**Unit 1: Hello**

**Objectives**

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

- correctly pronounce the sounds of the letters **h** and **b** in isolation, in the words hello and bye, and in the sentences Hello, Ben. and Bye, Ben.;

- use the names Ben, Mai, Minh, Lucy, the words hello, hi, bye, goodbye, and the sentence patterns Hello./Hi. I'm., How are you? and Fine, thank you. in relation to the topic "Greetings";

- use Hello. /Hi. I'm ….. and Hello, /Hi …… I'm ….. to greet, introduce themselves and respond to greetings;

- use Hi. How are you? and Fine, thank you. to greet others, respond to greetings and use Goodbye/Bye ….. to say goodbye;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Greetings",•

- make pupil cards at home and use them to practise talking in the classroom at Project time.

**LESSON 1 (Period 1)**

**Warm-up**

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

- Write the title Hello on the board and model it for the class to repeat a few times.

- Get pupils to open their books on page 10 and look at Unit 1, Lesson 1, Activity 1.

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 greetings, self-introducing and responding to greetings.

**Input:**

- Context a: Ben: Hello. I'm Ben. Mai: Hi, Ben. I'm Mai.

- Context b: Minh: Hi. I'm Minh. Lucy: Hello, Minh. I'm Lucy.

**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 an d repeat the sentences in the recording.

**Step 5:** Draw pupils' attention to the sentences Hello. I'm Ben. and Hi, Ben. I'm Mai. Tell pupils that these sentences are used to greet, self-introduce and respond to greetings; and that Hi is more friendly than Hello in conversations.

**Outcome:** Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on greetings, self-introducing and responding to greetings.

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

**Goal:** To correctly say the characters' names and use Hello./Hi. I'm . and Hello,/Hi, ………..

I'm ……. to greet, self-introduce and respond to greetings.

**Input:** - Picture cues:

a. Ben, a British male pupil, and Mai, a Vietnamese female pupil, greet each other.

b. Minh, a Vietnamese male pupil, and Lucy, a British female pupil, greet each other.

- Speech bubbles:

+ Hello./Hi. I'm …….

+ Hello, / Hi,…….. I'm .…….

Audio script:

a. Ben, Mai b. Minh, Lucy

A: Hello, I'm Ben.

B: Hi, Ben. I'm Mai.

**Procedure:**

**Step 1:** Draw pupils' attention to Pictures **a** and **b**. Elicit the name of each character.

**Step 2:** Point at Picture **a** and the words Ben and Mai underneath it. Check comprehension and give feedback. Play the recording for pupils to repeat the words a few times. Repeat the same procedure with Picture **b**.

**Step 3:** Draw pupils' attention to the speech bubbles and elicit the missing words. Play the recording for pupils to repeat the sentences in both bubbles a few times.

**Step 4:** Divide the class into two groups to take turns repeating each character's speech in Picture **a** until they feel 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:** Give pupils time to work in pairs and take turns acting out the role of each character in Picture **a** and Picture **b**.

**Step 6:** Invite a few pairs to come to the front of the classroom, and act out the roles.

**Outcome:** Pupils can correctly say the characters' names and use Hello./Hi. I'm …….. and Hello,/Hi, …….. I'm …….. to greet, self-introduce and respond to greetings.

**3. Let's talk.**

**Goal:** To enhance the correct use of Hello./Hi. I'm …….. and Hello, / Hi, …….. I'm …….. to greet, self-introduce and respond to greetings in a freer context.

**Input:** - Picture cue: Lucy meets Minh in the school playground. They greet, self-introduce and respond to greetings.

- Speech bubbles: Hello./Hi. I'm …….. - ……..

**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 to practise the exchanges. Go around the classroom to offer support where necessary.

**Outcome:** Pupils can enhance the correct use of Hello. /Hi. I'm ……. . and Hello, /Hi, …….. I'm …….. to greet, self-introduce and respond to greetings in a freer context.

Preparation for the project: Tell pupils about the project on page 15. Ask them to prepare for it at home by making a pupil card with their personal information. Remind them to bring their pupil card to class to present it at Project time. Show them a sample and explain how to fill out the information.

**LESSON 1 (Period 2)**

***Warm-up***

- Greet the class and encourage pupils to respond to your greeting. Then invite a group of four to the front of the classroom to take turns greeting, introducing themselves and responding to greetings. Offer support where necessary.

