

Unit 1

Hello

Overview

Learners practise:

- **Greeting friends and neighbours**
- **Meeting and introducing new people**
- Asking a few simple questions

Suggested context

A small group of 3 or more people in the street or at a centre (informal).

Dialogue 1: Two of the people – Rosa and Ali already know each other and greet each other. Ali introduces Rosa to the third person, Sami.

Dialogue 2: Rosa and Sami introduce themselves to each other and ask and respond to a few simple questions.

Dialogue 3: Rosa and Ali say goodbye.

Skills

Speaking and listening

- Listen and understand short conversations.
- Identify and use key words and phrases.
- Use appropriate stress, rhythm and intonation in questions and answers.
- Pronounce names, countries and languages clearly using correct stress patterns.

Literacy and phonics

- Read transcript
- Read (and write) key words, e.g. name, own country, days of the week
- Clarify concept of names of alphabet letter names v. phonemes/graphemes
- Focus on initial sound/symbol relationships in names and days of the week
- Write/copy important key words

Language points

(Core points – bold, extension points – not bold)

- **Simple phrases for:**
 - greeting and leave taking: **Hi / Hello**, **I'm ... / 'Bye.** / Sorry, I have to go now. / See you ...
 - introducing and meeting someone new: **This is ... / Nice to meet you.**
 - asking and responding to a few simple questions: **How are you? / Fine thanks. Where are you from? / I'm from ... / What language do you speak? / I speak ...** And you?
 - Present simple 3rd person singular: Where is s/he from? S/he's from
- Proper nouns – names and countries relevant to group; days of week

Before you start

Depending on the level of your group, record *Example dialogues* using local voices, accents and references. (See *Guidance* for further details.)

Source relevant local images e.g. Children's Centre; ESOL class; park/playground; coffee morning or source/use images from the from the [New to ESOL picture pack](#).

Materials needed

Speaking and listening

- Activity 1** Colour board pens; name card for each learner (colour-coded according to initial letter)
- Activity 2** **Resource 1:** Pictures of Ali, Rosa and Sami; audio recording; tapescript; images of local places where learners might typically meet people, e.g. café, ESOL class, children's centre; picture of people meeting/chatting; 2 coffee cups; [New to ESOL Picture pack](#)
- Activity 3** Map of the world; country name cards; **Dialogue 2**; tapescript
- Activity 4** Watch, phone or alarm clock; calendar or diary; **Resource 2:** Days of the week handout; **Dialogue 3**; tapescript

Literacy and phonics

- Coloured card, folded into three equal folds, pens and an example name card for yourself.
- Word cards of learners' countries
- Copy and cut up *Days of the week* ([New to ESOL, Time-saving templates, Template 9](#)) – one for each small group.
- Folders (one per learner) and range of writing tools (felt-tips, pencils, board-markers)
- Copies of alphabet templates ([New to ESOL, Time-saving templates, Template 8](#))
- Look Say Cover Write Check template ([New to ESOL, Topic 1, Unit 2, Template 3](#))

Note that each unit can be covered across two or three sessions. You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

Speaking and listening

Activity 1

Introduction to the topic

- As learners arrive, greet each with: *Hello, I'm Nice to meet you.* Prompt learners to respond.
- When learners are settled, introduce yourself again using the same phrases, slowly and clearly. Gesture to each learner in turn and prompt to repeat using the same format.
- Choral drill, open pairs drill and practise in pairs
- Say: *I'm* again and write your name clearly on the board, in lower case with initial capital letter.
- Ask each learner to repeat: *I'm ...* Write each name on the board. Prompt learners to spell names aloud if they can. Colour-code the names as you write them, using the same colour for names beginning with the same letter. Each learner says their name as you write it. (Leave the names on the board for learners to copy later.)

TIP If learners don't understand something, teach/drill: *(Sorry,) I don't understand*



Activity 2

Speaking and listening (Dialogue 1)

- Introduce and show **Resource 1**: pictures of Rosa, Ali, Sami, and people shaking hands, community centre and coffee shop. Don't say their names but check key vocabulary, including *woman, man* and *two men* – drill if necessary.
- Tell learners that they are going to listen to the three people speaking. Set the first question: *What are their names?* Play the audio-clip and learners listen. Play it again if necessary and check their answers. Then point to the image of each speaker and ask: *What's his/her name?* Check answers.

TIP Use gesture to illustrate instructions – e.g. cup hand behind ear.



