Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

Greetings and Introductions

A CLB 1-2 Module with Teaching Materials

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Table of Contents

How to Use the Module Package

This module includes activities for a unit on Greetings and Introductions for CLB levels 1 and 2. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.

SB	SU	AT
Skill Building Activity	*Skill-using Task*	*Assessment Task*

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to "allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts". (ICLBA, 2017).

3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).

4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.

5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 1 and CLB 2 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 2. You might adjust the expectations and expect learners at CLB 2 to demonstrate greater mastery than learners at CLB 1 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

*   **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.

*   **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.

*   **Formal assessment**: feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines:* Portfolios: Feedback and Assessment and *Integrating CLB Assessment,* Chapter 2, Planning for Assessment.

Your feedback

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

*   Piloting all or some of the activities in this module in your classroom, and

*   Providing your feedback via an online survey at:
    https://www.surveymonkey.com/r/modulefeedback1

Module Plan

Theme: Social Interaction   **Topic**: Greetings and Introductions

	Listening **CLB Level: 1-2**	Speaking **CLB Level: 1-2**	Reading **CLB Level: 1-2**	Writing **CLB Level: 1-2**
Real-World Task Goal(s)	Understand simple greetings, introductions; simple small talk (CLB 2)	Respond to simple greetings and introductions; respond to very short, simple small talk (CLB 2).	Read a short, personal message from a friend.	Write a short goodwill/greeting card message to a friend.
Context/ Background Information	Cultural conventions of how and when to greet and introduce people, common courtesy formulas for formal and informal greetings and closings; posting and responding to social media posts, selecting appropriate greeting cards for specific occasions;			
CLB Competency Area(s) and Statements	**Interacting with Others** CLB 1: Understand individual greetings, introductions, and goodwill expressions. CLB 2: Understand greetings, introductions, requests, goodwill expressions, and an expanding range of basic courtesy formulas	**Interacting with Others** Use and respond to basic courtesy formulas and greetings.	**Interacting with Others** Understand short greetings and simple goodwill messages.	**Interacting with Others** Convey greetings or other goodwill messages by completing cards or other very short, simple standard texts.
Language Focus Items	Vocabulary, phrases, and expressions for formal and informal greetings, introductions, and closings, including common courtesy formulas. Vocabulary for people in one's daily life (teacher, classmate, neighbour, landlord, bus driver, cashier, etc.)			

	Listening	Speaking	Reading	Writing
Language Focus Items continued	- Vocabulary for expressing simple congratulations, farewell, invitation, get well wishes. - Vocabulary for life events: weddings, graduations, anniversary, birthday, etc. and related symbols (wedding rings, balloons, etc.)			
	- Formal and informal greetings/closings - Modals for simple requests - Simple idiomatic expressions for small talk (e.g., How's it going? How are things?)	- Modals for simple invitations - Word order in affirmative sentences - Questions with verb "be" (*What is your name?, Where are you from? How are you?*) - Rhythm and intonation of phrases and questions	- Identifying the purpose of different messages (e.g., congratulations, thank you, get well, invitation)	- Spelling conventions - Capitalization and punctuation: periods and exclamation marks
Language and Learning Strategies	- Recognizing requests for repetition	- Asking for repetition and clarification. - Memorizing common courtesy phrases and formulaic expressions	- Using pictures to assist with comprehension.	- Proof-reading work for clarity and accuracy - Writing legibly - Read written work aloud as a strategy for noticing errors
Assessment Tasks	Listen to a very short, simple conversation that includes a greeting, introduction, request for repetition, and simple small talk (CLB 2). Answer questions.	Role-play a short conversation with a friend and respond appropriately to greetings, introductions and simple small talk (CLB 2).	Read a short message on social media and answer questions.	Write a simple, guided message to a friend in a greeting card.

