assistant asks their ages and the children answer. Have pupils look at the first speech bubble and read How old are you? Ask them to point at the first cake and say I'm four years old. Let pupils listen to and repeat the question and the answer a few times individually and in chorus.

***Step 2:*** Go around the classroom, pointing to the cakes and asking How old are you? Let each pupil answer with the numbers on the cakes.

***Step 3:*** Have pupils practise asking the questions and giving their own ages in pairs. If pupils find it difficult to say their ages, have them say the numbers in Activity 2 again.

**Step 4:** Invite some pairs of pupils to practise asking and answering questions about their ages in front of the class.

**Outcome:** Pupils can enhance the correct use of How old are you? and correctly respond using their own ages.

**LESSON 2 (Period 4)**

**Warm-up**

- Greet the class.

- Spend a few minutes revising the previous lesson by asking pupils to work in pairs. One pupil in each pair asks What's your name? How old ore you? and the other answers.

- Have pupils open their books on page Wand look at Unit 2, Lesson 2, Activity 4.

**4. Listen and number.**

Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about ages and number the correct pictures.

Input: Picture cues:

a. a birthday cake with the number 7

b. a birthday cake with the number 8

c. a birthday cake with the number 9

d. a birthday cake with the number 10

**Audio script:**

1. A: How old are you?

8: I'm eight years old.

2. A: How old are you?

8: I'm ten years old.

3. A: How old are you?

8: I'm nine years old.

4. A: How old are you?

8: I'm seven years old.

**Procedure:**

***Step 1:*** Have pupils look at Activity 4. Ask them How many pictures are there? What can you see in each picture? Draw pupils' attention to the boxes at the corners of the pictures. Check their comprehension.

***Step 2:*** Play the recording of the first dialogue. Tell pupils that they will need to listen to the age(e.g. eight) and number the pictures 1,2,3 or 4. Then ask pupils in which picture number eight appears (Picture b). Tell pupils to write "1 "in the box of Picture b.

***Step 3:*** Play the recording for the other dialogues and allow pupils to write down their answers. Set a time limit for pupils to swap books with a partner and check the answers. Correct the answers, if necessary.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about ages and number the correct pictures.

**Key:** 1.b 2.d 3.C 4. a

**5. Look, complete and read.**

**Goal:** To complete three dialogues with the help of picture cues.

**Input:** Three picture cues with three gapped dialogues to complete

**Procedure:**

***Step 1:*** Have pupils look at the pictures. Have them identify the numbers (ages) in the pictures.

***Step 2:*** Have pupils look at the three incomplete dialogues. Draw their attention to the missing words in the sentences.

***Step 3:*** Model Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer (an age). Then have them look at the picture and identify the number. Then have them complete the gap (How old are you? - I'm seven years old.). Repeat the same procedure with Pictures 2 and 3.

***Step 4:*** Have pupils complete the dialogues individually, then nominate a few pairs to read them aloud.

Outcome: Pupils can complete three gapped dialogues with the help of picture cues.

**Key:** 1. seven 2. eight years 3. you; nine years old

**6. Let's sing.**

**Goal:** To sing the song How old are you? with the correct pronunciation and melody.

Input: The lyrics and the recording of the song How old areyou?

**Procedure:**

***Step 1:*** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.

***Step 2:*** Have pupils listen to the whole song, drawing their attention to the pronunciation.

***Step 3:*** Play the recording of the song once or twice for pupils to listen and repeat, line after line and do related actions, e.g. using a finger to trace the words or clapping their hands.

***Step 4:*** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.

***Step 5:*** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

**Outcome:** Pupils can sing the song How old are you? with the correct pronunciation and melody.

**LESSON 3 (Period 5)**

**Warm-up**

- Greet the class.

- Spend a few minutes revising the previous lesson by asking pupils to sing the song How old are you?

- Have pupils open their books on page 20 and look at Unit 2, Lesson 3, Activity 1.

**1. Listen and repeat.**

**Goal:** To correctly repeat the sounds of the letters m and n in isolation, in the words Mary and Nam, and in the sentences I'm Mary, and My name's Nam. with the correct pronunciation and intonation.

**Input:**

- The letter m, the word Mary and the sentence I'm Mary.

- The letter n, the word Nam and the sentence My name's Nam.

**Procedure:**

***Step 1:*** Have pupils look at the letter m, listen to the recording and repeat the letter until they feel confident. Correct the pronunciation if necessary.

***Step 2:*** Have pupils point to the word Mary, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help if necessary.

***Step 3:*** Get pupils to point to the sentence I'm Mary., to listen to the recording and to repeat it several times. Then call on a few pupils to listen to and repeat the sentence in front of the class.

