

Friends 1–2 Lesson 1		<i>Hello!</i>		Vocabulary	
Aims	Learning words for greeting people and saying goodbye. Saying hello and goodbye to fellow students.	Contents	Vocabulary <i>Hello! Hi! Goodbye! Bye!</i>	Checklist	1 master handout for each student to practise vocabulary and spelling.
Language Analysis					
Vocabulary: Differences in language use: <i>Hello</i> is used for greeting people and is appropriate in formal situations, on formal occasions or when greeting people in authority. <i>Hi</i> is also used for greeting however it is informal or casual. This should not be used in formal settings and should only be used if addressing friends, family, children and peers. *** <i>hello</i> /hə'ləu/ – accent on the second syllable					

Procedure

Warm-up Off the screens

1. Start the classes by welcoming your students saying: *Hello! Welcome to my class.* Elicit the answer *Hello!* From the whole class.
2. Turn to one of your students saying, e.g. *Hi Kate!* Elicit the answer from the student.
3. Turn to the same student again saying: *Goodbye!* and wave your hand. Elicit a similar answer from the student.
4. Ask the students to greet each other saying: *Hi* + the name of the student and then: *Bye* + the name of the student.

Screen 2

Alex: *Hello!*

Lucy: *Hi!*

Teacher: *Hello! Welcome to my class.*

Sam: *Goodbye!*

Kim: *Bye!*



Students can listen and watch the animation more than once.

Screen 3



Audio 1:

Alex: *Hello!*



Audio2:

Lucy: *Hi!*



Audio3:

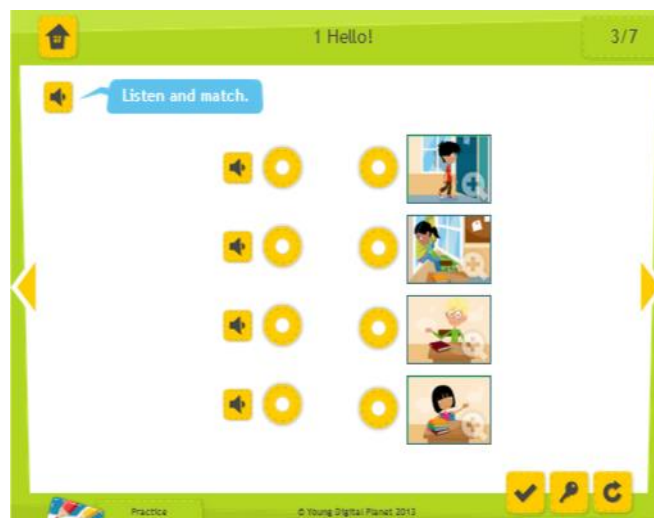
Sam: *Goodbye!*



Audio4:

Kim: *Bye!*

Key: see pictures above (random order)



Students can do this activity individually or in pairs.

Screen 4

Audio 1:

Alex: *Hello!*

Audio2:

Lucy: *Hi!*

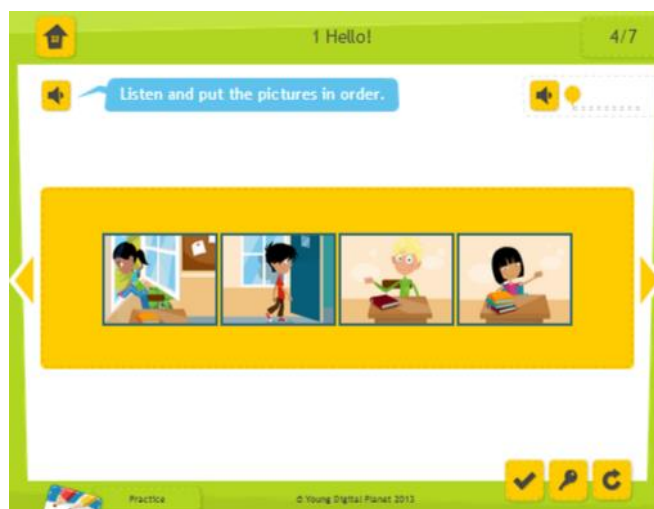
Audio3:

Sam: *Goodbye!*

Audio4:

Kim: *Bye!*

Key: see pictures below



Ss can listen and repeat the words they hear.

Screen 5

Key: 1 o 2 i 3 oo 4 y



1 Ask Ss to listen and choose the correct letter to complete the words.

OR

2 Choose the correct letter to complete the words. Then listen and check.

Additional activity – Handout to practise spelling the following words: *hello, goodbye, hi, bye.*

Give out Handout:

Handout

1 O L E H L _ _ _ _ _

2 B O G Y O E D _ _ _ _ _

3 I H _ _

4 Y B E _ _ _

1. Ask your students to unscramble the letters to reveal newly learnt words.
2. Nominate pairs of students to read their answers out loud.

Screen 6

Child 1: *Hello!*

Child 2: *Hi!*

Child 3: *Goodbye!*

Child 4: *Bye!*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practice a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Go to the next sub page.
4. Repeat as many times as you want to.

Now it's your turn.

This is a 'free practice' stage. The aim is personalisation. Tell students to work in pairs and ask and answer the questions.

1. Ask Ss to greet each other saying: *Hi* + the name of a student and then *Bye* + the name of a student.
3. Come up to some of your students saying: *Hello!* or *Goodbye!* and elicit the same answer.
4. Ask your students to change pairs and repeat the same procedure.

Encourage Ss to click on the words and listen then repeat them until they are confident.

Handout



1 OLEHL _ _ _ _ _

2 BOGYOED _ _ _ _ _

3 IH _ _

4 YBE _ _ _

Handout



1 OLEHL _ _ _ _ _

2 BOGYOED _ _ _ _ _

3 IH _ _

4 YBE _ _ _

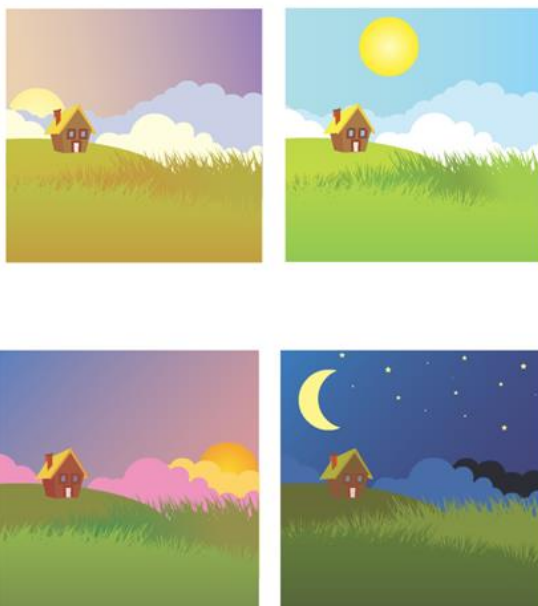
Friends 1–2 Lesson 2		Good morning!		Grammar & Functions	
Aims	Greeting people and introducing yourself. Practice of speaking skills.	Contents	Grammar <i>to be</i> form : <i>am</i> Vocabulary <i>Good morning, good afternoon, good evening, good night, I'm X</i>	Checklist	Visual
					One master handout: Visual for warm-up presentation – 1 copy for T, Handout (4 pages) for each student to draw the right time.
Language Analysis					
Grammar: short forms: <i>I'm</i> = <i>I am</i> Hints: We use different greetings for different times of the day: <i>Good morning</i> – from the time you wake up until 12 pm <i>Good afternoon</i> – from 12 pm until 6 pm <i>Good evening</i> – from 6 pm until you go to sleep. It is usually used in formal situations. <i>Good night</i> – say this at the end of conversation which you started with <i>Good evening</i> . Remember that the first three are forms of greeting somebody and only <i>Good night</i> is used when you leave (similar to <i>goodbye</i>).					