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/ Considerations for ESL Learners with Literacy Needs
The following are some suggestions for supporting ESL Literacy learners: • Elicit and record 'experience' stories from learners about meeting new people, responding to introductions, making simple small talk (Language Experience Approach). • Read texts out loud as learners follow along. • Emphasize oral practice as a way of developing vocabulary and reinforcing learning. • Create a sight word wall with vocabulary related to the topic. • Use picture/picture, picture/word or word/word matching to practise identifying vocabulary. • Provide additional time to complete tasks and activities. • Present the listening texts in segments with multiple repetitions. • Encourage the use of additional supports such as dictionaries, translators, images, word banks, or phones during activities. • Allow for oral responses (instead of written) on comprehension questions for the receptive tasks. • Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing. • Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task first; then on the task as a whole. See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

The Language Companion Stage 1:

Helpful English: *p. 3 (Interacting with Others)*

- *Oxford Picture Dictionary High Beginning Workbook Canadian Edition,* Fuchs, 2010*.*
    - Meeting and Greeting (p. 2-3)

- *LINC Classroom Activities LINC 1*, Algonquin College, 2009.
  http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf
    - Canadian Culture (p. 121-140)

- *Side by Side Plus,* Molinsky, S.J. & Bliss, B., 2015.
    - Unit 1: Meeting people

- *Step Forward Canada 1,* Rajabi & Spigarelli, 2008.
    - Pre-Unit (p. 2-3): Recognizing greetings
    - Unit 1 (p. 4-15): Making greetings and introductions; recognizing greetings

- *ESL Library - https://esllibrary.com* > Lessons > Functional English > Saying Hello; Saying Goodbye; Saying Thank You

- *TEACHTHIS - https://www.teach-this.com/functional-activities-worksheets/introductions* > Functional Language > Greetings and Introductions ESL Activities, Worksheets and Role-Plays

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

Warm-Up Questions

1. The following are some possible questions that could be used for a class discussion:

   - Who do you greet in your everyday life? (e.g., a neighbour, a teacher, a classmate, a cashier in the store, a child's teacher, a superintendent/landlord)

   - How do you greet someone in your language?

   - How do you greet someone in English?

   - What do you do when you greet someone in your culture? Do you shake hands? Kiss? Bow?

   - What do you do when you greet someone in Canada from your own culture?

   - What do you do when you greet someone in Canada from a different culture?

   - When do you introduce yourself to someone? Have you ever done that in Canada?

   - What do you say when you meet someone?

   - What are some ways to be polite in Canada when you meet someone?

   - Are there formal ways to greet someone in your first language? Are there casual ways to greet someone? Do you speak to your friend the same way you speak to your boss?

   - Do you use greeting cards in your culture? Have you received a greeting card in Canada?

   - What kinds of greeting cards are there?

Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion. Look at p. 3-4 in the section *Helpful English.* Read this section together as a class. Practise repeating the phrases. Write headings on the board for *greetings* and *closings*. As a class, decide which phrases are greetings and which phrases are closings.

Distribute the handout titled *Language Companion Search: Interacting with Friends.* Read through the questions together as a class. Explain unfamiliar vocabulary. Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 1 learners can be paired with CLB 2 learners. As they finish, they can check their work with classmates. Once everyone is finished, go over the activity together as a class.

Answer Key: Language Companion Search

Question	Answer
1.	Hi
2.	less formal
3.	Good morning
4.	Good afternoon
5.	Good evening
6.	Hi, I'm… (other answers possible)
7.	I'd like you to meet my friend… (other answers possible)
8.	It was nice meeting you. (other answers possible)

Language Companion Search: Interacting with Friends

Instructions: Work with a partner. Look in your Language Companion. Look at the section *Helpful English* on p. 3-4*.* Answer the questions.

Question	Answer
1. What is another word for hello?	
2. Is "Hey" formal or less formal?	
3. How do you say hello in the morning?	
4. How do you say hello in the afternoon?	
5. How do you say hello in the evening?	
6. What do you say to introduce yourself?	
7. What do you say to introduce another person?	
8. What is another way of saying goodbye?	

