



## Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Are they your friends?*
- introduce a friend, using *This is my friend + (name)*.
- ask and answer about friends, using *Are they your friends?*
- pronounce the sounds of the letters **a** and **e** in the words **that** and **yes** respectively.

**Warm-up:** Spend a few minutes revising *This is + (name)* and *Who's that? It's + (name)*. Put the character cards on the board and have pupils play a game of *Slap the board*, following the procedure in *Activities Bank* in the *Introduction*. Finally, point to the pictures on the board respectively and ask *Who's that?* Get half of the class to answer with *It's + (name)* and the rest of the class say *Hello + (name)*. 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 introduce their friends saying *This is my friend + (name)*. Point to the first picture and elicit the character names and what each one says. Give feedback 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 saying and responding to *This is my friend + (name)*. Point to each character and elicit his/her name. Point to the pictures and ask pupils to fill the gaps. Put all the sentences on the board and have pupils repeat each sentence.
- Do choral and individual repetition, using the characters' names.
- Get pupils to work in pairs. Check as a class.

**Language note:** Remind pupils to link the words *This is ...* when speaking.

### 3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each character and elicit the name and what he/she says. Ask pupils to fill the gaps in the bubbles. Put the sentences on the board and have pupils repeat them a few times.
- Have pupils work in pairs or groups of three to do the dialogue, using the names of the characters or their own names. Go around to offer help with the pronunciation, if necessary.
- Call three pupils to act out the dialogue in front of the class.

4 Listen and tick.  



1.  a





b



2.  a



b

5 Read and write.  

**My friends**




1. Linda: \_\_\_\_\_ my friend Mary.

Peter: \_\_\_\_\_, Mary. I'm Peter.

2. Nam: This is \_\_\_\_\_ Tony.

Quan: \_\_\_\_\_, Tony.

Nice to meet you.

6 Let's sing. 

**The more we are together**

The more we are together,

Together, together.

The more we are together,

The happier we are.



For your friends are my friends,  
And my friends are your friends.

The more we are together,  
The happier we are.

**Warm-up:** Call a group of three to the front of the class to practise *This is my friend* + (name) and *Hello/Hi* + (name). Then have pupils sing the *Let's count from one to ten* song. 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. Give a few seconds for pupils to look at the pictures. Elicit the names of the characters and what is happening in each picture.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before checking as a class.

**Key:** 1b 2a

#### Audio script

- |                                   |  |
|-----------------------------------|--|
| 1. <i>Linh:</i> Who's that?       | 2. <i>Nam:</i> Hi, Mary. This is my friend Quan. |
| <i>Hoa:</i> It's my friend Peter. | <i>Quan:</i> Hello, Mary.                        |
|                                   | <i>Mary:</i> Hello, Quan.                        |

#### 5. Read and write.

- Tell pupils that they are going to read and fill the gaps. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension. Elicit the words to fill the gaps. Remind pupils to write the initial letter of names, and of the word at the beginning of each sentence in capital letters.
- 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 a few open pairs to read the dialogue aloud.

**Key:** 1 This is, Hello 2 my friend, Hello

#### 6. Let's sing.

- Tell pupils that they are going to sing the *The more we are together* song. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*.
- Read the song and check comprehension. Give the meaning of unfamiliar vocabulary. Play the recording or sing the song all the way through.
- Have choral and individual repetition of each line of the lyrics. When pupils are familiar with the tune, give a demonstration of the song and actions.
- 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. The group sings the first two lines in every stanza and the rest of the class sings the last two lines.
- Have the whole class sing the song to reinforce learning.

# Lesson 2

1 Look, listen and repeat.   

a That's Peter. And that's Tony.




b Are they your friends?



2 Point and say.  



3 Let's talk. 



 They're = they are  
aren't = are not

**Warm-up:** Spend a few minutes revising the *The more we are together* song. 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 the question *Are they your friends?* Point to the first picture and elicit the names of the two boys and what the other children say. 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.

**Language note:** Get pupils to identify the difference between *are* and *aren't* by saying the words once or twice and doing choral and individual repetition.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Are they your friends?* Point to the picture and elicit the words to fill the gaps. Put the questions and answers on the board and have pupils repeat each one a few times.
- Do choral and individual repetition.
- 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 and read the text in silence. Elicit the names of the characters and the words to fill the gaps in the question and answer. Put them on the board and do choral and individual repetition.
- Get pupils to work in pairs, using the characters' or their own names. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and complete.  

and name nine friends

Hi! I'm Mai.




Hi! My (1) \_\_\_\_\_ is Mai.

I am (2) \_\_\_\_\_ years old.

This is Linda. (3) \_\_\_\_\_ this is Tony.

They are my (4) \_\_\_\_\_. Linda is nine years old and Tony is ten years old.

6 Write about you and your friends. 

1 Your name: *My name is* \_\_\_\_\_.

2 Your age: *I am* \_\_\_\_\_.

3 Names of your friends: \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_ are my friends.

**Warm-up:** Spend a few minutes revising the previous lesson by calling a pair to the front of the class to act out the question *Are they your friends?* and the answers *Yes, they are* or *No, they aren't*. Then have the class sing the *The more we are together* song.

#### 4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and ask pupils to guess what the characters might say.
- Play the recording three times for pupils to listen, do the task and then check their answers.
- Get pupils to swap and check their answers before checking as a class.