- Set the second question: *What does Ali say?* Play the audio again and stop after *This is Sami.* Check everyone has heard the three words and play it again if necessary. Choral drill the phrase (and extend to learners in the class). Model: use gesture and mime to introduce one learner to another.
- Set the third question: *What does Rosa say?* Play the last couple of lines again.
- Check the answer, model and drill using natural stress and intonation: *Nice to meet you.* Show (using fingers) that this is 4 words.
- Model the whole conversation. Take the part of *Rosa*, and two confident learners can play *Ali* and *Sami*.
- Drill conversation line by line. Encourage learners to memorise key phrases. Focus on pronunciation.
- For role play and personalisation, show a picture of a coffee shop. Set up a table with 3 chairs and a couple of coffee cups. Take the part of 'Rosa' and ask one learner to sit with you at the table (*Mohamed*). Wave to another learner (*Yasmin*) and invite her to join you. Start the dialogue with *Hi, Yasmin* and prompt her to respond, then introduce her to *Mohamed*. Encourage learners to use the key phrases they have just practiced.
- Now ask learners to act out the scenario in threes, using their own names. Monitor and support. Encourage learners to extend the dialogue if they can. Give out the transcript for support, where helpful.

Intercultural understanding



This is a good opportunity to flag up:

- cultural norms re. shaking hands, introductions and greetings in the UK (which may be very different to those in learners' countries of origin)
- cultural norms in the way men and women relate to one another, physical contact and social distance.

Activity 3

Speaking and listening (Dialogue 2)

- Draw a question mark on the board. Hold up map of the world. Ask one learner: Where are you from? to elicit their country.
- Show pictures of Rosa, Ali and Sami again. Ask "Where's Rosa from? Where's Sami from? Write up a few guesses, then ask them to listen to the audio. Play the clip and learners listen to check if they were right. *Rosa's from Syria. Sami's from Iraq.*
- Drill the dialogue line by line, focusing on a natural stress pattern in the questions.
- Ask learners to practise in pairs and/or mingle and ask/answer questions about themselves.
- Put a map of the world in the centre of a table. Invite learners to gather round the table and report back what they have found out, e.g. *Ruba's from Sudan.* Make sure everyone is included in the reporting back. As each learner is mentioned, invite members of the group to locate and point to their country on the map (if they are able to).
- Transfer the question to 3rd person and model the question using learners in the group, e.g. *Where's Abdi from?* Elicit the answer, e.g. *Abdi's from Somalia.*
- Learners practise asking each other a question about another learner in the group, i.e. *Where's ... from? ...'s from ...*

Activity 4

Speaking and listening (Dialogue 3)

- Set a watch/phone alarm to go off, point to it and say: *Sorry. I have to go now.* Wave goodbye and mime leaving the room.
- Before playing **Dialogue 3**, point to the photos of the three main characters, point to your watch/ alarm and ask the learners: *Who leaves – Rosa, Ali or Sami?* Play the audio clip (more than once if necessary) and elicit Ali.
- Ask learners: *Which day will Rosa see Ali – Tuesday or Thursday?* Play the audio again and elicit *Thursday.* Use a calendar or diary (or translation) to check learners understand Thursday. Hold up the days of the week handout and point to Thursday. Play the audio again and drill: *See you on Thursday.*
- Choral drill, line by line. Then ask learners to practise in pairs, memorising the dialogue.
- Pointing to the photo of each character go back and elicit the conversation in **Dialogue 2** as well as **Dialogue 3**, giving prompts as necessary. Drill each line, encouraging use of intonation to show interest, questions, etc.
- Divide learners into groups of three to try the whole conversation (all three dialogues), using their own names, countries of origin and days they actually meet. Prompt and support as needed.

TIP Some learners may find it difficult to ask questions (or 3rd person questions) so encourage them to just listen and respond.



Literacy and phonics

Reading

- Create learner name cards for reading practice: use coloured card and pens and either write it for the learner or encourage them to write/copy it themselves. Stand their name cards on the table in front of them at every session. Encourage learners to read/recognise each other's names.
- Create flash cards of learners' countries for whole word recognition and pronunciation practice.
- Alphabet practice: spell learners names and countries aloud, saying the names of the letters.
- Days of the week: use flashcards for whole word recognition, drilling, spelling aloud, etc. Check learners know which days are the weekend, which days they meet, etc. (Use translation if needed.) Create further practice activities, e.g. put days in the correct order, upper/lower case matching activities, cut up the days for learners to reassemble, etc.
- Divide learners into pairs or small groups with a cut-up version of one or more parts of the tapescript. Play the relevant sections of the audio and allow time after each line for learners to work together to find the correct line to add to their sequence. When they have finished, play the audio again so they can listen and read at the same time.
- Create gap fill activities from the transcript for learners to fill in (or copy/stick in). Remove key words such as *you*, *thanks*, *Thursday*. Play the audio for learners to check.
- For beginner readers, use choral, paired and independent reading techniques.