Goal Setting: Greetings and Introductions

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Talk together as a class about the things you are going to learn in this module. Write a list of language skills that learners can develop in this module. Talk about each thing on the list. Give examples. If possible, show examples of greeting cards.

   - (Greetings and Closings) *Hello* and *goodbye*

   - (Introductions) *Hi, my name is*

   - Talking to new people

   - Reading a greeting card

   - Writing a greeting card

   - Writing a social media post

2. Ask learners to think about which skills they want to improve. Look at the goal-setting sheets together. Read through the sheet with the class. Explain each part.

3. Ask learners orally what they want to improve. Demonstrate on the board by checking the skills that each learner chooses. For example, *Ahmed wants to learn hello and goodbye. Ahmed wants to learn about writing a greeting card.*

4. Have learners complete their goal-setting sheets. Circulate and support as needed.

5. Have learners review their goals at the end of the module. Finally, brainstorm some next steps together as a class. Write responses on the board and have learners copy whichever ones apply to them.

Goal Setting: Greetings and Introductions

Name: _____   **Date:** _____

Beginning of module goal setting:

I want to learn:
☐   Say hello and goodbye
☐   Introduce myself
☐   Talk to new people
☐   Read a greeting card
☐   Write a greeting card
☐   Write a message on social media

End of module review:

Date: _____

My goals:	Did I reach my goals? Write **Yes** or **No**
My Next Steps:	

Vocabulary: A Teacher Resource

The master list below includes words and phrases that appear frequently in this module. For skill-building activities, select the words and expressions that will be the most useful for the learners in your class and the particular activity/task they are working on.

Greetings	Introductions
Hi/hello/hey Good morning/afternoon/evening It's nice to see you.	My name is… Nice to meet you. It's very nice to meet you. I'm please to meet you. I don't think we've met.
Small Talk	**Closings**
How are you? How are you doing? I'm fine, thanks. What is your name? Where are you from? It's a beautiful day.	Goodbye Talk to you later. I look forward to seeing you again soon. See you tomorrow.
Writing Messages	**Asking for Clarification**
happy birthday thank you congratulations good luck get well soon dear sincerely cheers love	I'm sorry, can you please repeat that? How do you spell that? **Special Occasions** birthday graduation wedding

It is important to use a variety of activities to help strengthen and build vocabulary. This will help learners to learn and retain new words from this module. The following are possible vocabulary-building activities:

1. **Sorting:** Post a series of greetings and closings mixed up on the board. Ask learners to make a simple chart in their notebooks. Label one side greetings and the other side closings. Have the learners copy the greetings and closings into the appropriate columns on their charts

2. **Listen and Choose**: Post a sign that says "greetings" on one side of the classroom. Post a sign that says "closings" on the other side of the classroom. Say one of the vocabulary phrases and write it on the board. Have learners choose whether it is a greeting or a closing by walking to one side of the room or the other. You can repeat this activity with "introductions" and "greetings."

3. **Greeting Card Search:** Collect old greeting cards or print typical greeting card images from the internet. Group learners into small groups and pass out a variety of greeting cards. Have them highlight vocabulary words and phrases in the cards. Then have them sort the cards into different types (birthday, congratulations, get well soon, etc.).

4. **Make a conversation:** Give each learner in the class a card with a vocabulary phrase on it. Challenge them to walk around the class, find other learners, and arrange themselves into a conversation. E.g., The learner with "Hi" can arrange him or herself with the learner with "how are you doing?" and the learner with "I'm fine thanks."

5. **Scrambled Letters:** Write a short list of words for common occasions when a greeting card might be sent on the board (e.g., wedding, birth, graduation, anniversary, birthday). Explain each word. Write a scrambled version of each word on the board in random order (e.g., dwiedng for wedding). Working with a partner or in small groups, have learners unscramble the letters to form the correct word. You can set a time limit, or facilitate the activity as a contest where the first group to decipher the word wins, to help motivate the class.