Procedure

Warm-up Off the screens

5. Use Visual to practise greetings:

Visual



6. Show your students the picture of the morning and say: *Good morning!*
7. Elicit the same expression as a response. Do the same with the next three pictures saying accordingly: *Good afternoon*, *Good evening* and *Good night*.
8. Say *I'm+ your name* and choose one student to elicit a similar phrase. Repeat the same procedure with different students.

Screen 2

Jill: *Good morning!*

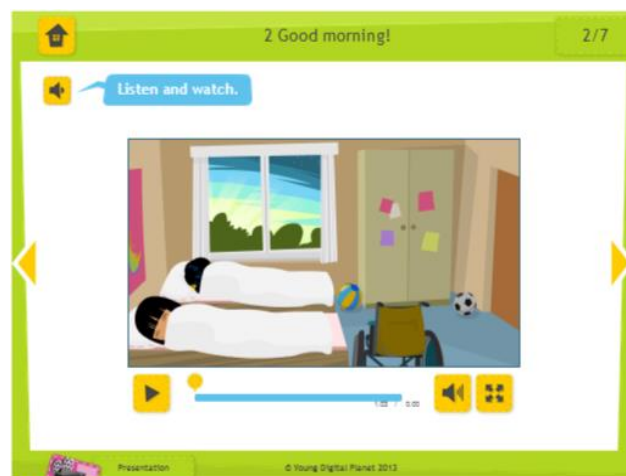
Jill: *Hello, I'm Jill.*

Lucy: *Hello, I'm Lucy.*

Lucy: *Good afternoon!*

Kim: *Good evening!*

Kim's mum: *Good night!*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation.

Note: Students can listen to and watch the animation more than once.

Screen 3

Jill: *Good morning!*

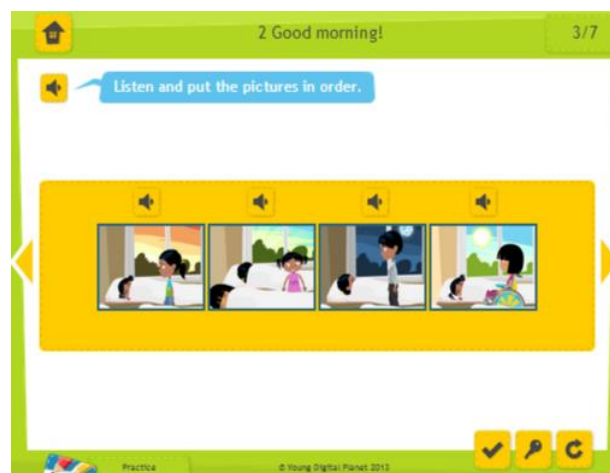
Jill: *Hello, I'm Jill.*

Lucy: *Good afternoon!*

Kim: *Good evening!*

Kim's mum: *Good night!*

Key: see pictures below



Screen 4



Audio 1:

(Jill): *Good morning!*



Audio2:

(Lucy): *Good afternoon!*



Audio3:

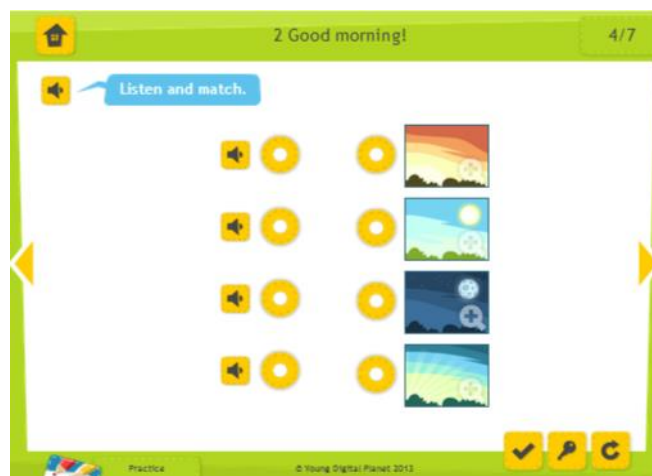
(Kim): *Good evening!*



Audio4:

(Kim's mum): *Good night!*

Key: see pictures above (random order)



Additional activity – Handout

Handout

Good morning



Good afternoon



Goodevening



Good night



1. Ask Ss to draw a time on the clocks to match the correct greetings.
2. Nominate a student to read the answers aloud.

Screen 5

Audio 1:

(Jill): *Good morning!*

Audio 2:

(Lucy): *Good afternoon!*

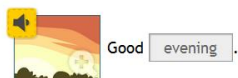
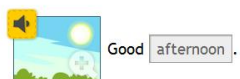
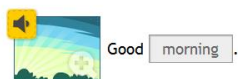
Audio 3:

(Kim): *Good evening!*

Audio 4:

(Kim's mum): *Good night!*

Key: 1 morning 2 afternoon 3 evening
4 night



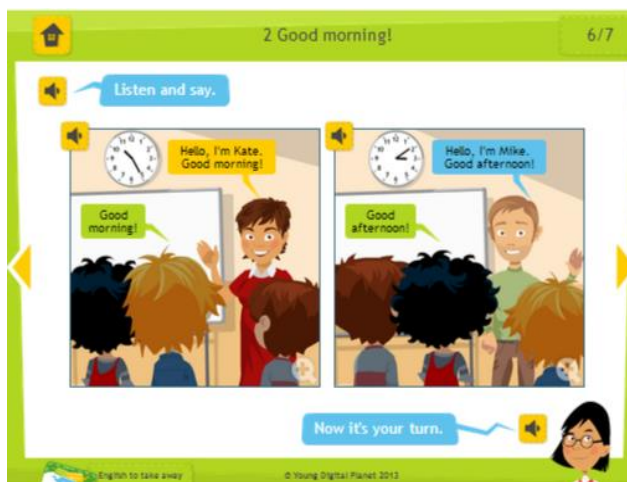
Screen 6

Female adult: *Hello, I'm Kate. Good morning!*

Children: *Good morning!*

Male adult: *Hello, I'm Mike. Good afternoon!*

Children: *Good afternoon!*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

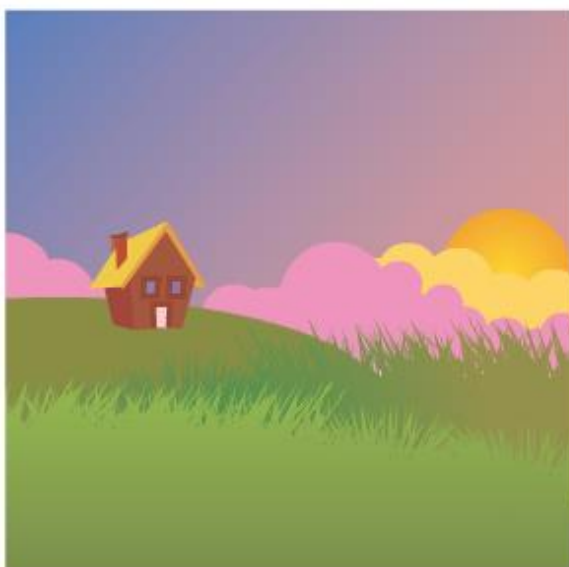
5. Look at the picture and read the dialogue.
6. Click on the audio and listen.
7. You can press 'pause' at any time and listen again.
8. Repeat as many times as you want to.

