

Unit 1

Nice to see you again

Lesson 1

1 Look, listen and repeat. 🗣️ 👂 🗣️



2 Point and say. 🗣️ 🗣️



Greet your teachers in the classroom or at school. 🗣️

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Meeting people*.
- greet and respond to greetings formally, using *Good morning/Good afternoon/Good evening* and *Nice to see you again*.
- say and respond to *goodbye*, using *Goodbye/Bye/Good night* and *See you tomorrow/See you later*.
- pronounce the sounds of the letters *l* and *n* in the words *Linda* and *night* respectively.

Warm-up: Greet the class by saying *Hello/Hi. How are you?* Ask pupils to respond with *Hello/Hi. I'm fine. Thank you. And you?* Encourage pupils to greet each other in pairs. Then have the whole class sing the song *Hello (Tieng Anh 3, Unit 1)* and clap hands.

Get pupils to open their books on Page 6 and read the title. Ask them to look at the first four pictures and explain the context (pupils meet their teacher again after holidays).

1. Look, listen and repeat.

- Tell pupils that they are going to learn to greet and respond to greetings formally.
- Have them look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they talking about?* (In Picture a, the pupils greet Miss Hien formally in the classroom using *Good morning, Miss Hien*. In Picture b, Miss Hien responds to her pupils' greeting using *Nice to see you again*. In Picture c, Miss Hien and a pupil greet each other. In Picture d, Nam greets Miss Hien when he comes into the classroom late, saying *Good morning, Miss Hien*.)
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for them to listen and repeat.

Language note: *Hello/Hi* is used to greet each other in an informal way. *Good morning/Good afternoon/Good evening* is used to greet each other formally.

2. Point and say.

- Tell pupils that they are going to practise greeting and responding to each other formally by using *Good morning, Good afternoon* and *Good evening*.
- Have them look at the pictures to understand how the language is used in different contexts. Point to the first picture and elicit the formal greeting used in the morning. Ask them to say the phrase chorally and individually. Then tell them to practise greeting and responding to greetings in pairs, using the prompts in the bubbles.
- Repeat the same procedure with the rest of the pictures.
- Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

Greet your teachers in the classroom or at school.

- Tell pupils that they are going to practise using *Good morning* or *Good afternoon*.
- Ask some of them to act out the greetings with you.


3 Listen and tick.  



4 Look and write.  



1. Good _____ . 2. Good _____ . 3. Good _____ .

5 Let's sing. 



Good morning to you

Good morning to you.
 Good morning to you.
 Good morning, dear Miss Hien.
 Good morning to you.

Good morning to you.
 Good morning to you.
 Good morning, dear children.
 Good morning to you.



Warm-up: Spend a few minutes revising *Good morning/Good afternoon/Good night* and *Nice to see you again*. Get pairs to act out the greetings and responses in front of the class.

3. Listen and tick.

- Have pupils look at the pictures to identify the similarities and differences. (The pupils and teachers are greeting each other at different times of the day.) Check understanding.
- Play the recording a few times. Ask pupils to listen to the recording and tick the correct pictures. Tell them not to worry if they cannot understand every word, and that they should focus on who Miss Hien is talking to (Dialogue 1), when they are speaking (Dialogue 2), and to whom Mai says goodbye (Dialogue 3).
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: 1 b 2 a 3 a

Audio script

- | | | | |
|-------------------|------------------------------------|------------------|-----------------------------|
| 1. <i>Nam:</i> | Good afternoon, Miss Hien. | 2. <i>Phong:</i> | Good morning, Mr Loc. |
| <i>Miss Hien:</i> | Hi, Nam. How are you? | <i>Mr Loc:</i> | Good morning, Phong. |
| <i>Nam:</i> | I'm very well, thank you. And you? | <i>Phong:</i> | It's nice to see you again. |
| <i>Miss Hien:</i> | Fine, thanks. | <i>Mr Loc:</i> | Nice to see you, too. |
| 3. <i>Mai:</i> | Goodbye, daddy. | | |
| <i>Father:</i> | Bye, bye. See you soon. | | |

4. Look and write.

- Tell pupils that they are going to fill the gaps with *morning, afternoon* or *bye*.
- Give them a few seconds to look at the pictures. First, focus pupils on the time of the day the greetings are used and the people who use the greetings (Pictures 1 and 2). Remind them that the two children are leaving school in Picture 3. Then have pupils find appropriate words to complete the phrases. If necessary, get them to work in pairs.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

Key: 1 morning 2 afternoon 3 bye

5. Let's sing.

- Tell pupils that they are going to sing the song *Good morning to you*. Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask a group of four to the front of the class. Each of the pupils sings two lines of the song. The class sings *Good morning, dear Miss Hien* and *Good morning, dear children* together, clapping hands.
- Have the class sing the song again and clap their hands to reinforce the activity.

Lesson 2

1 Look, listen and repeat.



2 Point and say.



3 Let's talk.

- Good _____. Nice to meet you.
- Good _____. See you tomorrow.

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Good morning to you*. The class may sing the song, clapping hands.

1. Look, listen and repeat.

- Tell pupils that they are going to learn to say and respond to *goodbye*.
- Have them look at the three pictures to understand the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they saying?* Focus pupils on the first picture. Elicit how Hoa greets Miss Hien and introduces herself. In the second picture, Miss Hien and Hoa greet each other. In the last picture, Hoa says goodbye to Miss Hien and Miss Hien responds to Hoa, saying *See you tomorrow*. Check understanding.
- Play the recording more than once, if necessary for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

Language notes:

- *Nice to see you again* is used when people meet again.
- *Nice to meet you* is used when people first meet.

2. Point and say.

- Tell pupils that they are going to practise saying and responding to *goodbye*.
- Draw their attention to the pictures to understand how the language is used in different contexts. Ask pupils to look at the first two pictures. Tell them that they are going to practise saying and responding to *Goodbye. See you tomorrow/later*. In the third picture, the girl uses *Good night* to respond to her parents before going to bed.
- Point to the first picture and get one pupil to say *Goodbye. See you tomorrow*, and another to respond *Goodbye. See you tomorrow*. Repeat the procedure with the next picture. Point to the third picture and get one pupil to say *Good night*, and another to respond *Good night*.
- Ask pupils to work in pairs, pointing to the characters speaking.
- Call on a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

Language notes:

- *See you tomorrow* or *See you later* is used to respond to people who say *goodbye*.
- *Good night* is used to respond to someone who says *Good night* before going to bed.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Remind pupils how to use *Good morning/Good afternoon/Good evening* to greet each other formally and how to use *See you tomorrow/See you later/Good night* to respond to *Goodbye/Good night*.
- First, get one pupil to act as a teacher. He/She greets the others formally, using *Good morning/Good afternoon/Good evening. Nice to meet you*. Then ask pupils to say goodbye to each other, using *Goodbye. See you tomorrow*, and then say *Good night*. Put the sentences on the board and do choral and individual repetition, if necessary.
- Have pupils work in pairs, acting out how to greet and say *goodbye*.
- Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.

4 Listen and number. 🎧 🗣️



a



b



c



d

5 Look and write. 👁️ 🗣️

1. A: Hello. I'm Mai. I'm from _____.

B: Hello. I'm _____. I'm from America.



2. A: Good morning, _____.

B: _____, Tom. Nice to meet you.



3. A: _____, Mum.

B: _____, Tom.



6 Let's play. 🎮

Bingo

Good morning	Good afternoon	Good evening
Hello	Good night	Goodbye
Nice to meet you	Hi	Bye

Warm-up: Spend a few minutes revising the previous lesson by asking some pairs to greet each other.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues and number the pictures.
- Focus their attention on the pictures so that they can understand how the language is used in different contexts. Help them to identify the similarities and differences by explaining who the characters are and what they are doing. (Different people are greeting each other at different times of the day.) Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and number the pictures. Tell them that they should focus on who the characters are and what they say to each other.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 2 b 4 c 1 d 3

Audio script

- | | |
|--|---|
| 1. <i>Tom:</i> Good morning, Miss Hien. | 2. <i>Tom:</i> Hello, I'm Tom. I'm from America. |
| <i>Miss Hien:</i> Good morning. What's your name? | <i>Mai:</i> Hello, Tom. I'm Mai. I'm from Viet Nam. |
| <i>Tom:</i> My name's Tom. T-O-M, Tom White. I'm from America. | <i>Tom:</i> Nice to meet you, Mai. |
| 3. <i>Phong:</i> Hi, Tom. How are you? | <i>Mai:</i> Nice to meet you, too. |
| <i>Tom:</i> Hi, Phong. I'm very well, thank you. And you? | 4. <i>Tom:</i> Goodbye, Mr Loc. |
| <i>Tom:</i> I'm fine, thanks. | <i>Mr Loc:</i> Bye-bye, Tom. See you tomorrow. |

5. Look and write.

- Tell pupils that they are going to read the dialogues and fill the gaps, using the picture cues.
- Ask them to look at Dialogue 1. Explain that they need to fill the gaps with the place A is from and the name of B. Then ask them to look at the pictures to identify the answers. Have pupils look at Dialogue 2. Tell them that they have to fill in the missing words when Tom greets Mr Loc in the morning. In Dialogue 3, pupils fill in the words that Tom says to his mum before going to bed. Check understanding.
- Set a time limit for pupils to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class.

Key: 1. Viet Nam, Tom 2. Mr Loc, Good morning/Hello/Hi 3. Good night, Good night

6. Let's play.

- Tell pupils that they are going to play the game *Bingo*. Follow the procedure in *Games in Introduction*.
- Stick a large sheet of paper with the bingo grid to the board. Tell pupils that there are nine words in the grid. Ask them to draw a grid and put the nine words in the boxes in random order. Check comprehension.
- When everything is ready, call out the words, one at a time. Pupils should put a cross on the word you say. Continue calling until there is a pupil getting three words in a straight line crossed out and calling *Bingo!*

Lesson 3

1 Listen and repeat.

l **Linda** Hello, **Linda**.

n **night** Good **night**.

2 Listen and circle. Then write and say aloud.

1. Hello. I'm _____.

a. Linda b. Nam

2. I'm from _____.

a. Viet Nam b. England

3. _____ . My name's Linda.

a. Hi b. Hello

4. Good _____.

a. night b. afternoon

3 Let's chant.

Hello, friends!

Hello. I'm Linda.
I'm from England.
Nice to meet you, Linda.

Hello. I'm Nam.
I'm from Viet Nam.
Nice to meet you, Nam.

Hello, Linda.
Hello, Nam.
We're friends.



Warm-up: Spend a few minutes revising *Good morning/Good afternoon/Good evening* and *See you tomorrow/See you later*. Get pupils to do a dictation, using the phrases learnt in the previous lessons. Follow the procedure in *Activities Bank* in *Introduction*. Pupils can play the game *Bingo* if there is enough time.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters *l* and *n* in the words *Linda* and *night* respectively.
- First, put the letters *l* and *n* on the board. Play the recording and ask pupils to repeat a few times. Then write the words *Linda* and *night* and the sentences *Hello, Linda* and *Good night* on the board. Play the recording a few times and let pupils say the words and the phrases, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and phrases until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and circle. Then write and say aloud.

- Tell pupils that they are going to listen to the recording, circle the correct options and then write the words in the blanks.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the appropriate options. Allow them time to do the task independently. If necessary, have pupils listen to the recording more than once.
- Give them time to write the words in the gaps independently. Have them swap their answers before checking as a class. Go around and offer help, if necessary.
- Ask pupils to read the sentences aloud.

Key: 1 b 2 b 3 b 4 a

Audio script

1. Hello. I'm Nam.



2. I'm from England.

3. Hello. My name's Linda.

4. Good night.


3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put the class into three groups to practise chanting and doing actions. Each of the groups should sing one verse of the song. Go around and offer help, if necessary.
- Call three pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and answer.  



1. What is the girl's name?
2. Where is she from?
3. What is the boy's name?
4. Where is he from?

5 Write about you. 

Write your name, your hometown and your school.

My name is _____.

I am from _____.

My school is _____.

_____.

6 Project 

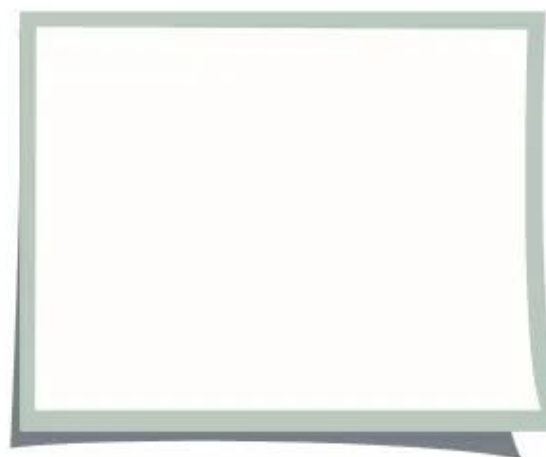
Make a card about yourself.
Then look at your classmate's card
and tell the teacher about him/her.

Name: _____

Hometown: _____

School: _____

Class: _____



Warm-up: Spend a few minutes revising the previous lesson. Get three pairs of pupils to go to the front of the class to chant *Hello, friends!* and do actions.

4. Read and answer.

- Tell pupils that they are going to read the two texts and answer the four questions.
- Get them to read the first text and focus on the information to answer the first two questions (what the girl's name is and where she is from). Then ask them to read the second text to answer the last two questions (what the boy's name is and where he is from). If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer the questions.

Key: 1 Her name is Do Thuy Hoa. 2 She's from Ha Noi, Viet Nam.
3 His name is Tony Jones. 4 He's from Sydney, Australia.

5. Write about you.

- Tell pupils that they are going to write a short paragraph about themselves.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on their names, their hometowns and the name of their school. Check comprehension.
- Give pupils time to do the task independently. Go around and offer help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the answer on the board.

Key: *Pupils' own answers*

6. Project

- Tell pupils that they are going to do a project. Explain the activities and check understanding.
- Give each pupil a small card. Let pupils copy the four categories from the book onto their cards.
- Ask them to write the information about themselves. Encourage them to decorate their cards. Get them to swap their cards in pairs. They should look at their partners' cards and describe each other.
- Call some pupils to the front of the class and tell the class about their partners. To make this activity more challenging, you may ask them not to look at the cards.

Example:

Name:	Quoc Anh
Hometown:	Ha Noi, Viet Nam
School:	Tran Quoc Toan Primary School
Class:	4A2

His name is Quoc Anh. He is from Ha Noi, Viet Nam. His school is Tran Quoc Toan Primary School (He studies at Tran Quoc Toan Primary School). He is in Class 4A2.

Key: *Pupils' own answers*