Learning Reflection: End of Module

Name: _____   **Date:** _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Not Yet
I can use the vocabulary.	☐	☐
I can say hello and goodbye politely.	☐	☐
I can introduce myself.	☐	☐
I can understand when someone says hello and introduces himself or herself.	☐	☐
I can read a greeting card.	☐	☐
I can write a greeting card.	☐	☐

Listening

Skill-Building and Skill-Using Activities

> **Teaching Notes:** The greetings and closings in this module are learned as rote phrases. Recycle these phrases as often as possible so that learners hear them, recognize them, and can begin to use them. This activity can be used to teach rhythm and intonation in greetings and closings.

Set Up:

1. In a class discussion, generate a simple list of people that learners might greet in their daily lives such as friends, neighbours, a child's teacher, the doctor, the dentist, a cashier at the grocery store. (Explain any job titles that might be unfamiliar.). Discuss how they would greet each person (e.g., *Hello Dr. Brown* vs *Hi Sara*).

2. Teach the expressions for greeting people: *Hello, Hi, Hey* and talk about which greeting would be suitable for different people. Teach the expressions for responding to introductions: *It is nice to meet you/Nice to meet you.* Also provide learners with examples of closings: *Goodbye, Bye, See you later, See you tomorrow, Talk to you later, It was nice to meet you.* Discuss situations where each one could be used. Have learners repeat the expressions and correct any pronunciation issues that arise.

3. Distribute the Greetings and Closings handout on page 16 and explain the instructions. Play the recording of each greeting and closing, stopping after each phrase. Have learners mark the expression they heard after each one. Play the audio as often as necessary.

4. Review the answers together as a class. Alternatively, learners can compare their answers with a partner.

5. As a class, go over the handout and discuss when and with whom each of the phrases might be appropriate. Point out the very first greeting (*Greetings. My name is Manal.*) is not used in Canada.

6. Play the greetings and closings one more time for the class. Stop the recording and have learners practise saying each one. Note rising and falling intonation in each greeting and closing.

Transcript

Greetings	Closings
1. Hi, my name is Manal?	1. Good bye.
2. Hello, my name is Sarah.	2. See you tomorrow!
3. Hello Mrs. Tam	3. It was very nice to meet you.
4. Hey, nice to see you!	4. Talk to you later.

Answer Key

Greetings	Closings
1. b	1. a
2. c	2. c
3. a	3. b
4. b	4. a

Instructions: Listen. Circle the one you hear.

Greetings (when we say hello)

1. Which one do you hear?
   a. Greetings. I am Manal.
   b. Hi, my name is Manal.
   c. Hello. My name is Manal.

3. Which one do you hear?
   a. Hello Mrs. Tam
   b. Hi Mrs. Tam
   c. Hey Mrs. Tam

2. Which one do you hear?
   a. Hey, my name is Sarah.
   b. Hi, my name is Sarah.
   c. Hello, my name is Sarah.

4. Which one do you hear?
   a. Hey, good to be with you!
   b. Hey, nice to see you!
   c. Hey, nice to talk with you!

Closings (when we say goodbye)

5. Which one do you hear?
   a. Goodbye.
   b. Bye bye.
   c. Good morning.

7. Which one do you hear?
   a. It was very good to meet you.
   b. It was very nice to meet you.
   c. It was a pleasure to meet you.

6. Which one do you hear?
   a. See you later!
   b. See you in a bit!
   c. See you tomorrow!

8. Which one do you hear?
   a. Talk to you later.
   b. Talk to you tomorrow.
   c. Talk to you next week.

Asking for Repetition When Listening

> **Teaching Notes:** This activity recycles some of the greetings from the previous activity while expanding the dialogue to include introductions and asking for clarification through repetition.

Set Up:

1. Discuss meeting people for the first time. What kinds of information might you ask for? Discuss the importance of trying to remember the other person's name. Ask learners what they might say if they don't understand/catch the other person's name or any other information. Introduce the phrases, "I'm sorry, can you repeat that?" "Can you say that again, please?". Note that these phrases can be used in any situation where you don't understand someone.