Now it's your turn.

1. Turn to Ss and say: *Hello, I'm....* then look at your watch and add either *Good morning* or *Good afternoon* or *Good evening*.
2. Elicit the correct response from the students.
3. Tell Ss to work in pairs and make similar conversations with each other.

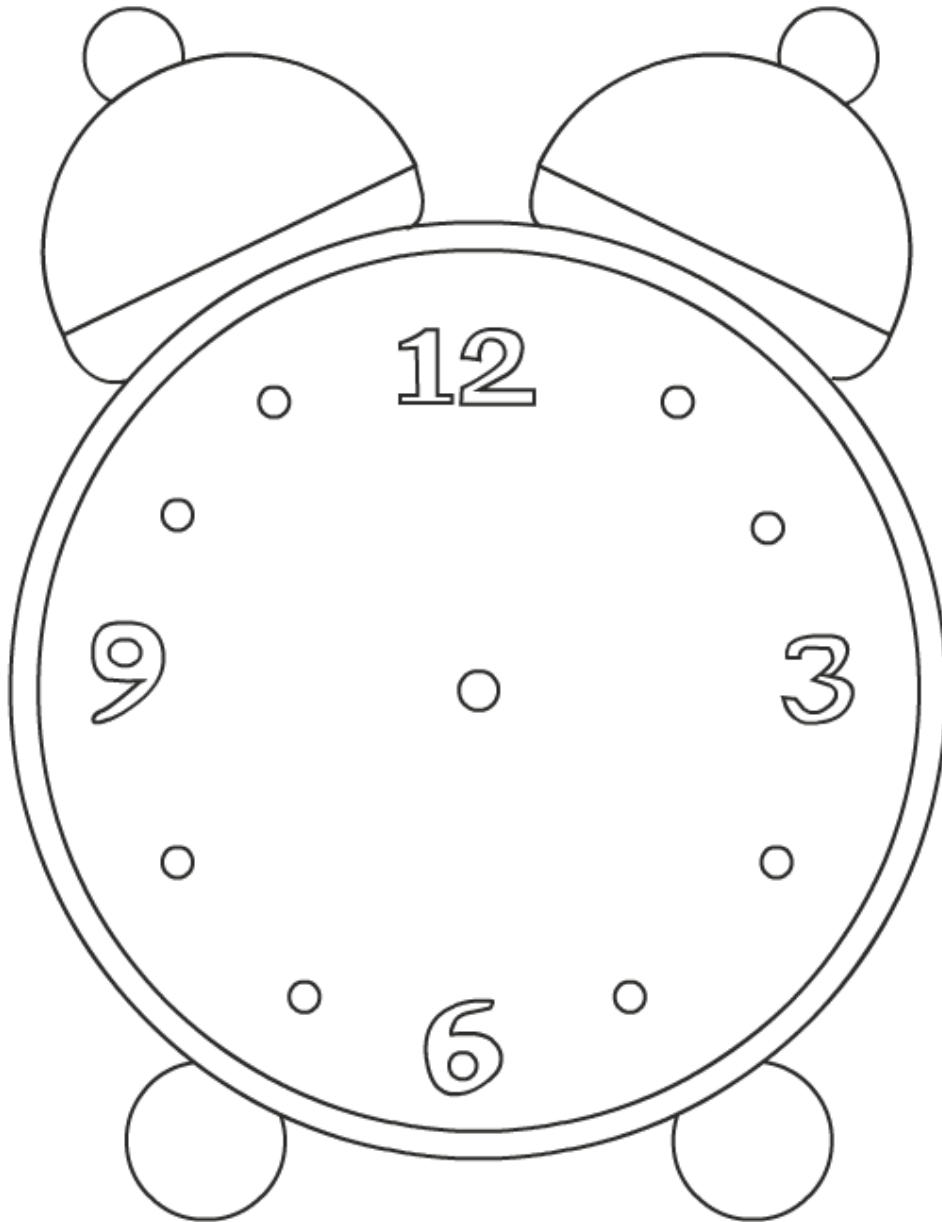
Note: Encourage Ss to repeat the words until they are confident.

