## Unit 1

# Hello





🛈 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 introduction.
- greet others and introduce themselves, using Hello/Hi. I'm + (name).
- · greet and respond to greetings, using How are you? and I'm fine, thanks. And you?
- say goodbye, using Goodbye/Bye!
- pronounce the sounds of the letters **b** and **h** in the words **bye** and **hello** respectively.

**Warm-up:** Greet the class by saying *Hello*. Encourage pupils to answer with *Hello*. Repeat the procedure several times. Then introduce yourself to the class by pointing to yourself and say: l'm Miss/Mr + (your name). Go around the class and say your name to different pupils. Help individuals respond with Hello. l'm + (his/her name). Draw pupils' attention to the title of the unit and check their comprehension. Have them repeat it once or twice. Read the *Activities Bank* in the *Introduction* for more activities.

#### 1. Look, listen and repeat.

- Tell pupils that they are going to practise introducing themselves and responding to the
  introduction (in Vietnamese if pupils cannot understand English). Point to the first picture and
  elicit the answers of who the characters are. Show pupils how to find the answers by reading
  the text in the speech bubbles. Explain what happens in the first picture: Mai introduces
  herself to Nam, and Nam introduces himself to Mai. 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 Hello/Hi. I'm + (name) and responding to the
  greeting. Point to each character in the picture and elicit his/her name and the words to fill
  the gaps. Write the whole sentences on the board. Have pupils repeat the sentences a few
  times. Repeat the procedure with the second picture.
- Do choral and individal repetition, using the characters' names as prompts, until pupils feel
  confident to say the sentences without their books. Call an open pair to the front of the class
  to give a model practice for the class to watch. Correct the pronunciation, if necessary.
- 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. Point to each character
  eliciting the name. Ask pupils to guess what the children say. Fill the gaps and write the
  sentences on the board. Get pupils to repeat the sentences a few times.
- Get pupils to work in pairs or groups of three to interact.
- Call a few pairs to act out the greetings and responses in front of the class. Correct the pronunciation, if necessary.

Language note: Tell pupils to say Hello to their teachers or adults and HI to their peers.

## 4 Listen and tick. 🚳 🧳















- 1. @ 🗌
- 2.
- **(b)**

5 Let's write. 💆

ľm Hello 1. Mai: \_\_\_\_\_\_. I'm Mai.

Nam: Hi, Mai. \_\_\_\_\_ Nam.

2. Miss Hien: Hello. \_\_\_\_\_ Miss Hien.

Class: \_\_\_\_\_, Miss Hien. Nice to meet you.

# 6 Let's sing. 🎉



### Hello

Hello, I'm Mai.

Hello, I'm Mai.

Hello, I'm Nam.

Hello, I'm Nam,

Hello, I'm Miss Hien.

Hello, I'm Miss Hien.

Nice to meet you.

Nice to meet you.

**Warm-up:** Spend a few minutes revising Hello/Hl and l'm + (name). Get individuals or pairs to act out the greetings and responses in front of the class.

#### 4. Listen and tick.

- Tell the class that they are going to listen and tick the correct boxes under the pictures. Show
  pupils how to carry out the task and tick the box (\*) as this is the first time they do this kind
  of task. Draw their attention to the pictures. Elicit the names of the characters. Have pupils
  repeat them once or twice.
- Play the recording three times for pupils to listen, do the task and check their answers. Tell
  pupils not to worry if they cannot understand every word and that they should focus on the
  names of the characters while they are listening.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2a

#### **Audio script**

1. Nam: Hello. I'm Nam.

Quan: Hello, Nam. I'm Quan. Nice to meet you.

2. Miss Hien: Hello, I'm Miss Hien.

Class: Hello, Miss Hien. Nice to meet you.

#### 5. Let's write.

- Tell pupils that they are going to fill the gaps with I'm and Hello. Give pupils a few seconds to
  read the texts in silence. Check comprehension and give feedback. Elicit the words filling the
  gaps. Remind pupils to write the initial letter of the word at the beginning of each sentence
  in capital letters.
- Allow pupils time to do the task. Go around to offer help, if necessary.
- 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 exchanges aloud.