2. Inform learners that they will be listening to four conversations that include greetings, introductions and asking for repetition. Distribute the handout and go over each question for any unfamiliar vocabulary.

3. Listen to the conversations as often as necessary for learners to be able to answer the questions. After the first dialogue, go over the questions together as a class. After each of the subsequent dialogues, consider having learners compare the answers with a partner.

Additional Practice Suggestion

- Select a few learners in the class and ask them a question (e.g., their last name, where they are from, etc.). Then ask, "I'm sorry, can you repeat that?" Have learners practise asking their partners for their name or where they are from and then asking for repetition.

Answer Key

Conversation 1:	1c	2b	3a
Conversation 2:	1a	2c	3c
Conversation 3:	1b	2a	3c
Conversation 4:	1b	2a	3c

Transcripts

Conversation 1

Manal: Hi, my name is Manal.
Alexander: Hi, Manal. My name is Alexander.
Manal: I'm sorry, can you repeat that?
Alexander: Yes, my name is Alexander.
Manal: It's very nice to meet you, Alexander!

Conversation 2

Johan: Hi, I'm Johan.
Mia: Hi Johan! My name is Mia.
Johan: I'm sorry, can you say that again, please?
Mia: Yes, my name is Mia.
Johan: Oh, hi Mia! It's nice to meet you.
Mia: Nice to meet you too!

Conversation 3

Asha: Hi, my name is Asha.
Greg: Hi Asha! I'm Gregor. It's nice to meet you.
Asha: Nice to meet you too! Where are you from, Gregor?
Greg: I'm from Poland.
Asha: I'm sorry, where are you from?
Greg: I'm from Poland.

Conversation 4

Eva: Hi, my name is Eva.
Jakob: Hi Eva. My name is Jakob.
Eva: I'm sorry, can you repeat that?
Jakob: Yes, of course. My name is Jakob.
Eva: Oh, hi Jakob. How are you doing?
Jakob: I'm fine, thanks.

Instructions: Sometimes we need to hear something more than once! We can ask people to say it again. We say: *I'm sorry, can you repeat that?*

Listen to the conversations. Answer the questions.

Conversation 1

1. What is the man's name?
    a. Zander
    b. Rupinder
    c. Alexander
2. Manal doesn't understand his name. What does she say?
    a. I'm sorry, can you say that again?
    b. I'm sorry, can you repeat that?
    c. What is your name again?
3. What does Manal say at the end?
    a. It's very nice to meet you, Alexander!
    b. It's very nice to see you, Alexander!
    c. I'm sorry, can you repeat that, Alexander?

Conversation 2

1. What is the man's name?
    a. Johan
    b. Mia
    c. Jonathan
2. What does the man say when he doesn't understand?
    a. I'm sorry. Can you repeat that, please?
    b. I'm sorry. I don't understand.
    c. I'm sorry, can you say that again, please?
3. How does the woman end the conversation?
    a. It's very nice to meet you.
    b. It's great to meet you.
    c. Nice to meet you too!

Instructions: Listen to the conversations. Answer the questions.

Conversation 3

1. How does Asha introduce herself?
    a. Hi, who are you?
    b. Hi, my name is Asha.
    c. Hi, what's your name?
2. What does Asha want Gregor to repeat?
    a. the country he is from
    b. his name
    c. his age
3. Where is Greg from?
    a. Russia
    b. Ukraine
    c. Poland

Conversation 4

1. What is the woman's name?
    a. Jakob
    b. Eva
    c. Maria
2. What is the man's name?
    a. Jakob
    b. Eva
    c. Jason
3. Eva asks, "How are you doing?". She means ____.
    a. What are you doing right now?
    b. Where are you from?
    c. How are you?

SU

> **Competency Area:** Interacting with Others
>
> **Indicators of Ability:** Identifies individual, familiar words and short phrases used in common courtesy formulas (CLB 1); identifies common courtesy phrases (CLB 2)
>
> **Teaching Notes:** This task assumes completion of all of the speaking skill building activities the precede it.