Visual

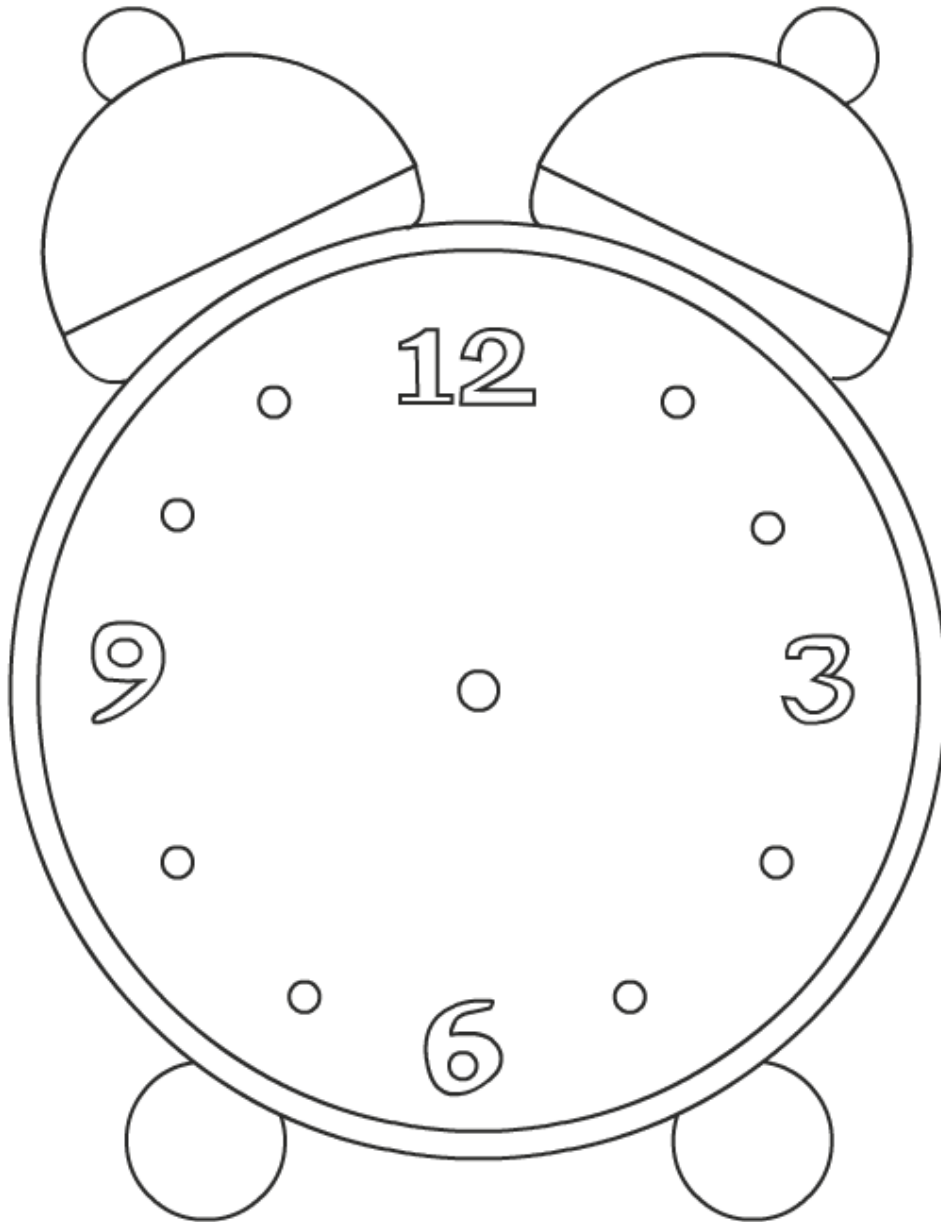


Handout

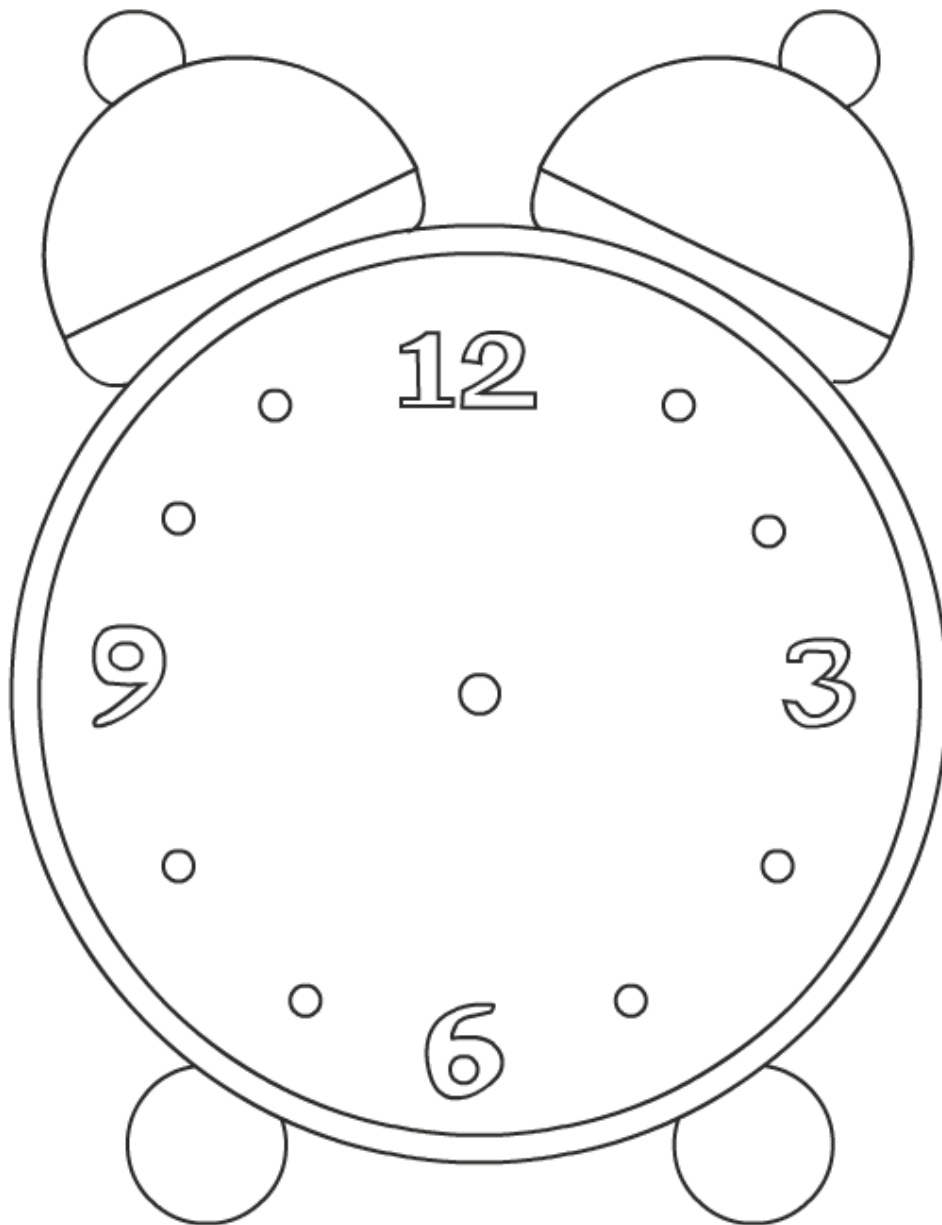
Good morning



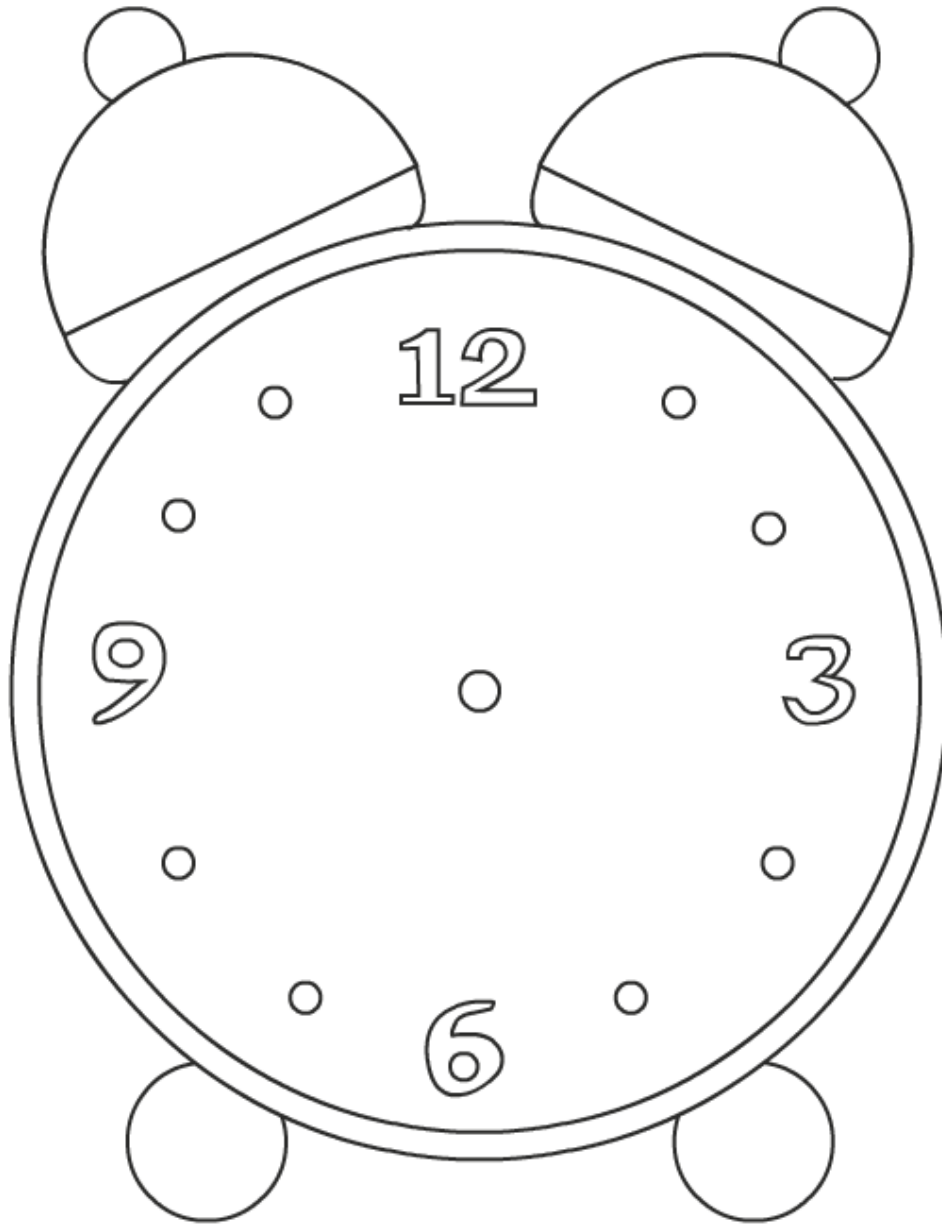
Good afternoon



Good evening



Good night



Friends 1–2 Lesson 3		What's your name?		Grammar & Functions	
Aims	Asking for and giving names. Introducing yourself Practice of speaking skills.	Contents	Grammar Possessive adjectives: <i>my, your</i> <i>to be</i> form: <i>is</i>	Checklist	A set of Post-it notes to practise asking for and giving names.
			Vocabulary <i>What's your name?</i> <i>My name is Sam.</i>		
Language Analysis					
Grammar: short forms <i>what's</i> = <i>what is</i> , <i>name's</i> = <i>name is</i> Possessive adjectives: <i>my, your, My name is Sam.</i>					