- Get pupils to open their books on page 11 and look at Unit 1, Lesson 1, Activity 4. Tell them what they will learn in this lesson.

**4. Listen and circle.**

**Goal:** To listen to and understand two communicative contexts in which two pupils greet, self-introduce and respond to greetings and circle the correct pictures.

**Input:** Picture cues:

**1a.** Lucy and Ben first meet each other.**1b**. Lucy and Minh first meet each other.

**2a**. Ben and Mai first meet each other. **2b**. Ben and Lucy first meet each other.

Audio script:

**1.** Lucy: Hello. I'm Lucy.  Ben: Hi. I'm Ben.

 Minh: Hello, Lucy. I'm Minh. Mai: Hi, Ben. I'm Mai.

**Procedure:**

**Step 1:** Draw pupils' attention to Pictures la and 1b. Elicit the names of the characters in each picture. Point at each of the pictures to explain the context. Play the recording for Question 1 for pupils to listen. Play the recording again and elicit the answer. Circle the letter b in Picture 1 b. Play the recording a third time for pupils to check their answers. Repeat the same procedure with Pictures 2a and 2b.

**Step 2:** Get pupils to swap books with a partner. Play the recording again to check answers together as a class. Write the answers on the board.

**Step 3:** Play the recording all the way through for pupils to double-check their answers. 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 two pupils greet, self-introduce and respond to greetings and circle the correct pictures.

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

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

**Goal:** To complete the gapped sentences with the help of picture cues.

**Input:** Four picture cues and four incomplete sentences

**Procedure:**

**Step 1:** Ask pupils to look at the pictures and identify the characters (Ben, Lucy, Mai and Ben, Minh and Lucy).

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

**Step 3:** Model Sentence 1. Ask them what is missing in the sentence (Hello/Hi). Have them look at the picture and complete the gap, then read the completed sentence in chorus. Repeat the same procedure with Sentences 2, 3 and 4.

**Step 4:** Get pupils to complete the sentences individually, then nominate a few to stand up and read them aloud.

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

**Key:** 1.Hello/Hi 2.Hello/Hi 3.1'm 4. Hello/Hi I'm

**6. Let's sing.**

**Goal:** To sing the song Hello with the correct pronunciation and melody.

**Input:** The lyrics and the recording of the song Hello

**Procedure:**

***Step 1:*** Draw pupils' attention to the title and lyrics of the song. Check comprehension and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. Tell pupils to point at the relevant character while singing his or her name.

***Step 2:*** Play the recording all the way through for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.

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

***Step 4:*** Introduce actions for pupils to do while singing along with the recording. For example, wave your hand to indicate a greeting. Play the recording all the way through for pupils to sing and do actions.

***Step 5:*** Give pupils time to practise singing and doing actions in pairs or groups.

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

**Outcome:** Pupils can sing the song Hello 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 Hello and clap or do actions while singing.

- Get pupils to open their books on page 12 and look at Unit 1, Lesson 2, Activity 1. Tell them 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 greetings, responding to greetings and saying goodbye.

**Input:**

- Context a: Ben: Hi, Mai. How are you? Mai: Fine, thank you.

- Context b: Ben: Goodbye, Mai. Mai: Bye, Ben.

**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 sentences Hi, Mai. How are you? - Fine, thankyou. and Goodbye, Mai.-Bye, Ben. Tel pupils that these sentences are used to greet, respond to greetings, and say goodbye.

**Outcome:** Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greeting, responding to greetings and saying goodbye.

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

**Goal:** To correctly say the words and use Hi. How are you? and Fine, thank you. to greet and respond to greetings, and Goodbye./Bye. to say goodbye.

**Input:**

- Picture cues:

a. Ben and Mai meet each other again.

b. Minh and Lucy say goodbye to each other.

- Speech bubbles: Hi. How are you?- ……./…….

 Goodbye. - …….

**Audio script:**

a. Fine, thank you.

A: Hi. How are you? - ……./…….

 Goodbye. - …….

B: Fine, thank you.

b. Goodbye. / Bye.

A: Goodbye.

B: Bye.

**Procedure:**

***Step 1:*** Draw pupils' attention to Pictures a and b. Tell them about the activity. Elicit the name of each character.

***Step 2:*** Point at Picture a and the sentence Fine, thank you. underneath it. Check comprehension and give feedback. Play the recording for pupils to repeat the sentence a few times. Repeat the same procedure with Picture b.