Set Up:

1. Elicit from learners the phrases they have learned during this module. How do you greet someone? How do you introduce yourself? How do you close a conversation? How do you respond to these phrases?
2. Hand out the task. Preview the questions.
3. Listen to the recording. Play the recording several times as needed.

Assessment:

- Consider having learners correct their own work. Remind them that they should not erase their mistakes, since skill-using tasks are included as a portfolio entry. Explain that this is a good approach because it allows them to see their errors and note any patterns in their comprehension.

Transcript:

Two people meet at a party.

Salvador: Hi, my name is Salvador.

Hannah: Hi Salvador! My name is Hannah.

Salvador: I'm sorry. Can you say your name again, please?

Hannah: Yes, it's Hannah.

Salvador: Hi Hannah. How are you doing?

Salvador: I'm fine, thanks! How are you?

Hannah: I'm fine too. It's nice to meet you.

Salvador: It's very nice to meet you, too!

Answer Key

| 1c | 2a | 3a | 4b | 5b |

Name: _____ **Date:** _____ ☐ CLB 1
☐ CLB 2

Instructions: Two people meet at a party. Listen to the conversation. Answer the questions.

1. How does Salvador greet the woman?
   a. Hi, how are you?
   b. Hi, how are you doing?
   c. Hi, my name is Salvador.

2. What is the woman's name?
   a. Hannah
   b. Sarah
   c. Mina

3. Salvador doesn't understand the woman's name. What does he say?
   a. Can you say your name again, please?
   b. Can you repeat that, please?
   c. Can you repeat your name, please?

4. The woman asks, "How are you doing?" How does Salvador answer?
   a. My name is Salvador.
   b. I'm fine, thanks.
   c. It's very nice to meet you.

5. The woman says, "It's nice to meet you." Salvador answers____.
   a. I'm fine thanks.
   b. It's very nice to meet you too!
   c. Nice meeting you.

Speaking

Skill-Building and Skill-Using Activities

> **Teaching Notes:** The courtesy formulas in this module are learned as rote phrases. Consider having learners greet and ask about the other person as part of regular classroom routine to help them become comfortable with recognizing and using the phrases.

Set Up:

1. Discuss how people greet each other in Canada and other cultures. Do they shake hands? Hug? Kiss? Kiss on both cheeks? Bow? Is the form of greeting different depending on whether it is a man or a woman that is greeting/being greeted?

2. Write the following script for greeting and introducing oneself on the board:

    Student 1: Hi, my name is _____.

    Student 2: Hi _____. It is nice to meet you. I'm _____.

3. Demonstrate in front of the class and have learners repeat. Draw learners' attention to pronunciation and intonation patterns in each sentence. Have learners repeat. After several repetitions, ask learners to turn to the person next to them and introduce themselves.

4. Once learners are comfortable greeting and introducing themselves, talk about small talk (what it is, why it is important). Mention common topics of small talk (e.g., asking about the other person, asking about their weekend, commenting on the weather). Write the following script on the board:

    Student 1: How are you doing?

    Student 2: I'm fine, thanks. How are you [doing]?

    Student 1: I'm fine, thanks.

5. Remind learners that *How are you doing* means the same as *How are you?* Note that these questions are generally expressions of politeness and not invitations for a full answer although a more in depth response would be appropriate when speaking with a close friend.

6. Demonstrate the dialogue in front of the class and have learners repeat several times until they have mastered the phrases. Ask them to practise with the person next to them.

7. Putting it all together: Have learners practise greeting, introducing themselves and asking about the other person with a new partner. They can switch roles so that each person has an opportunity to initiate the conversation.

8. Class mingle: Have learners move around the classroom practising the complete dialogue with at least 3 new partners. Encourage learners to try say the phrases on their own without looking at the board if possible.

Closing a Conversation

> **Teaching Notes:** This activity builds on the previous activity where learners practised greetings and very simple small talk and adds closing the conversation.