Procedure

Warm-up Off the screens

9. Give out a post-it note to each student.
10. Tell Ss to write their names on the note and stick it onto themselves so that everybody can see it.
11. Do the same thing yourself.
12. Stand in front of your students and say: *Hello! My name is...* and add your name and point to the note.
13. Choose one of the students and ask him/her: *What's your name?* and elicit the answer from him/her.
14. Students take turns asking questions and answering them.

Screen 2

Female adult: *Hello! What's your name?*

Alex: *Hello! My name's Alex.*

Female adult: *Hello! What's your name?*

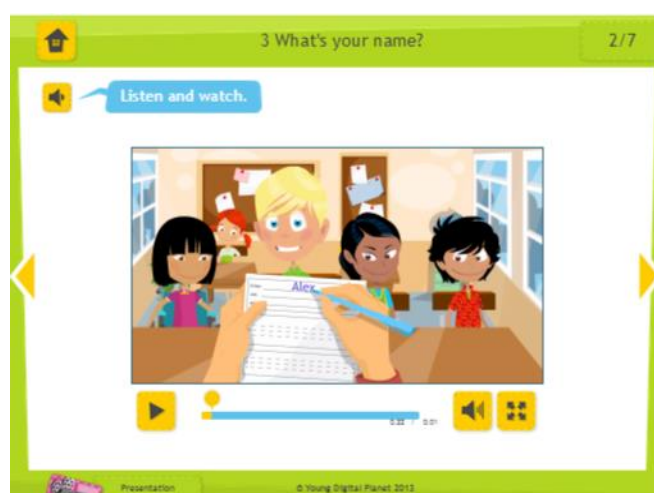
Lucy: *Hello! My name's Lucy.*

Female adult: *And what's your name?*

Kim: *Oh! My name's Kim.*

Female adult: *Hello! What's your name?*

Sam: *My name's Sam.*



Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask some questions to check understanding.

Note: Students can listen to and watch the animation more than once.

Screen 3



Audio 1:

Alex: *My name's Alex.*



Audio 2:

Lucy: *My name's Lucy*



Audio 3:

Kim: *My name's Kim.*



Audio 4:

Sam: *My name's Sam.*

Key: see pictures above (random order)



Ask Ss to listen and match the people with the correct picture.

Screen 4

Audio 1:

Alex: *My name's Alex.*

Audio 2:

Lucy: *My name's Lucy.*

Audio 3:

Kim: *My name's Kim.*

Audio 4:

Sam: *My name's Sam.*

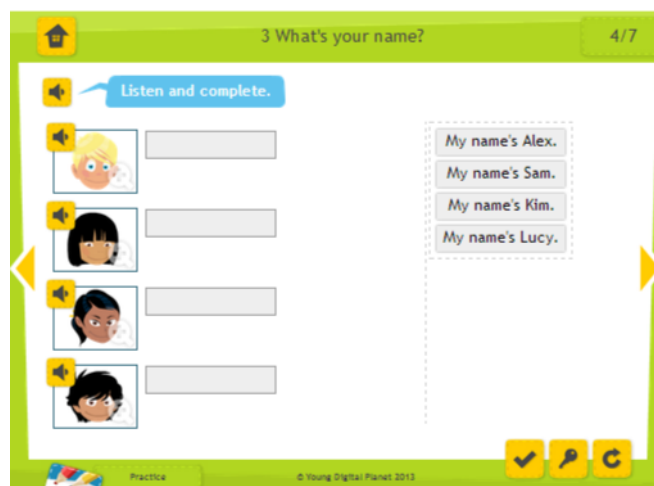
Key:

1 My name's Alex.

2 My name's Lucy.

3 My name's Kim.

4 My name's Sam.



Ask Ss to listen and drag and drop the correct sentence next to each picture.

Screen 5

Female adult: *Hello! What's your name?*

Sam: *My name's Sam.*

Key:

1 Hello! What's your name?

2 My name's Sam.



Ask Ss to listen and put the words in order to make sentences.

Note: Encourage Ss to repeat the sentences.

Screen 6

Child A: *What's your name?*

Child B: *My name's Jasmine.*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

9. Look at the picture and read the dialogue.
10. Click on the audio, listen and repeat.
11. You can press 'pause' at any time and

	listen again. 12. Repeat as many times as you want to. Now it's your turn. This is a 'free practice' stage. The aim is personalisation. 1. Tell Ss to work in pairs and ask and answer the question in the picture. 2. Tell Ss to change partners and practise the dialogues.
Note: Encourage Ss to repeat the words until they are confident. Supervise what they students are saying and correct whenever necessary.	

Friends 1–2 Lesson 4		<i>Her name's Lucy.</i>		Grammar & Functions	
Aims	Asking for and giving names.	Contents	Grammar Possessive adjectives: <i>his</i> , <i>her</i> <i>to be</i> form: <i>is</i>	Checklist	A set of Post-it notes.
	Introducing people.		Vocabulary <i>His name's Tony.</i> <i>Her name's Ann.</i>		Coloured pencils.
	Practice of speaking skills.				One master handout for each student to practise introducing people
Language Analysis					
Grammar: short forms <i>name's</i> = <i>name is</i>					

his / hɪz /					
her / 'hə / (BrE)/ / 'hər / (AmE)					

Procedure

Warm-up Off the screens

15. Give out a Post-it note to each student.
16. Ask Ss to write their first names on the note and stick it onto themselves so that everybody can see the note.
17. Choose one student (a boy), point to him and say: *His name's...* and read the name from the note.
18. Choose another student (a girl), point to her and say: *Her name's...* and read the name from the note.
19. Ask Ss one by one to choose one of their friends and elicit similar sentences.

Screen 2

Kim: *Hello! Look at my friends.*

Kim: *Her name's Lucy.*

Kim: *His name's Alex.*

Kim: *His name's Sam.*

Kim: *Ah! Her name's Jill.*

Kim: *Oops!*



Exploit the scene by asking the Ss to describe what they can see.

Then listen and watch the animation. Ask Ss to give names of the main characters.

Note: Students can listen to and watch the animation more than once.

Screen 3



Audio 1:
Her name's Lucy.



Audio 2:
His name's Alex.



Audio 3:
His name's Sam.