Key: 1 Hello, I'm 2 I'm, Hello

**Language note:** Tell pupils that *I'm* is the contracted form of *I am*. *I'm* is used in speaking, and *I am* is used in writing.

#### Let's sing.

- Tell pupils that they are going to sing the Hello song. Teach the song, following the procedure
  in the Teaching the unit components in the Introduction.
- Read the lyrics and check comprehension. Play the recording or sing the song all the way through.
- Have pupils do choral and individual repetition of the song line after line. When they are
  familiar with the tune, ask a group of three to the front of the class. Each of them sings Hello.
  I'm + (name) twice. Then the class sings Nice to meet you twice, waving their hands to the
  three singers.
- Have the class sing the song again to reinforce learning.

# Lesson 2

1 Look, listen and repeat. 50 50 50



2 Point and say. 🗺 🕮



3 Let's talk. 🤏



**Warm-up:** Spend a few minutes revising the previous lesson by calling some individuals to come to the front to greet the class and say their names. The class responds by saying **HI** + (his/her name), and then say **goodbye** to them. Get the class to sing the *Hello* song.

#### 1. Look, listen and repeat.

- Tell the class that they are going to practise saying and responding to Hello/Hi, + (name) and How are you? Check understanding. Elicit the names of the characters in the first picture and explain what they say. Have pupils repeat the language 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:** Tell pupils that they say *Goodbye* to their teachers or adults and *Bye* to their friends or peers.

#### 2. Point and say.

- Tell pupils that they are going to practise saying How are you? and replying with Fine, thanks/ thank you.
- Draw pupils' attention to the pictures. Point to each character and elicit his/her name.
- Point to the first picture and elicit the words to fill the gaps. Put the sentences on the board.
- Divide the class into two groups to do choral and individual repetition. Repeat the procedure with the second picture.
- Get pupils to work in pairs. Check as a class.

#### 3. Let's talk.

- Tell the class that they are going to practise more with their friends, using their own names.
   Draw pupils' attention to the pictures and elicit the language that the characters might use.
   Elicit the words to fill the gaps. Put the sentences on the board and do choral and individual repetition.
- Get pupils to work in pairs. Go around to offer help, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number. 🥯 ‰



6 Read and complete. 🤓 🧾

bye thank you fine goodbye

1. Miss Hien: Goodbye, class. 2. Mai: Bye, Nam.

Class: (1) \_\_\_\_\_\_, Miss Hien. Nam: (2) \_\_\_\_\_, Mai.

3. Nam: How are you, Quan?

Quan: (3) \_\_\_\_\_, thanks. And you?

Nam: Fine, (4) \_\_\_\_\_.

6 Let's write.



**Warm-up:** Spend a few minutes revising *Hi/Hello*. How are you? I'm fine, thanks/thank you. Have pupils play the *Slap the board* game, using the names of the characters: *Miss Hien, Mai, Nam, Quan, Hoa* and *Phong*.

#### 4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Show pupils how to number the boxes. Do the first question as an example to make the task clear.
- Draw pupils' attention to the first picture. Check their understanding by eliciting what is happening in the picture. Give feedback. Repeat the procedure with the rest of the pictures.
- Play the recording three times for pupils to listen, do the task and check their answers. Tell
  pupils not to worry if they cannot understand every word, and that they should pay attention
  to the order and match the recording with the pictures.
- · Get pupils to swap and check their answers before checking as a class.

Hello, Miss Hien. Nice to meet you.

Key: a4 b3 c2 d1

#### **Audio script**

Class:

Class:

1. Miss Hien: Hello, I'm Miss Hien.

2. Nam: How are you, Miss Hien?

Miss Hien: I'm fine, thanks. And you?

Nam: I'm fine, thank you.

3. Miss Hien: Goodbye, class.

Goodbye, Miss Hien.

Nam: Bye, Mai.
 Mai: Bye, Nam.

#### 5. Read and complete.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give pupils
  a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task and go around to offer help, if necessary. Get pupils to work in pairs.
- Get pupils to swap and check their answers before checking as a class.
- Divide the class into two groups and get them to read aloud each character's lines respectively.