Set Up:

1. Review greeting someone, introducing yourself and asking about the other person as needed.

2. Inform learners that this activity will focus on closing the conversation. Activate prior knowledge by brainstorming any words or expressions they may already know (e.g., *Bye, Good bye, See you tomorrow*).

3. Point out to learners that closing a conversation is generally done in stages with a pre-closing comment before the actual closing. Note that people rarely end a conversation by abruptly saying goodbye. Write the following on the board and inform learners that there are different things they can say to begin to close the conversation:

   It was nice to meet you.   **Response:** *It was nice to meet you too.*

                                                    Nice to meet you too.

   It was nice talking to you.   **Response:** *It was nice to talk to you too.*

                                                    Nice to talk to you too.

4. Demonstrate the pronunciation and intonation of each sentence and have learners repeat as often as necessary for them to remember at least one of the phrases on their own.

5. To practise, ask learners to stand up and move around the classroom, mingling with each other. Ask them to have a conversation with at least 2 other classmates that includes a greeting, a question about the other person and the pre-closing. Consider writing the dialogue below on the board as a model if needed.

   > *Student 1: How are you doing?*
   >
   > *Student 2: I'm fine, thanks. How are you [doing]?*
   >
   > *Student 1: I'm fine, thanks. It was nice to meet you.*
   >
   > *Student 2: It was nice to meet you too.*

Conversation Role-play

> **Competency Area:** Interacting with Others
>
> **Indicators of Ability:** Conversation includes a greeting, introduction, question about the other person and a pre-closing.
>
> **Teaching Notes:** This activity provides additional conversation practice before the assessment.

Set Up:

1. Review expressions for greeting another person, introducing themselves, asking about the other person and closing the conversation by eliciting examples of the expressions used and writing them on the board. Learners can use the sample dialogue as a model if needed.
2. Organize the class into groups of three. In each group of three, learners will get an opportunity to play the following roles:
   - the person who initiates the conversation
   - the person who responds and asks a question about the other person.
   - the observer, who will complete the peer feedback form
3. Learners rotate roles so that they all play each role and are assessed by a peer. Be sure to monitor during the role switches to ensure learners are clear about what to do. Distribute the Peer Feedback Form to **all** learners in the class and go over the instructions for completing it. Consider completing the top section (*Speaker, CLB Level*, etc.) together as a class if learners find this helpful.

Assessment:

Choose the approach that best suits the needs of learners, for example:

- This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.

- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may also want to review the peer feedback.

- In a class discussion, have learners identify specific issues they feel they need more practice with.
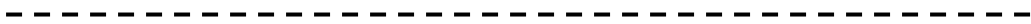
Peer Feedback: Greetings and Introductions	SU

Speaker: _____   **CLB:** ☐ CLB 1 ☐ CLB 2

Peer: _____   **Date:** _____

Put a check ✓

☐   Has a greeting.

☐   Introduces himself or herself.

☐   Asks about the other person.

☐   Has a closing.

✂ -

Reading

Skill-Building and Skill-Using Activities

Recognizing Typical Symbols on Greeting Cards SB

> **Teaching Notes:** Exchanging greeting cards is a cultural tradition for many people in Canada. This activity focuses on the symbols associated with different greeting cards, such as a cake with candles or a mortarboard hat (graduate cap). Inform learners that recognizing these symbols can sometimes (though not always) be a useful strategy for selecting an appropriate card if they don't understand the text.

Set Up:

Part 1

1. Introduce the topic by asking learners how they send greetings for special occasions. Do they use social media (Facebook, WhatsApp, etc.)? Send a text? Do they send greeting cards in their countries? In Canada? When do they give them? Write a list of possible occasions (e.g., wedding, birthday, graduation, birth of child, new home, anniversary) on the board and ask them if they have ever sent greetings for these occasions and how they did it.

2. If possible, distribute sample greeting cards to the class. Discuss what each card is for. Tape the cards to the board and write the occasion each one is for.