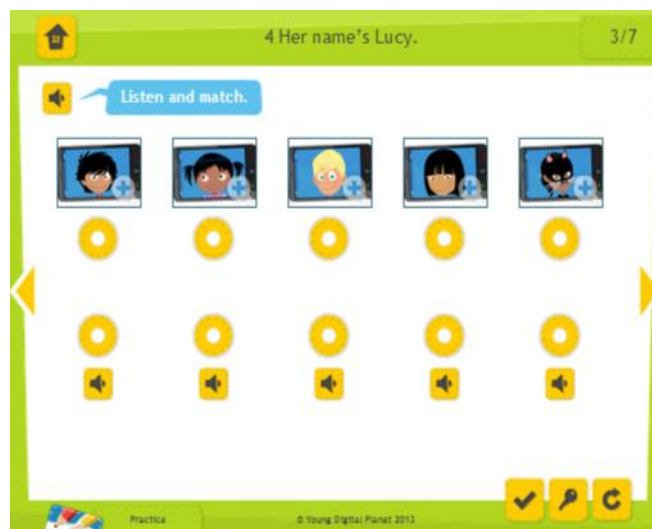


Audio 4:
Her name's Jill.



Audio 5:
Her name's Kim.

Key: see pictures above (random order)



Ask Ss to listen and match the pictures with the audio.

Screen 4

Audio 1:
Her name's Lucy.

Audio2:
His name's Alex.

Audio3:
His name's Sam.

Audio4:
Her name's Jill.

Audio5:
Her name's Kim.

Key: (from left to right)

1 Her name's Lucy.

2 His name's Alex.

3 His name's Sam.

4 Her name's Jill.

5 Her name's Kim.



Ask Ss to choose the name from the dropdown menu.

Screen 5

Audio 1:

Her name's Lucy.

Audio2:

His name's Alex.

Audio3:

His name's Sam.

Audio4:

Her name's Jill.

Audio5:

Her name's Kim.

Key: (from left to right)

1 Her 2 His 3 His 4 Her 5 Her

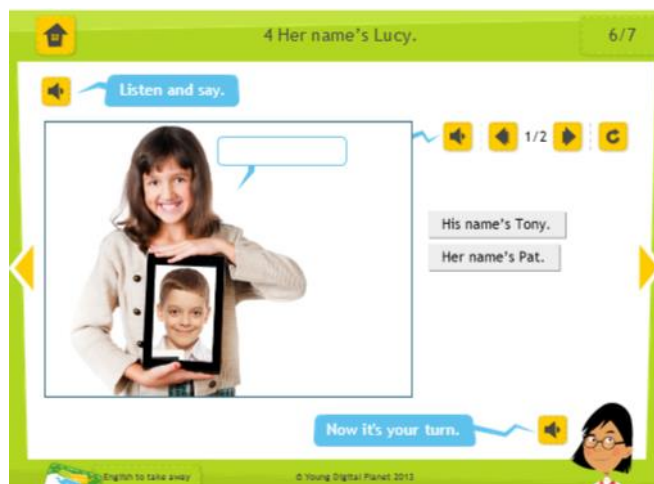


Ask Ss to choose the correct pronoun.

Screen 6

Child: *His name's Tony.*

Child: *Her name's Pat.*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise introducing people.

1. Look at the picture and read the sentence.
2. Drag and drop the sentence into the correct speech bubble.
3. Click on the audio and listen to the

sentence.

4. You can press 'pause' at any time and listen again.
5. Repeat as many times as you want to.
6. Go to the next sub-page.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Choose two students (a boy and a girl). Ask them come to the middle of the classroom.
2. Introduce them to the rest of the class saying: *Her name is...* and *His name is...*
3. Ask the boy and girl to choose one of their friends and introduce them.
4. Continue the task with all Ss.

Additional activity – Handout to practise introducing people:

Handout



1. Give out the handouts to Ss.
2. Ask them to describe the pictures saying: *His name's Mike. Her name's Mime.*
3. Ask Ss to colour the pictures.

Handout



Friends 1–2 Lesson 5		Hello, Alex!		Pronunciation	
Aims	Saying <i>hello</i> to your friends	Contents	Pronunciation Names and greetings	Checklist	<i>No handouts</i>
	Rhythm and intonation (in expressions used for greetings)		Vocabulary <i>Hello; How are you? I'm fine, thanks; Goodbye</i>		
Language Analysis					
Vocabulary: short form: <i>thanks</i> = <i>thank you</i>					

<i>hello</i> – / hə `ləu/ - (BrE) stress on the second syllable					

Procedure

Warm-up Off the screens

20. Write down the word *Hello* on the board and say it aloud to Ss.
21. Point to one student and say: *Hello, Kate!* (use the name of your student).
22. Elicit the answer from the student.
23. Ask the next student point to another one and use the same greeting phrase.
24. Continue the task with the rest of Ss.

Screen 2

Lucy:

Hello, Alex!

Hello, Alex!

Hello, Alex!

How are you today?

Alex:

I'm fine, thanks.

I'm fine, thanks.

I'm fine, thanks.

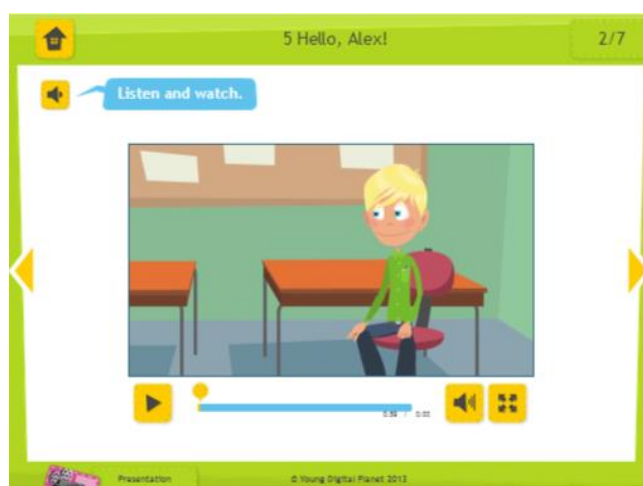
Now let's go and play!

Lucy:

Goodbye, Alex!

Goodbye, Alex!

Goodbye, Alex! Hip, hip, hooray!



Students can listen to and watch the animation more than once. Encourage students to clap their hands and chant.

Screen 3

Audio1:

(Lucy): *Hello, Alex!*

Audio1:

(Alex): *Hello, Lucy!*

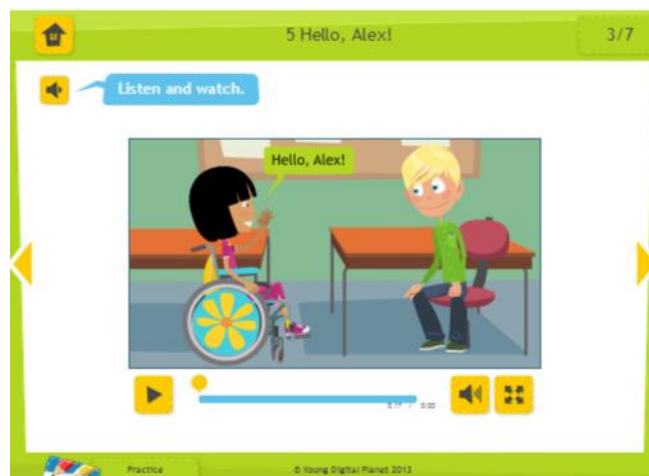
Audio1:

(Kim): *Hello, Sam!*

Audio1:

(Sam): *Hello, Kim!*

Key: N/A



Listen and watch then listen and repeat.

Note: If possible, get Ss to practise saying *hello* using each others' names.

Screen 4

Audio 1:

Lucy: *Hello, Alex!*

Alex: *Hello, Lucy. How are you?*

Lucy: *I'm fine, thanks. And you?*

Alex: *I'm fine.*

Ask Ss to listen and put the conversation in the correct order. Then listen again and repeat.