Phonics

- Identify words with simple phonics patterns to develop awareness of phoneme/grapheme relationships e.g. **th**anks, **Th**ursday, **on**, **fr**om. Select one or two for learners to sound out and blend, e.g. *f - r - o - m*, *th - a - n - k - s*.
- Focus on initial graphemes in their names/ countries and sound them out, where possible, e.g. **S** - a - m - i, **I** - r - a - q.

- Focus on days of the week – say the initial alphabet letter and then the sound of the grapheme.
- See the [New to ESOL Phonics Pack](#) for more ideas and suggestions.

Writing

- Use one of the dialogues as a model for learners to write their own short dialogue.
- Learners can write one or more sentences about themselves.
- For learners who need practice in letter formation, write their name clearly using a thick board marker and show them how to form the letters. Encourage them to trace over the examples using a thinner, different coloured pen or pencil. Select other key words for handwriting practice.
- Learn to spell the days of the week using a combination of phonics and the [Look Say Cover Write Check](#) method. Write them on mini whiteboards.

Digital opportunities



- Learners record (or video) a roleplay on their phones and listen/watch them afterwards to identify strengths and areas to develop.
- Learners use the audio function on their phones to practise pronouncing new words, record new vocabulary and/or use translation apps.
- Learners use their mobile phone to take a photo of another learner (with permission), upload it and use word processing skills to create, save and print a short text to accompany the photo, e.g. *This is Sami. He is from Iraq.*
- Learners use the calendar function on their phones to add the time and date of their next lesson.
- Learners send a short text message to another learner to confirm their next meeting, e.g. *Hi Ali. Nice to meet you today. See you on Thursday. Sami.*

Learning to learn

- Give each learner a folder to store their work in. Hand out name-cards, sticky labels and a variety of writing tools. Ask learners to copy their name on 4 or 5 labels using different tools, then choose the one they like best to stick on to their folder.
- Tell learners to record new words and phrases in a vocabulary book – write or stick images and new words in the book after every lesson.

Differentiation and extension ideas

- Learners can extend/change the dialogue using other language they know and/or introduce more than one person.
- Learners think of other situations where they would say 'Sorry,' e.g. *Sorry I'm late, Sorry, I need to leave early, Sorry, I don't understand.*
- **Dialogue 2** can be developed into a whole class mingle activity, with learners asking and answering questions about where they come from. They then report back on what they have found out. Some learners may be able to ask other questions, e.g. *When did you come to the UK? Where do you live?* etc.
- Create a game with the country flash cards – learners take turns in picking one up and saying who comes from that country.
- Learners play Pelmanism with the days of the week cards or country cards. One set are written in upper case, the other set are in lower case apart from the initial capital letter.
- Use the lesson '[School – Part 1](#)' and/or watch the video

Home learning

- Learners take new words home to learn and use 'Look, say, cover, write, check' method to practise spellings. Start with their names and countries.
- Give each learner an envelope to start collecting their own word bank for sight reading practice. Start with names of families and friends.
- Provide alphabet ([New to ESOL Time-saving templates](#), *Template 8*) and name templates for learners to take away and practise at home.

Out and about

- Ask learners to introduce themselves to at least three new people before the next session and find out which countries they come from.

Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Ask learners to tell each other about people they have met and which countries they come from.
- Review key vocabulary and phrases.
- Review the alphabet – sing the 'alphabet song'.
- Ask learners to recap the dialogues from memory.

Useful links for further practice

- ESOL Nexus beginners 'We live in the UK'
- English My Way: All about me (includes videos) (you need to register)
<https://www.onlinecentresnetwork.org/resources/teaching-english>
- [New to ESOL Phonics pack](#)

[New to ESOL phonics pack - Introduction](#)

- New to ESOL templates e.g. Template 11, numbers; Template 2, sentence strips
- Talk English (you need to register)
<https://www.talk-english.co.uk/introduction/learners-introduction/>



Dialogue 1

Rosa	Hi, Ali.
Ali	Hi, Rosa.
Rosa	How are you?
Ali	Fine, thanks. And you?
Rosa	Fine, thanks.
Ali	This is Sami.
Rosa	Hello, I'm Rosa.
Sami	Hello. Nice to meet you.
Rosa	Nice to meet you, too.

Dialogue 2

Sami	Where are you from?
Rosa	Syria. And you?
Sami	Iraq.

Dialogue 3

Ali	Sorry, I have to go now.
Rosa	OK. See you on Thursday.
Ali	Yes. 'Bye.
Rosa	'Bye.

Ali



Rosa



Sami





Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday