**UNIT 3 - OUR FRIENDS**

**Objectives**

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

- correctly pronounce the sounds of the letters **th** (voiced) and **th** (unvoiced) in isolation, in the words that and thank, and in the sentences That's Lucy, and Thank you.

- use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic "Our friends";

- use This is/That's…… to introduce someone;

- use Is this / that ….. ? - Yes, it is. / No, it isn't. It's …….. to ask and answer questions about someone;

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

- draw three pictures of their friends and introduce them to the class.

**LESSON 1 (Period 1)**

**Warm-up**

- Greet the class and encourage pupils to respond to your greeting. Get pupils to open their books on page 22 and look at Unit 3, Lesson 1, Activity 1.

- Write the title Our friends on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

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

**Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.

**Input:**

- Context **a**: Mai: This is Mary. Mr Long: Hi, Mary.

- Context **b**: Mai: That's Mr Long. Bill: Hello, Mr Long.

**Procedure:**

***Step 1:*** Have pupils 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 sentences This is Mary, and That's Mr Long. Tell pupils that these sentences are used to introduce Mary and Mr Long.

**Outcome:** Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.

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

**Goal:** To correctly say the characters' names and use This is/That’s ….. to introduce someone.

**Input:** - Picture cues:

a. Ben, a British male pupil

b. Mai, a Vietnamese female pupil

c. Mr Long, a Vietnamese male teacher

d. Ms Hoa, a Vietnamese female teacher

- Speech bubbles: This is/That's ………..

**Audio script:**

a. Ben

b. Mai

c. Mr Long

d. Ms Hoa

This is Ben.

That's Mr Long.

**Procedure:**

***Step 1:*** Have pupils look at the pictures and elicit the names of the characters.

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

***Step 3:*** Point at Picture a and have pupils listen and repeat after the recording (This is Ben.). Point at Picture c and have pupils listen and repeat after the recording (That's Mr Long.). Repeat the same procedure with Pictures b and d by modelling the sentence patterns.

***Step 4:*** Have pupils work in pairs to practise saying This is ….. and That's …….

***Step 5:*** Invite a few pairs to point at the pictures and introduce the characters in front of the class.

Outcome: Pupils can correctly say the characters' names and use This is/That's ….. to introduce someone.

**3. Let's talk.**

**Goal:** To enhance the correct use of This is /That's . to introduce someone in a freer

context.

**Input:**

- Picture cue: Minh and Mai meet Bill and Mary in the school playground. Minh introduces Bill to Mai, then Minh introduces Mary to Mai. They greet and introduce themselves to each other.

- Speech bubbles: This is/That's ……..

**Procedure:**

***Step 1:*** Draw pupils' attention to the picture. Ask questions to help them identify the context (see Input).

***Step 2:*** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

***Step 3:*** Put pupils into groups of four and encourage them to greet and introduce someone. Go around the class to offer support.

***Step 4:*** Invite some groups to the front of the class to perform their conversations.

**Outcome:** Pupils can enhance the correct use of This is/That's. to introduce someone in a freer context.

**Preparation for the project:** Tell pupils about the project on page 27. Ask them to prepare for it at home by drawing three pictures of their friends on a piece of paper or in their notebooks. Remind them to bring their pictures to class to present them at Project time.

**LESSON 1 (Period 2)**

**Warm-up**

- Greet the class and encourage pupils to respond to your greeting.

- Spend a few minutes revising how to use This is/ That's …….. to introduce someone.

- Get pupils to open their books on page 23 and look at Units, Lesson 1, Activity 4.

**4. Listen and tick.**

**Goal:** To listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction and tick the correct pictures.

Input: Picture cues:

**1a.** Mai introduces Minh to Bill.

**1 b.** Mai introduces Nam to Bill.

**2a.** Linh introduces Ms Hoa to Ben.

**2b.** Linh introduces Mr Long to Ben.

**Audio script:**

1. Mai: Bill, this is Nam.

Bill: Hi, Nam.

2. Linh: Ben, that's Ms Hoa.

Ben: Hello, Ms Hoa.