Key:

1 Hello, Alex!

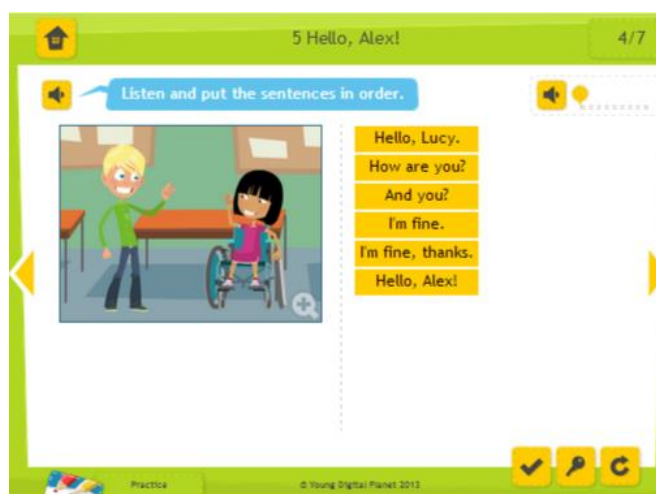
2 Hello, Lucy.

3 How are you?

4 I'm fine, thanks.

5 And you?

6 I'm fine.



Note: Check pronunciation of key words and ask Ss to smile while they are talking!

Screen 5

Audio 1:

(Lucy): Goodbye, Alex!

Audio2

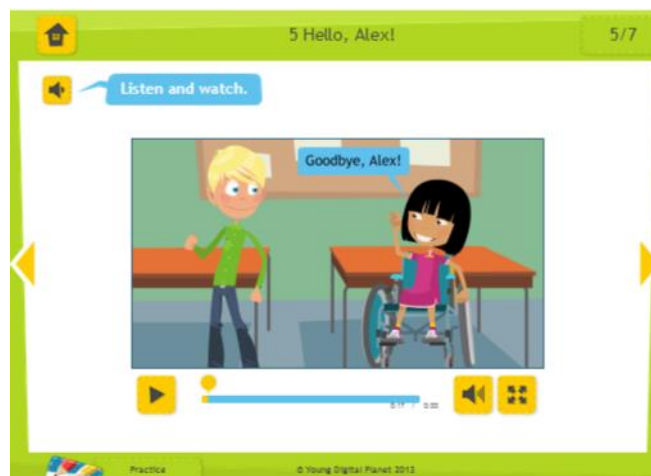
(Alex): Goodbye, Lucy!

Audio3

(Kim): Goodbye, Sam!

Audio4

(Sam): Goodbye, Kim!



Listen and watch then listen and repeat.

Ask Ss to listen and repeat the phrases.

Screen 6

Audio1: A chant

Lucy:

Hello, Alex!

Hello, Alex!

Hello, Alex!

How are you today?

Alex:

I'm fine, thanks.

I'm fine, thanks.

I'm fine, thanks.

Now let's go and play!

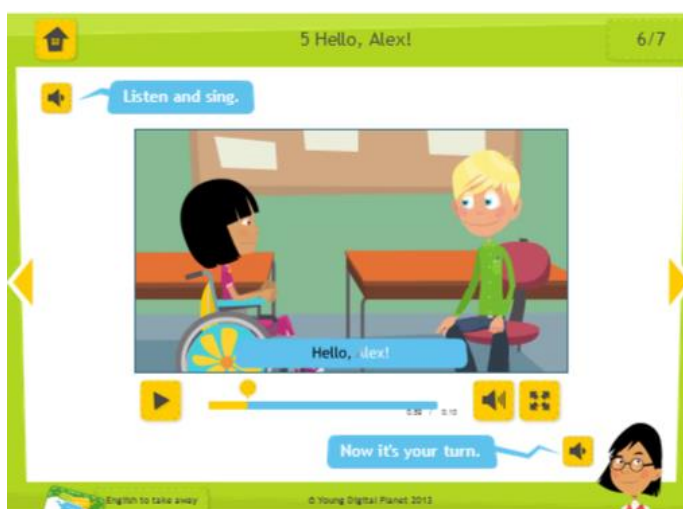
Lucy:

Goodbye, Alex!

Goodbye, Alex!

Goodbye, Alex!

Hip, hip, hooray!



Give the Ss these instructions for the 'Listen and sing' activity. The aim is to practice fluency and vocabulary by singing a song.

1. Listen to the whole song.
2. Watch the animation and join in.
3. Listen again and sing the whole song individually, in groups or as a class.

Additional activity – a circle game in the class

1. Ss stand in a circle with one student in the middle.
2. Ss chant the first verse of the rhyme using the child's name: *Hello, Arthur!*
3. The student in the middle joins in the second verse, then joins the circle at the line: *Now let's go and play.*
4. All the Ss chant the third verse, and at *Hip, hip, hip, hooray* the student chooses someone else to go into the middle, and takes their place in the circle.

Friends 1–2 Lesson 6		Nice to meet you!		Skills	
Aims	Speaking (greetings and introductions; saying goodbye)	Contents	Vocabulary <i>Hello; How are you? I'm fine, thanks; Nice to meet you; What's your name?; I'm (name); My/his/her name's X; Bye/Goodbye</i>	Checklist	1 Master handout - (handout 1 for a group of 3-4 students)
	Saying hello to your friends				Handout 1 – cut it out into pieces
Magnets to stick handout 1 on the board					
Language Analysis					
Hint: There are two greetings which may seem confusing, namely: <i>How are you?</i> and <i>How do you do?</i> A polite response to the first question is: <i>I'm fine, thanks.</i> However, <i>How do you do?</i> is not a question . It is another very formal way of saying <i>Hello</i>. It is also only used in BrE and is not used in AmE. The correct response is to <i>How do you do?</i> is <i>Pleased to meet you</i> or <i>How do you do</i> or just <i>Hello</i>. We only really use it the first time we meet someone.					

Procedure

Warm-up Off the screens

25. Use the Handout for a warm-up.

Handout

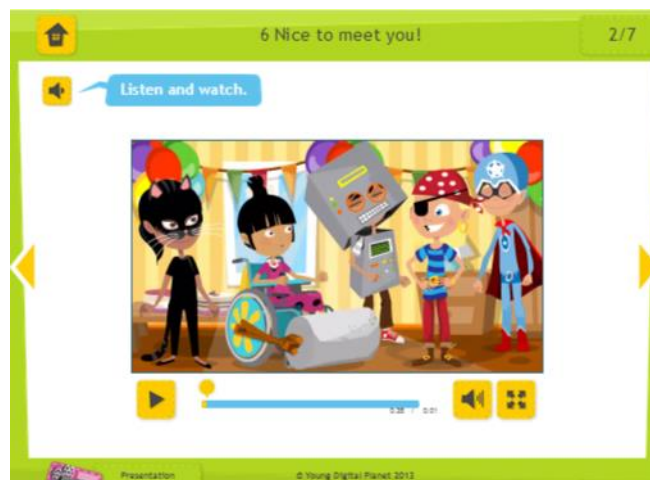


Hello
Hi
What's your name?
My name is John.
Hi, John. Nice to meet you.
Nice to meet you, too.
How are you?
I'm fine, thanks.
And you?
I'm fine, too. Goodbye.
Bye.

26. Cut out the phrases and mix them up.
27. Attach them with magnets to the board in a random order.
28. Give out a copy of the cut-out phrases to groups of 3-4 Ss.
29. Ask Ss to arrange the phrases in the correct order to make the correct dialogue.
30. Nominate some Ss to read their answers out loud and arrange the phrases in the correct order on the board as well so that everyone can see it.