***Step 3:*** Draw pupils' attention to the speech bubbles and elicit the missing words. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture b.

***Step 4:*** Give pupils time to work in pairs and take turns acting out the role of each character in Picture a and Picture b.

***Step 5:*** Invite a few pairs to come to the front of the classroom and act out the roles.

**Outcome:** Pupils can correctly say the words and use Hi. How are you? and Fine, thankyou. to greet and respond to greetings, and Goodbye./Bye. to say goodbye.

**3. Let's talk.**

**Goal:** To enhance the correct use of Hi. How are you? and Fine, thank you. to greet and respond to greetings, and Goodbye./Bye. to say goodbye in a freer context.

**Input:** - Picture cue: two pairs of pupils in the school playground. One pair greet and respond to each other's greetings, and the other say goodbye to each other.

- Speech bubbles: Hi. How are you? - …….. , ……...

 Goodbye. /Bye. - .……..

**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 to practise the exchanges. Go around the classroom to offer support where necessary.

***Step 4:*** Invite some pairs to the front of the classroom to take turns acting out the exchanges.

**Outcome:** Pupils can enhance the correct use of Hi. How are you? and Fine, thank you. to greet and respond to greetings, and Goodbye./Bye. to say goodbye in a freer context.

**LESSON 2 (Period 4)**

**Warm-up**

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

- Have pupils sing the song Hello, and clap or do actions while singing.

- Get pupils to open their books on page 13 and look at Unit 1, Lesson 2, Activity 4. Tell them what they will learn in this lesson.

**4. Listen and number.**

**Goal:** To listen to and understand four communicative contexts in which pupils greet each other, respond to each other's greetings with thanks, and say goodbye and number the correct pictures.

**Input** Four picture cues:

a. Lucy and Minh meet each other again.

b. Lucy and Minh say goodbye to each other.

c. Ben and Mai say goodbye to each other,

d. Ben and Mai first meet each other.

**Audio script:**

1. Ben: Hello. I'm Ben.

2. Ben: Goodbye, Mai.

Mai: Hi, Ben. I'm Mai. Mai: Bye, Ben.

3. Lucy: Hello, Minh. How are you?

4. Lucy: Goodbye, Minh.

Minh: Fine, thank you. Minh: Bye, Lucy.

**Procedure**:

***Step 1:*** Draw pupils' attention to the pictures. Elicit the names of the characters in each picture. Play the recording for the first conversation. Elicit the answer and give feedback. Write number 1 in the box of Picture d. Play the recording again for pupils to check their answer.

***Step 2:*** Play the recording all the way through for pupils to do the task with the rest of pictures. Play the recording again for pupils to check their answers.

***Step 3:*** Get pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.

***Step 4:*** Play the recording all the way through for pupils to double-check their answers.

**Extension:** If ti me allows, play the record! ng, 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 greet each other, respond to each other's greetings with thanks, and say goodbye and number the correct pictures.

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

**5. Read and match.**

**Goal:** To read and match pairs of target sentence patterns.

**Input:** Three pairs of sentence patterns, which together form simple exchanges between two pupils

**Procedure:**

***Step 1:*** Draw pupils' attention to Sentence 1 and get them to read it in chorus. Draw their attention to the line connecting Sentence 1 with Sentence b. Have pupils read Sentence b in chorus.

***Step 2:*** Give pupils time to do the task. Go around the classroom to offer support where necessary.

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

**Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges.

Outcome: Pupils can read and match pairs of target sentence patterns.

**Key:** 2.c 3.a

**6. Let's play.**

**Hello and goodbye**

**Goal:** To practise using target sentence patterns by playing the game Hello and goodbye.

**Input:** A picture showing two groups of four pupils playing the game Hello and goodbye

**Procedure:**

***Step 1:*** Tell pupils about the game. Elicit the language that they need to greet, self-introduce, respond to greetings and say goodbye. Write the language on the board. Get the class to read the sentences in chorus.

***Step 2:*** Invite two groups of four to the front of the classroom to model the two contexts.

***- Context 1:*** Three players are sitting and talking together. One player pretends to be a newcomer, goes to centre of the group, greets the group, and introduces himself or herself (Hello. / Hi. I'm .). The group responds to his / her greetings (Hello, /

Hi, .). Then he / she sits down to join the group. One of the other players stands

up and pretends to be a newcomer. He / She repeats the procedure. One by one, each player repeats the procedure until they have all done it.

***- Context 2:*** Four players are sitting together. One of them stands up to leave. He / She says goodbye to the group (Goodbye./Bye.). The group responds to the leaver (Goodbye./ Bye.). One by one, each player repeats the procedure until they have all done it.

***Step 3:*** Give pupils time to play the game. Move around the classroom to offer support where necessary.

**Outcome:** Pupils can use the target sentence patterns by playing the game Hello and goodbye.

**LESSON 3 (Period 5)**

***Warm-up***

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

- Have pupils sing the song Hello, and clap or do actions while singing.

- Get pupils to open their books on page 14 and look at Unit 1, Lesson 3, Activity 1. Spend a few minutes revising the previous lesson by playing the game Hello and goodbye.

**1. Listen and repeat.**

**Goal:** To correctly repeat the sounds of the letters h and b in isolation, in the words hello and bye, and in the sentences Hello, Ben. and Bye, Ben. with the correct pronunciation and intonation.

**Input:**

- The letter h, the word hello and the sentence Hello, Ben.

- The letter b, the word bye and the sentence Bye, Ben.

**Procedure:**

***Step 1:*** Draw pupils' attention to the letter h, the word hello and the sentence Hello, Ben. Play the recording for the letter h. Encourage pupils to point at the letter / 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. Repeat the same procedure with the letter b.

**Outcome:** Pupils can correctly repeat the sounds of the letters h and b in isolation, in the words hello and bye, and in the sentences Hello, Ben. and Bye, Ben. with the correct pronunciation and intonation.

**2. Listen and circle.**

**Goal:** To identify the target words hello and bye while listening.

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

**Audio script:**

1. Hello, Ben. 2. Bye, Ben.

**Procedure:**

***Step 1:*** Draw pupils' attention to the sentences and the gap-fill options. Play the recording for Sentence 1. Play the recording again for pupils to listen and circle 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. Play the recording for pupils to check their answers again.

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

Outcome: Pupils can identify the words hello and bye while listening.

**Key:**1.c 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 h and b and the words Hello and Bye.

***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 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.

**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 14.

- Get the class to open their books on page 15 and look at Unit 1, Lesson 3, Activity Tell them what they will learn in this lesson.

**4. Read and circle.**

**Goal:** To read four sentences and choose the correct responses.

**Input:** Four sentences, each with two options

**Procedure:**

***Step 1:*** Draw pupils' attention to Sentence 1. Get pupils to read the sentence together as a class. Elicit the answer and give feedback. Circle the letter b.

***Step 2:*** Give pupils time to do the task. Go around the classroom to offer support where necessary.

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

**Outcome:** Pupils can read four sentences and choose the correct responses.

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

**5. Let's write.**

**Goal:** To read, understand and complete three exchanges with personal information.

**Input:** Three short, two-person exchanges with target sentences to complete

**Procedure:**

***Step 1:*** Draw pupils' attention to the three exchanges. Write the first exchange on the board:

**Lucy:** Hi. I'm Lucy.

**You:** Hello, Lucy. I'm .

Elicit the context and the missing words. Invite two pupils to take turns acting out the exchange.

***Step 2:*** Give pupils time to do the task. Go around the classroom to offer support where necessary.

***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 for pupils to correct their answers.

Outcome: Pupils can read, understand and complete three exchanges with personal information.

**6. Project**

**Goal:** To make pupil cards, and use them to practise talking to classmates.

**Input:**

- A sample of a pupil card with the following information to complete: Name, Class, School

- Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc.

**Procedure:**

***Step 1:*** Display the pupil card sample on the board. Write the presentation language on the board. Check comprehension and give feedback. Have pupils repeat the sentences until they can say the sentences by themselves. Model the presentation fora few times.

***Step 2:*** Invite a pupil to the front of the classroom to perform the presentation. Watch and offer your support with the language.

***Step 3:*** Put pupils into groups to rehearse their presentations. Go around the classroom to offer support where necessary.

***Step 4:*** Invite a few pupils from different groups to show and talk about their pupil cards in front of the classroom.

**Extension:** Create a class display of pupil cards and vote for the best decorated one.

**Outcome:** Pupils can make their pupil card sand use them to practise talking with their classmates.