

Unit Overview

Topic: Greetings

In this unit students focus on greeting people. In the Conversation, students listen as Ana greets people on the way to work and at her office. They learn the rules for greetings with names and asking about people in How English Works and apply these rules in Situations dealing with greetings. The Communication section allows students to greet their classmates. In English Out There, students write emails to "e-pals."

Audio CD-1:

Vocabulary Preview	CD track 1	Conversation questions (1-3)	CD track 3
Conversation	CD track 2	How English Works (1-10)	CD track 4
		Situations (1-5)	CD track 5

Warm Up (books closed)


This activity will help the students activate vocabulary and become familiar with greetings.

1. Greet students and write your name on the board. T: *Good (morning, afternoon, evening). My name is (name). I'm your English teacher.*
2. Walk around and greet a few students and encourage them non-verbally to greet each other. T: *Hello, how are you?*
3. Walk around the class to help students, allowing time for every student to greet at least two others.

you do not know?

5. Have students repeat the words. Emphasize the word stress. T: *Repeat the words: Hello, How are you? etc.*
6. Elicit additional greetings. T: *Can anyone think of other greetings?*
7. Have the students work with a partner to think of additional greetings. Allow a minute or two. Then have the pairs share their new items with the class. Repeat Steps 3 through 7 for Responses, Goodbyes, and Times of day.

Unit Goals & Vocabulary Preview page 9

1. Read over the Unit Goals with the students and answer any questions they may have about the unit's contents.
2. Introduce the vocabulary. T: *Here are some common greetings. Do you know them?*
3.  Read the words or play the audio.
4. Explain any of the words or expressions that are not familiar. T: *Are there any words*

Vocabulary Preview: word stress and other examples

<p>Greetings</p> <p>Hi.</p> <p>Hello.</p> <p>How are you?</p> <p>How are you doing?</p> <p>How's it going?</p> <p>Good morning.</p> <p>Good evening.</p> <p>Good night.</p> <p>Other examples</p> <p><i>Hey, what's up?</i></p>	<p>Responses</p> <p>Fine.</p> <p>Great.</p> <p>Good.</p> <p>Okay.</p> <p>Not so good.</p> <p>Other examples</p> <p><i>So-so.</i></p> <p><i>Pretty good.</i></p> <p><i>Fantastic!</i></p> <p><i>Not bad.</i></p> <p><i>All right.</i></p>	<p>Goodbyes</p> <p>Bye.</p> <p>Goodbye.</p> <p>See you later.</p> <p>Later.</p> <p>Other examples</p> <p><i>See you around.</i></p> <p><i>Catch you later.</i></p> <p><i>Take care.</i></p> <p><i>See ya.</i></p> <p><i>I'll be seeing you.</i></p>	<p>Times of day</p> <p>morning</p> <p>afternoon</p> <p>evening</p> <p>night</p> <p>Other examples</p> <p><i>mid-day</i></p> <p><i>early morning</i></p> <p><i>bedtime</i></p> <p><i>A.M.</i></p> <p><i>P.M.</i></p>
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Conversation page 10

This conversation introduces students to greetings.

➊ Introduce the activity. Ask students questions about individual frames in the story. Students can write answers first and compare, or you can call out questions and ask students to volunteer answers. Encourage the students to guess, even if they are not sure. T: *Now turn to page 10. Look at the illustrations. Look at Frames 1 and 2. This is Ana. Where is she? [in an apartment building/in the hall] Look at Frames 3 and 4. Where is Ana? [outside/near a cafe/at a cafe] What about Frames 5, 6, 7, and 8? Where is Ana now? [at work/in an office]*

➋ Set up the situation before playing the audio. T: *On her way to work, Ana greets the people she knows. Let's listen.*

[audio logo] Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice so that the students become familiar with the conversation. Ask the students to close their books as they listen a second time. For this unit, you can stop the audio after each sub-conversation and ask the Conversation question for that part, or you can play all three sub-conversations in a row.*

➌ Play the Conversation questions in step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen to the questions and circle the correct answer.*

Question 1: *Look at Frame 1. What does Ana say?*

Question 2: *Look at Frame 3. What does Dave say?*

Question 3: *Look at Frame 5. Who is Mr. Arnello?*

Answers

1. (a) Good morning.