Screen 2

Lucy: Hello! How are you?
Pat: I'm fine, thanks.
Alex: Hi, what's your name?
Girl: I'm Pat. Nice to meet you.
Alex: Nice to meet you too.
Lucy: And her name's Kim.
Girl: Hi, Kim.
Kim: Me-ow.
Lucy: And his name's Alex.
Girl: Hello, Alex.
Lucy: Oh sorry! His name's Sam!
Girl: Well, see you later. Bye!
Lucy, Alex, Sam, Kim: Goodbye!

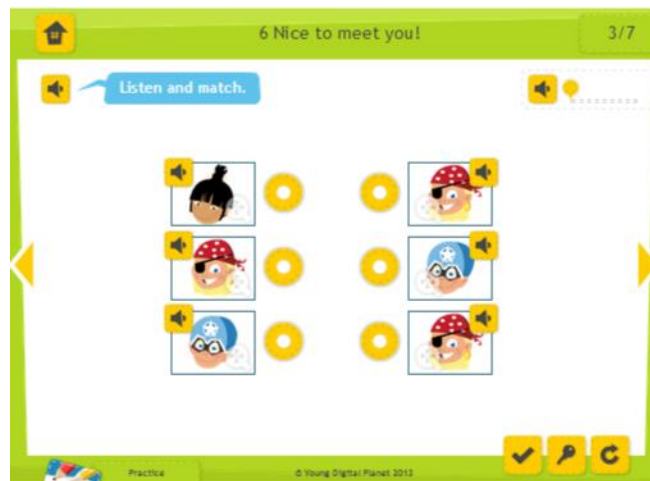
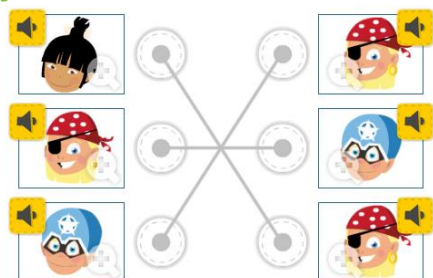


Note: Students can listen to and watch the animation more than once.

Screen 3

Audio 1:
How are you?
Audio 2:
Nice to meet you.
Audio 3:
What's your name?
Audio 4:
My name's Pat.
Audio 5:
Nice to meet you.
Audio 6:
I'm fine, thanks.

Key:



Note: First play the audio from the right upper corner of the screen to consolidate the dialogue from screen 2/7. Later, ask the students to do the task of matching the left side audio with the phrases from the right side (Qs and As)

Screen 4

Audio:

Pat: *Hi!*

Lucy: *How are you?*

Pat: *I'm fine, thanks.*

Alex: *What's your name?*

Pat: *My name's Pat.*

Pat: *Nice to meet you.*

Alex: *Nice to meet you, too.*

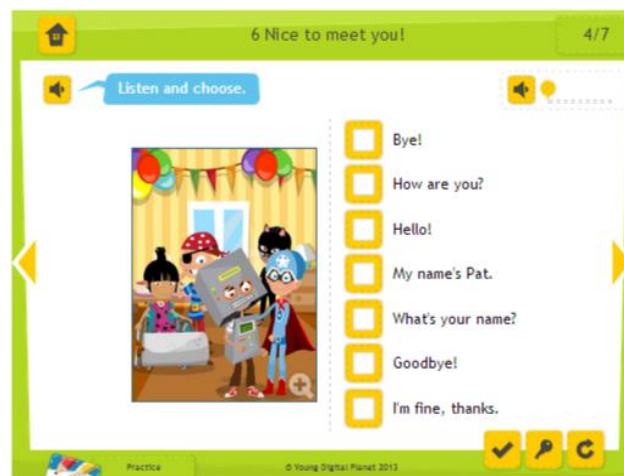
Key:

1 How are you?

2 I'm fine, thanks.

3 What's your name?

4 My name's Pat.



Listen to the audio in the upper right corner of the screen. As your students listen for the second time, ask them to tick those phrases from the screen that they hear on the listening.

Note: Encourage Ss to work in pairs and practice saying the whole dialogue.

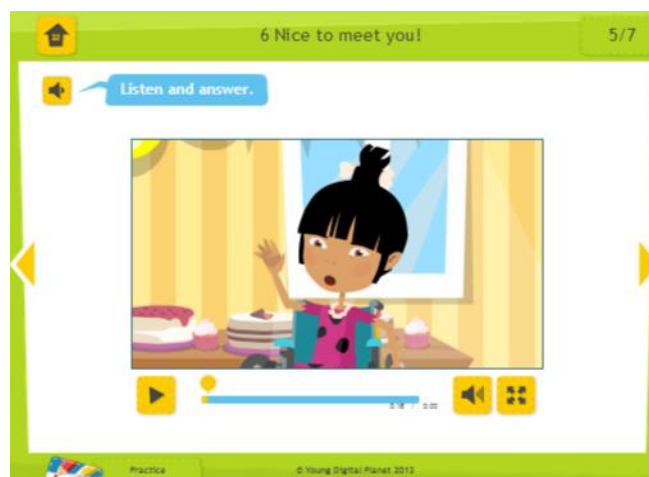
Screen 5

Audio:

Lucy: *Hello! How are you?*

Alex: *What's your name?*

Pat: *Nice to meet you. Goodbye!*



Note: Tell Ss to listen to the audio and respond to it with their own answers. This is not a repetition exercise.

Screen 6

Audio 1:

Lucy: *Hello!*

Girl: *Hi!*

Lucy: *How are you?*

Pat: *I'm fine, thanks.*

Audio 2:

Alex: *What's your name?*

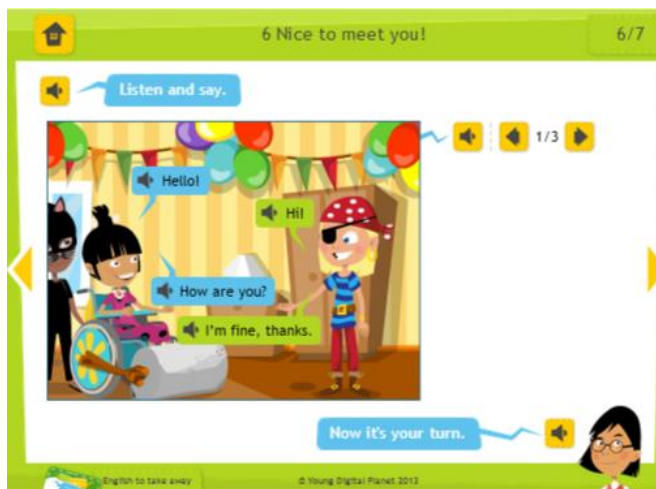
Pat: *My name's Pat. Nice to meet you.*

Alex: *Nice to meet you too.*

Audio 3:

Pat: *Goodbye!*

Sam: *Bye!*



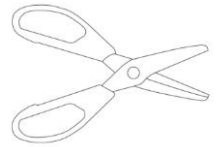
Give the Ss these instructions for the 'Listen and say' activity. The aim is to practice a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and repeat.
3. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Tell students to work in pairs and make their own dialogues using the phrases from the lesson.
2. Nominate some students to read their dialogues aloud.
3. Ask Ss to change pairs and practice using the phrases again.

Note: Children could dress up, or make masks and pretend to be different people.



Handout

Hello

Hi

What's your name?

My name is John.

Hi, John. Nice to meet you.

Nice to meet you, too.

How are you?

I'm fine, thanks.

And you?

I'm fine, too. Goodbye.

Bye.