**UNIT 3: OUR FIENDS**

**Lesson 1: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- 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.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our friends”.

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up *(5 minutes)***

Chant and do activities (Unit 2, Lesson 3).

- Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups.

- Give points to the groups and encourage them.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**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. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

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

**Step 5:** Draw their 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.

**Activity 2: Listen, point and say. *(9 minutes)***

**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*). Follow
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*).
**Step 4**: Have pairs practise saying *This is \_\_\_\_\_\_. That’s \_\_\_\_\_.* with Pictures **b** and **d**.
**Step 5**: Invite a few pairs to point at the pictures and introduce the characters in front of the class.

**Game: Slap the board**

Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again. The one who says faster will get points.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context: 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.

**Step 2:** Put pupils into groups of four and encourage them to greet and introduce someone.

Go around the class to offer support.

**Step 3:** Invite some groups to the front of the class to perform their conversations.

**Game: Matching game**

Using pictures and flash cards, have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**Lesson 1: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- 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

- listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.

- read and complete the sentences correctly.

- sing the song “*This is Linh”* with the correct pronunciation and melody

.**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

***\** Warm up** ***(5 minutes)***

### Game: What’s missing

- Divide the class into 2 teams.

- Have pupils look at the screen with numbers from 1 to 10. Then hide 1 number each time and have the teams raise their hands to answer.

- Give points for each correct answer.

**Activity 1: Listen and tick. *(8 minutes)***

**Step 1:** Draw pupils’ attention to Pictures **1a** 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:** Getpupils 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.

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

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

**Activity 2: Look, complete and read. *(9 minutes)***

**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 with 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).

**Step 4:** Follow the same procedure with Picture 2. Draw the pupils’ attention to the two gaps in the dialogue.

**Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.

- Play the recording for pupils to check their answers.

 **Key:** *1. this is – Hello / Hi 2. that’s – Hello*

**Activity 3: Let’s sing. *(8 minutes)***

**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.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 3: OUR FRIENDS**

**Lesson 2: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

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

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

- ask and answer questions about someone in contexts.

- use *Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_.* to ask and answer questions about someone correctly.

- ask and answer questions about someone confidently.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Sing a song *(5 minutes)***

- Sing the song in Unit 3, Lesson 1.

- Ask pupils to sing the song

- Invite some of them to come to the board to role play, the rest of the pupils will sing.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**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. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

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

**Step 5:** Draw their attention to the question *Is this Bill?* and the answer *Yes, it is.* and *Is 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.

**Activity 2: Listen, point and say. *(9 minutes)***

**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 words (Linh / yes). Follow 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.).

**Step 4:** Have pairs practise asking and answering I*s this that \_\_\_\_\_\_? Yes, it is./ No, it isn’t. It’s \_\_\_\_.* with Pictures b and d.

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

**Game: Slap the board**

Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again. The one who says faster will get points.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context.

**Step 2:** 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 3:** Invite some pairs to the front of the class to perform their conversations.

**Game: Matching game**

Using pictures and flash cards, have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

 **UNIT 2: OUR FRIENDS**

**Lesson 2: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

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

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

- listen to and understand communicative in contexts.

- look, complete and read the dialogues with the help of picture cues.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up** ***(5 minutes)***

Sing the song in Unit 3, Lesson 1.

- Ask pupils to sing the song

- Invite some of them to come to the board to role play, the rest of the pupils will sing.

**Activity 1: Listen and number. *(8 minutes)***

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

**Step 2:** Play the recording.

**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 in chorus. Correct their pronunciation, where necessary.

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

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

**Activity 2: Look, complete and read. *(9 minutes)***

**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 with Picture 1. Have pupils look at the dialogue. Ask them what words are missing in the question (Is this). Then have them complete the gap (Is this Ben? Yes, it is.).

**Step 4:** Follow the same procedure with Pictures 2, 3 and 4. Draw pupils’ attention to the gaps in the Dialogues 2, 3 and 4.

**Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.

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

**Activity 3: Let’s play. *(8 minutes)***

**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:** Set a 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.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

**Lesson 3: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

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

 - identify the target words *that* and *thank*, and the sentences *Thank you, Bill* and *That’s Lucy* while listening.

- say the chant with the correct rhythm and pronunciation.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up *(5 minutes)***

Sing the song in Unit 3, Lesson 1.

- Ask pupils to sing the song.

- Invite some pupils to come to the board to role play, the rest of the pupils will sing.

**Activity 1: Listen and repeat. *(8 minutes)***

**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).

**Activity 2: Listen and tick. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the three sentence options for each question.

**Step 2:** Play the recording for pupils to listen to. Play the recording again for pupils to listen and tick the correct options.

**Step 3:** Get pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

**Step 4:** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.

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

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

**Activity 3: Let’s chant. *(8 minutes)***

**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 and repeating the chant, while the rest of the class claps along.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**Lesson 3 Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read and match four target sentence patterns with four pictures .

- read, understand and complete three sentences by writing the target words in the gaps.

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

.**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

***\** Warm up** ***(5 minutes)***

Chant and do activities (Unit 3, Lesson 3).

- Ask pupils to chant and do the actions in Unit 3, Lesson 3 in groups.

- Give points to the groups and encourage them.

**Activity 1: Read and match. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the first sentence (*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 their partners, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.

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

**Activity 2: Let’s write. *(9 minutes)***

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

1. *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.

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

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

**Activity 3: Project. *(8 minutes)***

**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:** Tell pupils to do the task. Give them enough time to complete each step.

**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.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.