2. (c) Morning, Ana.

3. (a) Ana's boss.

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Is Ana happy today? Does she like her neighbors? Does she like her neighborhood? Does she like her job?*

➍ Elicit answers from students. T: *(Name), what did you circle for number 1? Or, have*

students compare answers in pairs.

Put the students into pairs. T: *Work with your partner and practice the conversations. After you read them once, switch characters and read them again.*

Practice Point

After students have practiced the dialog in pairs, have them make similar dialogs with each other.

- Stand up, walk around the room, and greet everyone. Have them say, "Good morning, (name)" or "Hi, (name)" or "Hello, (name)."
- Ask, "How are you?" or "How are you doing?" or "How's it going?"
- Answer, "Good" or "Great" or "Okay."
- Make eye contact when talking to each other.

➎ After the students have practiced the conversation at least two times, have them replace the words in red. T: *Now practice the conversation again, but this time, replace the words in red. Look at the replacement words at the bottom of the page.*

➏ Have students practice again, substituting their own ideas for the words in red. Walk around the classroom, helping students as necessary.

➐ Have the students close their books. Ask some pairs of students to say the conversation from memory. The words do not have to be exact, but the meaning should be the same.


Culture Notes

- "Hi" is informal. We say "hi" to our friends.
- With a short, informal greeting ("Hi.", "Morning."), we often smile or nod.
- "Good morning" is common. "Good afternoon" and "Good evening" are not common. We usually say "Hello." or "Hi." in the afternoon or evening.
- Ana says, "Good morning, Mr. Arnello," but she also says, "Hi, Chris." An employee usually calls his or her boss, by a title (Mr. or Ms.) and the boss' last name. Co-workers usually use first names with each other.

How English Works page 11

This section focuses on Greetings.

Checking students knowledge

- ① Have students work individually or in pairs to read the examples and the rules and to fill in the blanks.
- ②  Play the audio so students can check their answers. Have students record their score.
- ③ Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Greetings

- ④ Say the example: *Good morning.*
Ask: *Can you find this greeting in the Conversation? (Frames 1,5,6)*
Can you find other greetings like this? (Frames 3,5,6,7: Morning)
- ⑤ Write on the board: *Good morning.*
Ask: *When do we say, "Good morning"?*
Underline: morning.
- ⑥ Go through the rest of the Rule and the More about it: greetings in the afternoon and evening, formal and informal greetings, goodbyes. Check to see if there are any questions. T: *Any questions?* Note that we don't often say, "Good afternoon" or "Good evening" as a greeting. We usually just say, "Hello" or "Hi."

Grammar Point 2: Names

- ⑦ Say the example: *Good morning, Mr. Arnello. Good morning, Ana.*
Ask: *Can you find these names in the Conversation? (Frames 1,3,5,7)*
Can you find other names in the Conversation? (Frames 3,7: Dave, Chris)
- ⑧ Write on the board: *Good morning, Ana.*
Ask: *Do we say the name before or after "Good morning?"* Circle the name, Ana, and say "after."
- ⑨ Go through the rest of the Rule and the More about it: formal names and calling the teacher's name. Ask if the students have any questions. (Be sure the students know how to address you. Some teachers prefer using Mr. or Ms. or Mrs. Other teachers like to be called by their first name.)

Grammar Point 3: Asking about someone

- ⑩ Say the example: *How are you? Fine, thanks.*
Ask: *Can you find this question in the*

Conversation? (Frames 1,2,7)

Can you find other questions like this?

(Frame 3: How are you doing?)

Write on the board: *How are you?*

Ask: *How do you answer, "How are you?"*

Write some common answers: *Fine; Fine, thanks; Fine, thank you; Good; Great.*

⑪ Go through the rest of the Rule and the More about it: Informal ways to ask, "How are you?" Have the students fill in the missing words.

⑫ Ask if the students have any questions. T: *Do you have any questions?* Note that "How's it going?" is very casual and is only used between friends.

Using the grammar

End the activity by greeting students and having them respond.

Greetings: T: *How are you doing today, (name)? How are you today? Hi, how are you?*

Grammar Guide

Grammar Point 1: "Good night" is only used for farewells, not for greetings. "Good afternoon" and "good evening" are not often used as greetings. In most informal situations, people simply say, "Hello" or "Hi" in the afternoon or evening.

Grammar Point 2: Students may want to call you "Teacher." This sounds strange to native speakers, so you should probably correct them to use Mr. or Ms. and your last name. With adult classes you may want to use Mr. or Ms. with your students as well.

Grammar point 3: "How are you?" is not an information question. A formulaic positive answer is expected. We don't usually say things like "Not so good" even though that may be a true answer.

Answers

1. Good afternoon!
2. Hi!
3. Good night.
4. See you later.
5. Good morning, Paul.
6. Hi, Ms. Smith.
7. How are you?
8. Fine, thanks.
9. How are you doing?
10. Good.

Situations page 12

These situations focus on greetings and goodbyes.

① Preview the situations by asking questions about each frame. T: *Let's look at the pictures. Where are the people in Frame 1? [in an office] Who are the people in Frame 2? [at home] Look at Frame 3. Do the boy and the girl know each other? [Yes.] Where are they? [on a campus] Who are the people in Frame 4? [a teacher and a student] Where are the people in Frame 5? [at school]*

② Put students into pairs and have them fill in the missing parts of the conversations.

③ Allow some time for students to fill in all the blanks and then ask if there are any questions.

④ Have the students practice the conversations out loud. T: *Now, practice the conversations with your partner.*

Have students switch roles and read the conversations again. T: *Now switch roles. A, you're B. B, you're A.*

Everyday Expressions

Write these expressions on the board.

Students who finish practicing the dialogs can practice again with these substitutions:


Frame 1: Good morning. = Morning.

Frame 2: Dad = Daddy

Frame 3: Hi = Hey

Frame 4: Come in. = Come on in.

Frame 5: See you tomorrow. = Take care.

⑤  Play the audio to provide a spoken model of the conversations. T: *Now we'll listen to the conversations. Listen and check your answers.*

⑥ Have the students cover the words and try to have the same conversations again. Ask for volunteers to perform for the class. T: *Who can say number 3 for the class? (You can call out the dialogues in a random order.)* Allow students to look back at the text if they need to.

⑦ After students have practiced all 5 conversations, have them practice greeting each other. Let them choose who they are going to greet. T: *Now look at number 6. Greet a classmate. After you are done greeting, say goodbye.*

⑧ Ask for volunteers. T: *Would anyone like to say your greetings?* Students can present their conversations in front of the class, or remain at their seats.

Extension Idea for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *Greet your English teacher.*

Situation 2: *Greet your co-worker.*

Have volunteers stand up and present their dialogues to the class.

Answers

1. A: Good morning, Jane.

B: Good morning, Jim.

2. A: Morning, Dad. (Hi)

B: Good morning, Sally.

3. A: Hi, Jill. How are you doing?

B: Fine, thanks. How are you, Alex?

4. A: Good afternoon, Ms. Jackson.

B: Hello, Adam. How are you? Come in.

5. A: See you.

B: See you tomorrow.

Communication page 13

This activity encourages students to get to know each other.

❶ Warm up: Bring in a name card. Show it to the class. Mime a greeting. (pretend you're shaking hands with another person)

T: *Hello. I'm (name). Here's my card.*

Now mime a farewell. (Wave, pretending to look at another person.) T: *Bye.*

❷ Introduce the main activity. T: *Look at the top of page 13. We are going to greet our classmates and give them name cards. Make 10 cards. Show the class how to fold and cut 10 cards quickly. (You can also prepare cards ahead of time and distribute them in class.)*

❸ After students have made their cards, have them stand up and greet each other. T: *Now, we're going to greet each other. Greet one person, shake hands and give them a card. Then, say goodbye and greet the next person.*

❹ Choose two students to model the example. T: *(Names), would you read the example together? Okay, now let's walk around the room and greet other students.*

❺ Check to make sure students understand the activity. T: *Any questions?*

Walk around the room as students greet each other. Make sure students shake hands and hand out their cards. Assist students who need help by modeling an appropriate greeting, farewell, or response.