**Key:** a2 b3 c4 d1

##### Audio script

- |  |   |
|--|---|
| 1. <i>Quan:</i> Who's that?                              | 2. <i>Linda:</i> Are Mary and Mai your new friends? |
| <i>Nam:</i> It's my new friend Tony.                     | <i>Peter:</i> Yes, they are.                        |
| 3. <i>Peter:</i> Hello, Tony. This is my new friend Hoa. |   |
| <i>Tony:</i> Hello, Hoa.                                 |   |
| <i>Hoa:</i> Hi, Tony.                                    |   |
| 4. <i>Nam:</i> Hi, Quan. This is my new friend Peter.    |   |
| <i>Quan:</i> Hello, Peter.                               |   |
| <i>Peter:</i> Hello, Quan.                               |   |

#### 5. Read and complete.

- Tell pupils that they are going to read and fill the gaps. Follow the procedure in *Teaching the unit components* in the *Introduction*. 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.
- Do choral repetition of the text.

**Key:** 1 name 2 nine 3 And 4 friends

#### 6. Write about you and your friends.

- Tell pupils that they are going to write about themselves.
- Give a few seconds for pupils to read the text in silence. Check comprehension.
- Give pupils time to do their writing.
- Tell pupils to share their answers with a partner before calling different pupils to read aloud their answers.

**Key:** Pupils' own answers



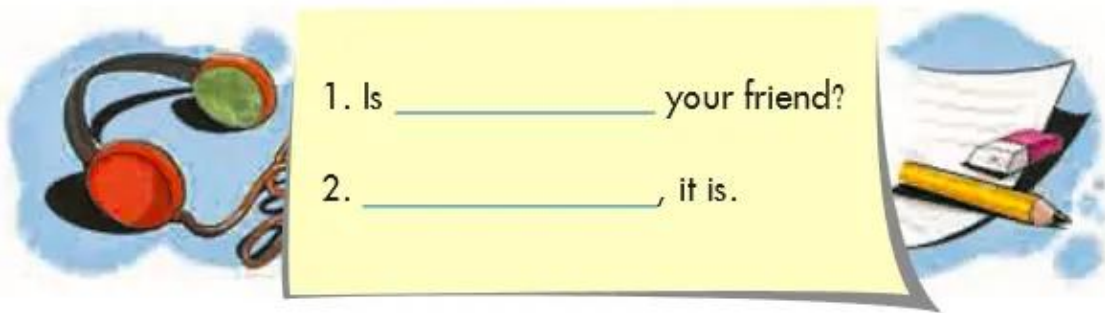
# Lesson 3

## 1 Listen and repeat.

a **that** Who is **that**?

e **yes** Yes, it is.




## 2 Listen and write.



1. Is \_\_\_\_\_ your friend?  
2. \_\_\_\_\_, it is.

## 3 Let's chant.

### Who's that?

	Who's that?	It's Linda.	
	Is she your friend?	It's Linda. Yes, she is. Yes, she is.	
	Who are they?	They're Nam and Mai. They're Nam and Mai.	
	Are they your friends?	Yes, they are. Yes, they are.	
	Are Mary and Linda your friends?	Yes, they are. Yes, they are.	

**Warm-up:** Spend a few minutes calling some pupils to the front of the class to read their answers in Lesson 2, Exercise 6. Then call a group of six to the front of the class to sing the song *The more we are together*. The rest of the class sings and claps along to the 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 **a** and **e** 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 that 2 Yes

#### Audio script

1. Is that your friend? 2. Yes, it is.

### 3. Let's chant.

- Tell pupils that they are going to say the *Who's that?* chant. Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Do choral and individual repetition of each line of the chant.
- Give a demonstration of the chant and actions. When pupils are familiar with the rhythm, call two groups of six to chant as an example.
- 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 of six to the front of the class to take turns chanting the questions and the answers. The whole class claps along to the rhythm.

#### 4 Read and match.

- |                          |                            |
|--------------------------|----------------------------|
| 1 Who's that?            | a Yes, they are.           |
| 2 Is that your friend?   | b They're Peter and Linda. |
| 3 Who are they?          | c It's Tony.               |
| 4 Are they your friends? | d No, it isn't.            |

#### 5 Circle the correct words.

1. Mai, this is my ( *friend* / *friends* ).
2. Who are ( *they* / *name* )?
3. Are ( *Peter* / *Peter and Mary* ) your friends?
4. ( *Yes* / *No* ), they are my friends.
5. No, they ( *are* / *aren't* ) my friends.

#### 6 Project

Put the photos of your friends on a sheet of paper and present them to your class.

This is Binh, and this is Manh.  
They're my friends.



**Warm-up:** Spend a few minutes revising the *Who's that?* chant. Then have pupils do a dictation, using the sentences they have learnt. Read the *Activities Bank* in the *Introduction* for more activities.

#### 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 and give feedback.
- Give time for pupils 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 2d 3b 4a

#### 5. Circle the correct words.

- Tell pupils that they are going to read and circle the correct answers. Give a few seconds for pupils to read the sentences in silence. Check comprehension and give feedback.
- 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 correct sentences.

Key: 1 friend 2 they 3 Peter and Mary 4 Yes 5 aren't

#### 6. Project

- Tell pupils that they are going to find photos of their friends to stick on a poster. They are going to write *This is + (name of the friend)* under each photo and present their posters to the class.
- Give the project as homework as pupils need time to find the photos.
- Have the class sing the *The more we are together* song and say the *Who's that?* chant to end the lesson.
- In the next class, have pupils stick their work on the walls of the classroom and give a presentation, using *This is + (name of the friend)*.