***Step 4:*** Repeat Steps 1 to 3 for the letter n. Go around the class and correct the pronunciation if necessary.

***Step 5:*** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.

**Outcome:** Pupils can correctly repeat the sounds of the letters m and n in isolation, in the words Mary and Nam, and in the sentences I'm Mary, and My name's Nam. with the correct pronunciation and intonation.

**2. Listen and circle.**

**Goal:** To identify the target words Mary and Nam while listening.

**Input:** Two gapped sentences with answer options

**Audio script:**

1. Hi. I'm Mary. 2. Hello. My name's Nam.

**Procedure:**

***Step 1:*** Have pupils read the incomplete sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Explain that the words Mai, Mary and Minh in the first sentence start with the same m sound, and that the words Mary / Mai and Nam start with two different sounds, m and n. Check their comprehension.

***Step 2:*** Play the recording and have pupils circle the correct options. Then get pupils to swap books and check the answers in pairs or groups. Correct the answers if necessary.

***Step 3:*** Invite a few pupils to read the completed sentences in front of the class. Remind them how to stress the target language.

Outcome: Pupils can identify the words Mary and Nam while listening.

**Key:** 1.b 2.C

**3. Let's chant.**

**Goal:** To say the chant with the correct rhythm and pronunciation.

**Input:** The lyric sand the recording of the chant

**Procedure:**

***Step 1:*** Have pupils scan the first verse of the chant and elicit its subject. Draw pupils' attention to the word Mary and the sentence My name's Mary. Check pupils' comprehension.

***Step 2:*** Play the recording, asking pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.

***Step 3:*** Play the recording of the whole verse again for pupils to do choral and individual repetition.

***Step 4:*** Repeat Steps 1 to 3 for the second verse of the chant. Go around the class and offer help to pupils who find it difficult.

**Extension:** If there is enough time, split the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then select some groups to go to the front of the class to chant and clap hands.

**Outcome:** Pupils can say the chant with the correct rhythm and pronunciation.

**LESSON 3 (Period 6)**

**Warm-up**

- Greet the class.

- Spend a few minutes revising the previous lesson by asking pupils to sing the chant on page 20.

- Have pupils open their books on page 21 and look at Unit 2, Lesson 3, Activity 4.

**4. Read and match.**

**Goal:** To read and match three dialogues with pictures.

**Input:** Three dialogues with three pictures to match

**Procedure:**

***Step 1:*** Have pupils read the first dialogue. Ask them some questions such as Who are they? What are they talking about? Then have pupils look at the picture sand match the dialogue with the correct one. Check their comprehension, if necessary.

***Step 2:*** Repeat Step 1 for Dialogues 2 and 3. Draw their attention to number eight while saying about age. Allow pupils to do the activity independently. Go around the class and offer help if necessary.

***Step 3:*** Set a time limit for pupils to swap books with a partner and check the answers.

***Step 4:*** Select three pairs of pupils to read the dialogues in front of the class.

**Outcome:** Pupils can read and match three dialogues with pictures.

**Key:**1.b 2.C 3. a

**5. Let's write.**

**Goal:** To read, understand and complete an exchange with personal information.

Input: An exchange with two gapped sentences

**Procedure:**

***Step 1:*** Have pupils read the dialogue and say what they are going to do. Ask some questions such as Who asks the questions? What are the questions about? Who has to write the answers? Check their comprehension. Remind them to write their personal information.

***Step 2:*** Give pupils time to write the answers to the questions independently. Go around the class and help if necessary.

***Step 3:*** Get pupils to swap books and check answers in pairs or groups before checking as a class. You may invite one or two pupils to write their answers on the board.

***Step 4:*** If there is enough time, ask some pairs to role-play the dialogue in front of the class. Encourage the class to praise or cheer the performers.

**Outcome:** Pupils can read, understand and complete an exchange with personal information.

**6. Project**

**Goal:** To make birthday cakes and use them to introduce names and ages.

**Input:** A paper birthday cake or a birthday cake drawn and coloured on a piece of paper. Ask pupils to make it as homework at the beginning of Unit 2 or Lesson 3. Remind them to write their names and ages on the cakes.

**Procedure:**

***Step 1:*** Have pupils take out the pieces of paper on which their names and ages are written.

***Step 2:*** Ask pupils to work in groups. Have each pupil show his / her birthday cake and say his / her name and age. The group praises his / her performance.

***Step 3:*** Invite some pupils to repeat Step 2 in front of the class.

**Outcome:** Pupils can say their names and ages, using birthday cakes.