**Procedure:**

***Step 1:*** Draw pupils' attention to Pictures la and 1b. Elicit the names of the characters

in each picture. Play the recording for Question 1.

***Step 2:*** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

***Step 3:*** Repeat Steps 1 and 2 for Pictures 2a and 2b.

***Step 4:*** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

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

**Outcome:** Pupils can listen to and understand two communicative contexts in which pupils

introduce someone and respond to the introduction and tick the correct pictures.

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

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

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

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

**Procedure:**

***Step 1:*** Have pupils look at the pictures. Have them identify the characters in the pictures.

***Step 2:*** Have pupils look at the two 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 words are missing in the first sentence (this is) and in the second sentence (Hello/Hi). Then have them complete the gaps (Ben, this is Nam. - Hello/Hi, Nam). Repeat the same procedure with Picture 2.

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

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

**Key:** 1. this is; Hello / Hi 2. that's; Hello

**6. Let's sing.**

**Goal:** To sing the song This is Linh, with the correct pronunciation and melody.

**Input:** The lyrics and the recording of the song This is Linh.

**Procedure:**

***Step 1:*** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback.

***Step 2:*** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.

***Step 3:*** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

***Step 4:*** Play the recording all the way through for pupils to sing along.

***Step 5:*** Introduce actions for pupils to do while singing along with the recording.

**Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings or claps along with the song.

**Outcome:** Pupils can sing the song This is Linh, with the correct pronunciation and melody.

**LESSON 2 (Period 3)**

**Warm-up**

- Greet the class and encourage pupils to respond to your greeting.

- Have the class sing the song This is Linh and clap their hands or do actions while singing.

- Get pupils to open their books on page 24 and look at Unit 3, 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 someone.

**Input:**

- Context a: Mai: /5 this Bill? Nam: Yes, it is.

- Context b: Mary: Is that Nam? Mai: No, it isn't. It's Minh.

**Procedure:**

***Step 1:*** Have pupils look at Pictures a and band 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 /5 this Bill? and the answer Yes, it is. and the question /5 that Nam? and the answer No, it isn't. It's Minh. Tell pupils that they are the questions and the answers about Bill and Minh.

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

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

**Goal:** To correctly say the words and use Is this / that ….. ? and Yes, it is. / No, it isn't. It's …….. to ask and answer questions about the characters.

**Input:** - Picture cues:

a. Linh

b. Lucy

c. Ben

d. Nam

**- Speech bubbles:** Is this/that ……. ?

Yes, it is./No, it isn't. It's …….

**Audio script:**

a. Linh/yes

b. Lucy/yes

c. Bill / no/Ben

d. Minh/ no/Nam

A: Is this Linh?

B. Yes, it is.

A: Is that Bill?

B: No, it isn't. It's Ben.

**Procedure:**

***Step 1:*** Have pupils look at the picture sand elicit the names of the characters.

***Step 2:*** Have pupils point at Picture a, listen to the recording and repeat the words (Linh /yes'). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times.

***Step 3:*** Point at Picture a and have pupils listen and repeat after the recording (Is this Linh?-Yes, it is.). Point at Picture c and have pupils listen and repeat after the recording (Is that Bill? - No, it isn't. It's Ben.). Repeat the same procedure with Pictures b and d by modelling the sentence patterns.

***Step 4:*** Have pupils work in pairs to practise asking and answering questions Is this/ that ….. ? Yes, it is./No, it isn't. It's …….

***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 Is this/that ….? and Yes, it is……./No, it isn't.

It's …….. to ask and answer questions about the characters.

**3. Let's talk.**

**Goal:** To enhance the correct use of Is this/ that ….. ? and Yes, it is./No, it isn't. It's …….. to ask and answer questions about someone in a freer context.

**Input:**

- Picture cue: Bill and Mai are in the park. Bill asks Mai about Linh and Nam.

- Speech bubbles: - Is this/that ……. ?

- Yes,/No, …...

**Procedure:**

***Step 1:*** Draw pupils' attention to the picture. Ask questions to help them identify the context (see Input).

***Step 2:*** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

***Step 3:*** Put pupils into pairs and encourage them to ask and answer questions about the characters Linh and Nam. Go around the class to offer support.