❻ After students have greeted 10 others, have them return to their seats. T: *When your cards are gone, you can sit down.*

Bonus

❷ Introduce the activity. T: *Now look at your cards. Write your classmates' names in the boxes at the bottom of page 13. (Hold up your book to show this part of the page.) Then write one word or phrase about each person. Use words like nice, friendly, long hair, blue shirt, etc.*

❸ Use the example card to elicit a full sentence. T: *Look at card number 1. What is Hitoshi like? (Hitoshi is nice.)*

Give students time to compose individually, or have students work in pairs to select 5 they feel comfortable about reading to the rest of the class.

❹ Walk around the room. Offer suggestions if students need help. T: *What is he/she like? Friendly? Serious? Fun? What is he/she wearing? A red sweater? A black jacket?*

❺ Wrap up the activity with a few questions. T: *(Name), who did you meet? What is he/she like? Did anyone else meet (name)? What did you write about him? Or, ask students to read 5 cards to the class.*

Optional Writing Activity

1. Write 2 or 3 sentences about one of the classmates you met in this class. (I met... He is nice...)
2. Pretend that you met a famous person. Write 2 or 3 sentences about that person. (Today I met...the rock star...)

Communication Expansion

1. Divide the class into groups of 10 and have students work only with those 10 students.
2. As a group they should decide one word that describes each person. Then, each group introduces themselves to the rest of the class.
Ex: Junko: This is Akemi. She's friendly.
3. Don't worry about grammatical correctness at this point. Just concentrate on getting everybody's name and a "distinguishing feature" to present to the rest of the class.

English Out There page 14

In this activity students will find pen pals or e-pals and greet them in writing.

① Warm up: Ask the students a few questions about the Internet. T: *Who uses a computer? Who uses the Internet? Raise your hands. Who uses email? Do you write email in English?*

② Introduce the activity. T: *Do any of you have pen pals? Do any of you have an email pen pal? An email pen pal is also called an e-pal. Let's look at page 14 and read the e-pal exchange.*

③ Read the emails or ask for volunteers. T: *Would anyone like to read the first email? Who would like to read Fumiko's response?*

④ Have students write their own email. T: *Now, write an email to Fumiko or Ronald. Introduce yourself and ask a few questions. You can also put students in pairs or groups to write their message.*

⑤ Walk around and offer students help as needed. After students have written their emails, ask for volunteers to read them to the class. T: *Would anyone like to read your email to the class?*

Out There homework

⑥ Read instructions for the homework assignment. T: *Look at the bottom of page 14. Read the homework instructions. Find a pen pal. Use an Internet chat center or choose a classmate. Send a message to your pen pal. Etc.*

⑦ Give students ideas of how to find pen pals. T: *Look at page 111. It has a list of web-sites for you to visit where you can find a pen pal or e-pal. If students don't have Internet access, have students draw names out of a hat and write a message to the person they picked. Or, students can choose their own pen pal.*

⑧ Explain how the homework will be presented in a later class. T: *After you get an email back from your pen pal, print it and bring it to class if you want to share it.*

In the Computer Lab

Page 111 lists Internet resources for finding e-pals.

1. Some of the URL addresses lead directly to the e-pal page. In this case, students can begin browsing for e-pals

right away. If the e-pal section does not appear, tell students to look for the words "e-pal", "key-pal", or "chat", and click. When the new web page loads, students can begin browsing for e-pals.

2. Encourage students to post their own messages and to respond to other users. Remind the students not to post personal contact information like phone numbers and addresses.

T: *After you choose 3 people, you can post your own e-pal message. Write your name, your email, and some extra information. Remember, don't write your phone number or address.*

Out There follow up (next class)

⑨ Note that with this unit, you may have to wait several class periods before you can check the homework since students will be waiting for emails. Also note that some students may not want to share their email with the class.

If you have assigned the homework:

⑩ Have students bring a printed copy of their email to class. Ask individual students who they wrote to, and ask them to read their message.

⑪ After several students have shared their emails, ask some questions to check comprehension. T: *Where is (name's) pen pal from? What is his/her name? Does (name's) pen-pal have brothers or sisters?*

If you haven't assigned the homework:

In the next class, hand out some short pen pal letters (that you have either written yourself or taken from a writing textbook) to the students.

Have groups or pairs of students write a response in class and read it to the rest of the class.

English in the Real World

Here are some ways of using the ideas in this unit outside of class:

With another student or a native speaker

Set up a pen pal or e-pal exchange.

Take it further

Try to find a real e-pal or go online and practice your English in a chat room.