Key: 1 Goodbye 2 Bye 3 Fine 4 thank you

#### Let's write.

- Tell pupils that they are going to read and fill the gaps. Draw pupils' attention to the picture and text. Give pupils a few seconds to read the text in silence. Elicit the words to fill the gaps.
- Give pupils time to do their writing.
- Tell pupils to swap and check their answers before calling different pairs to read aloud the sentences.
- Write the correct sentences on the board for pupils to copy down into their notebooks.
- Call a few open pairs to act out the dialogue.

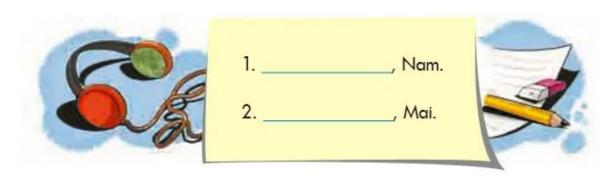
Key: 1 How 2 Fine, thanks



**bye** Bye, Nam.

h hello Hello, Nam.

2 Listen and write. 🚳 🦻



3 Let's chant.



**Warm-up:** Spend a few minutes revising *Hi/Hello*. How are you? and I'm fine, thanks/thank you. And you? Get pupils to do a dictation, using the words learnt in the previous lessons. Follow the procedure in *Activities Bank* in the *Introduction*.

#### 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 b and h 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.

#### Language notes:

- Tell pupils to write the initial letters of the words starting a sentence or names of people in capital letters, e.g. Bye, Mai. Hello, Nam.
- Write small letters for other words in the sentence.

#### 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.

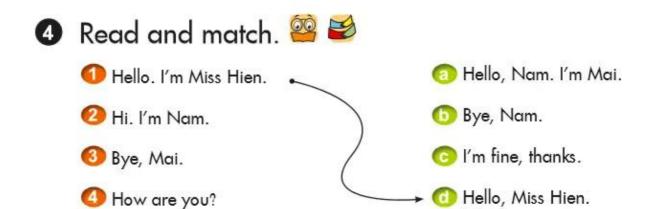
Key: 1 Bye 2 Hello

#### **Audio script**

1. Bye, Nam. 2. Hello, Mai.

#### Let's chant.

- Tell pupils that they are going to say the Hello chant. Read the chant and check comprehension.
   Follow the procedure in Teaching the unit components in the Introduction.
- Play the recording a few times for pupils to do choral and individual repetition. Show pupils how to chant and do the actions. Call two groups of four to give a demonstration.
- 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 to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant.



- 6 Read and write. 🥮 🦻
  - 1. \_\_\_\_\_\_\_. I'm Mai.
    2. Hi, Mai. \_\_\_\_\_\_\_ Nam.
    3. \_\_\_\_\_\_ to meet you, Miss Hien.
    4. \_\_\_\_\_\_ are you?
    5. \_\_\_\_\_\_, thanks.

Nice to meet you.

6 Project Make name cards for you and your friends.



**Warm-up:** Spend a few minutes revising *Hi/Hello*. How are you? and I'm fine/Fine, thanks/thank you. And you? Then have the class say the *Hello* chant.

#### 4. Read and match.

- Tell pupils that they are going to read all 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. Use the first pair of sentences as an example to make the task clear. Get pupils to
  work in pairs.
- Give pupils time to do the matching. Go around to offer help, if necessary.
- Get pupils to swap and correct their answers before checking as a class.
- Do choral and individual repetition of the sentences.

Key: 2a 3b 4c

#### 5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give
  pupils a few seconds to read the text 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 correct 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 sentences.

Key: 1 Hello/Hi 2 I'm 3 Nice 4 How 5 Fine/I'm fine

### 6. Project

- Tell pupils that they are going to make their name cards and present them to their class.
   Check understanding. Get pupils to prepare necessary school things to carry out the project (paper, pens, coloured pencils, scissors, glue, etc.)
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help. If there is not enough time, ask pupils to finish the project as homework.
- Call several individuals to the front of the class to present their cards, using their name cards and saying Hello. I'm + (name).
- Have pupils stick their cards on the walls of the classroom.
- Have the class sing the Hello song and say the Hello chant to end the class.