***Step 4:*** Invite some groups to the front of the class to perform their conversations.

**Outcome:** Pupils can enhance the correct use of Is this / that …..? and Yes, it is. / No, it isn't. It's ……. to ask and answer questions about someone.

**LESSON 2 (Period 4)**

**Warm-up**

- Greet the class and encourage them to respond to your greeting.

- Have pupils sing the song This is Linh and clap their hands or do actions while singing.

- Get pupils to open their books on page 25 and look at Units, 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 someone and number the correct pictures.

**Input:** Picture cues:

a. Bill

b. Mary

c. Ben

d. Lucy

**Audio script:**

1. Nam: Is this Mary?

Mai: Yes, it is.

2. Minh: Is that Ben?

Mai: No, it isn't. It's Bill.

3. Linh: Is this Lucy?

Minh: Yes, it is.

4. Linh: Is that Bill?

Nam: No, it isn't. It's Ben.

**Procedure:**

***Step 1:*** Draw pupils' attention to the pictures. Elicit the names of the characters in each picture.

***Step 2:*** Play the recording for pupils to listen.

***Step 3:*** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

***Step 4:*** Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.

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

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

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

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

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

**Input:** Four picture cues and four exchanges with the target sentences to complete

**Procedure:**

***Step 1:*** Have pupils look at the pictures. Have them identify the characters in the pictures.

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

***Step 3:*** Model Picture 1. Have pupils look at the dialogue. Ask them what words are missing in the question (/s this). Then have them complete the gap (/s this Ben? Yes, it is.). Repeat the same procedure with Pictures 2, 3 and 4.

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

Outcome: Pupils can complete four target sentence patterns with the help of picture cues.

**Key:** 1.Is this 2. Is this 3. Is that 4. Is that

**6. Let's play.**

Find and circle six names.

**Goal:** To recognise target words while looking at pictures of the characters and circle six names in a letter table and use them to ask and answer questions.

**Input:** The letter table includes six names of six characters. They are Mary, Mai, Linh, Bill, Nam and Lucy. Pupils look at the pictures of six characters, find and circle their names in the rows or in the columns of the letter table. The name Mary has been circled as an example.

**Procedure:**

***Step 1:*** Tell pupils to work in pairs.

***Step 2:*** Model the activity by identifying the picture of Mary first, draw pupils' attention to the word Mary in the table. Point to the picture of Mary and ask: "Is this Mary?" Ask a pupil to answer the question: "Yes, it is."

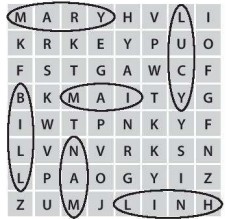
***Step 3:*** Have pupils play the game. Explain that after identifying six characters in the pictures and circling their names pupils should ask and answer questions about six characters (as mentioned in Step 2).

***Step 4:*** Seta time limit for pupils to play and check the answers.

Extension: If time allows, invite a few pairs to perform the game in front of the class.

**Outcome:** Pupils can recognise the characters in picture sand circle six names in a letter table, then ask and answer questions about them.

Key:



**LESSON 3 (Period 5)**

**Warm-up**

- Greet the class and encourage them to respond to your greeting.

- Spend a few minutes revising the previous lesson: Have a few pairs of pupils ask and answer questions about someone in the class, using Is this/that ?

- Yes, it is./No, it isn't. It's .

- Get pupils to open their books on page 26 and look at Unit 3, Lesson 3, Activity 1.

**1. Listen and repeat.**

**Goal:** To correctly repeat the sounds **th** (voiced) and **th** (unvoiced) in isolation, in the words that and thank, and in the sentences That's Lucy, and Thank you. with the correct pronunciation and intonation.

**Input:**

- The sound **th** (voiced), the word that and the sentence That's Lucy.

-The sound **th** (unvoiced), the word thank and the sentence Thankyou.

**Procedure:**

***Step 1:*** Draw pupils' attention to the sound **th** (voiced), the word that and the sentence That's Lucy. Play the recording and encourage them to point to the correct sound / word / sentence while listening.

**Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary, and praise them when their pronunciation is good.

**Step 3:** Repeat Steps 1 and 2 for the sound **th** (unvoiced).

Outcome: Pupils can correctly repeat the sounds **th** (voiced) and **th** (unvoiced) in isolation, in the words that and thank, and in the sentences That's Lucy, and Thank you. with the correct pronunciation and intonation.

**2. Listen and tick.**

**Goal:** To identify the target words that and thank while listening.

**Input:** Two questions with three sentence options each

**Audio script:**

1. Thankyou, Bill.

2. That's Lucy.

**Procedure:**

***Step 1:*** Draw pupils' attention to the three sentence options for each question. Play the recording for Sentence 1. Play the recording again for pupils to listen and tick the correct option. Play the recording a third time for pupils to check their answer. Repeat the same procedure with Sentence 2.

***Step 2:*** Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

***Step 3:*** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.

**Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences.

**Outcome:** Pupils can identify the words that and thank while listening.

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

**3. Let's chant.**

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

**Input:** The lyrics and the recording of the chant

**Procedure:**

***Step 1:*** Draw pupils' attention to the lyrics of the chant. Check comprehension.

***Step 2:*** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters **th** in the words that and thank.

***Step 3:*** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation, if necessary.

***Step 4:*** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.

**Extension:** Divide the class into two or more groups to take turns listening to and repeating the chant while the rest of the class claps along.

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

**LESSON 3 (Period 6)**

***Warm-up***

- Greet the class and encourage them to respond to your greeting.

- Spend a few minutes revising the previous lesson by having the class say the chant on page 26.

- Get pupils to open their books on page 27 and look at Unit 3, Lesson 3, Activity 4.

**4. Read and match.**

**Goal:** To read and match four target sentence patterns with four pictures.

**Input:** Four target sentences with four pictures to match

**Procedure:**

***Step 1:*** Draw pupils' attention to Sentence 1 (My name's Nam.) and read it as a class.

***Step 2:*** Draw pupils' attention to Picture d. Get them to read the sentence again and match it to the correct picture.

***Step 3:*** Repeat Steps 1 and 2 for other sentences. Go around the classroom to offer support where necessary.

***Step 4:*** Get pupils to swap books with a partner, then check answer stogether as a class. Write the correct answers on the board for pupils to correct their answers.

**Outcome:** Pupils can read and match four target sentence patterns with four pictures.

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

**5. Let's write.**

**Goal:** To read, understand and complete three sentences by writing the target words in the gaps.

**Input:** Three picture cues with three target sentences to complete

**Procedure:**

***Step 1:*** Write the first incomplete sentence on the board:

7. This my friend, Mai.

***Step 2:*** Read the incomplete sentence together as a class, then look at Picture 1. When you reach the first gap, point at it and encourage pupils to say the answer.

***Step 3:*** Give pupils time to write the answer in their notebooks.

***Step 4:*** Repeat Steps 1 to 3 for Sentences 2 and 3.

**Outcome:** Pupils can read, understand and complete three sentences by writing the target words in the gaps.

**Key:** 1. is 2.This is my 3. That is my teacher

**6. Project**

Goal: To draw three pictures of their friends and use them to practise talking to their classmates.

**Input:**

- A sample picture of a friend (a girl)

- Materials: sheets of paper, coloured pencils

**Procedure:**

***Step 1:*** Tell pupils to open their pictures (they have drawn at home) and use them to practise talking to their classmates.

***Step 2:*** Put pupils into groups and give them time to show the pictures of their friends to talk to the groups, e.g. "This is my friend, (name)."

***Step 3:*** Get pupils to do the task. Give them enough time to complete their work in each group.

***Step 4:*** Go around the class to monitor and offer support if necessary.

***Step 5:*** If time allows, invite two or three pupils to go to the front of the class and present their pictures to the class.

**Extension:** Create a class display using the pictures and vote for the most creative.

**Outcome:** Pupils can draw three pictures of their friends and use them to practise talking to their classmates.