3. Inform learners that greeting cards used in Canada often include common symbols that represent a certain occasion. For example, when they think of a birthday, ask learners if they know what symbols typically represent the occasion in Canada. Go over the vocabulary (e.g., cake, balloons, wedding ring, heart, baby shoes).

4. Distribute the handout for Part 1 on the page that follows. Working with a partner, have learners talk about each set of symbols and match the symbols to the appropriate occasion. Alternatively, this activity could be done with the whole class if learners do not have sufficient vocabulary to talk about the handout with a partner. Explain each of the vocabulary items (e.g., balloon, cake, wedding rings) as needed.

5. Take up the answers in a class discussion.

Part 2

6. Distribute the handout for Part 2. Go over the five sentences at the top of the handout to ensure learners understand.

7. Working with a partner, have learners match the situation with the appropriate card. Take up the answers as a class and discuss why they chose the cards they did. Talk about what the number 20 means on the birthday card.

Part 1 Instructions: Match the symbol to the occasion. Write the correct letter.

1.

___

2.

___

3.

___

4.

___

5.___

A. Graduation

B. New baby

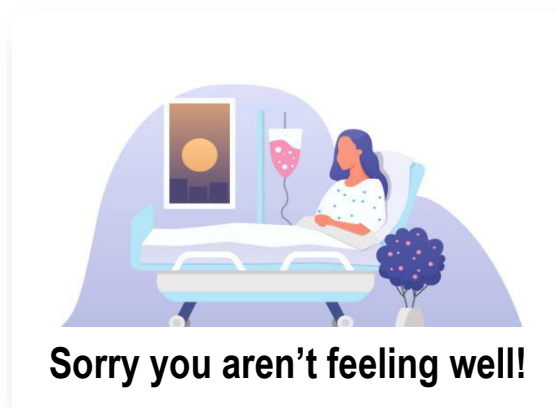C. Birthday

D. Get well

E. Wedding

Part 2 Instructions: Match the correct card with the occasion.

_____ 1. Your sister has a new baby.   _____ 4. Your friend is sick.

_____ 2. Your cousin is getting married.   _____ 5. It is your son's birthday.

_____ 3. Your daughter graduated from high school.

A

B

Sorry you aren't feeling well!

C

It's a Girl!

D

Congratulations!

E.

Best wishes!

Teaching Notes: This activity teaches the format of a greeting card message: greeting, key message, a further detail following the key message, and a closing. This activity can also be used as a segue to the writing activities in this module.

Set Up:

1. Elicit from learners some possible messages that someone might write in a greeting card (or on social media) for various occasions. Write these models on the board.

2. Teach/review common good will expressions such as good luck, congratulations, best wishes, get well soon, all the best. Talk about in which situation you might find each expression (e.g., congratulations and good luck are generic and could apply to a variety of situations, whereas get well soon is for a specific situation). Engage learners in various vocabulary development activities as needed.

3. Write the following message on the board. Ask learners what type of occasion the message might be for (wedding). Examine the format of the message together. Look at the opening (using *Dear)*, and notice the use of an exclamation mark, capitals and a comma. Discuss the meaning of the message.

> Dear Lena,
>
> Best wishes to both of you!
> I hope you have a happy life together.
>
> Love,
> Meche

4. Distribute the cut-up sentence strips on the page that follows (or have learners cut them out). Working with a partner, learners put the messages in the right order. Take up the answers as a class.

5. Analyze the messages by having learners notice different ways to close a message, such as *Cheers* and *Love*. Discuss when you might use each closing. Note in particular when to use "Love" (close friends and family). Discuss any unfamiliar vocabulary.

6. Distribute the **Greeting Card** handouts on pages 35-37. Have learners match each message to the appropriate picture. Learners can cut out and fold the greeting cards. Then, tape or glue the messages inside the correct card. Take up the answers as a class. Follow up with any comprehension questions as needed.

Message 1

Sincerely, Ali
I hope you feel better.
Dear Li,
Get well soon.

Message 2

I hope you have a good day!
Dear Rajesh,
Happy Birthday!
Cheers, Paolo

Message 3
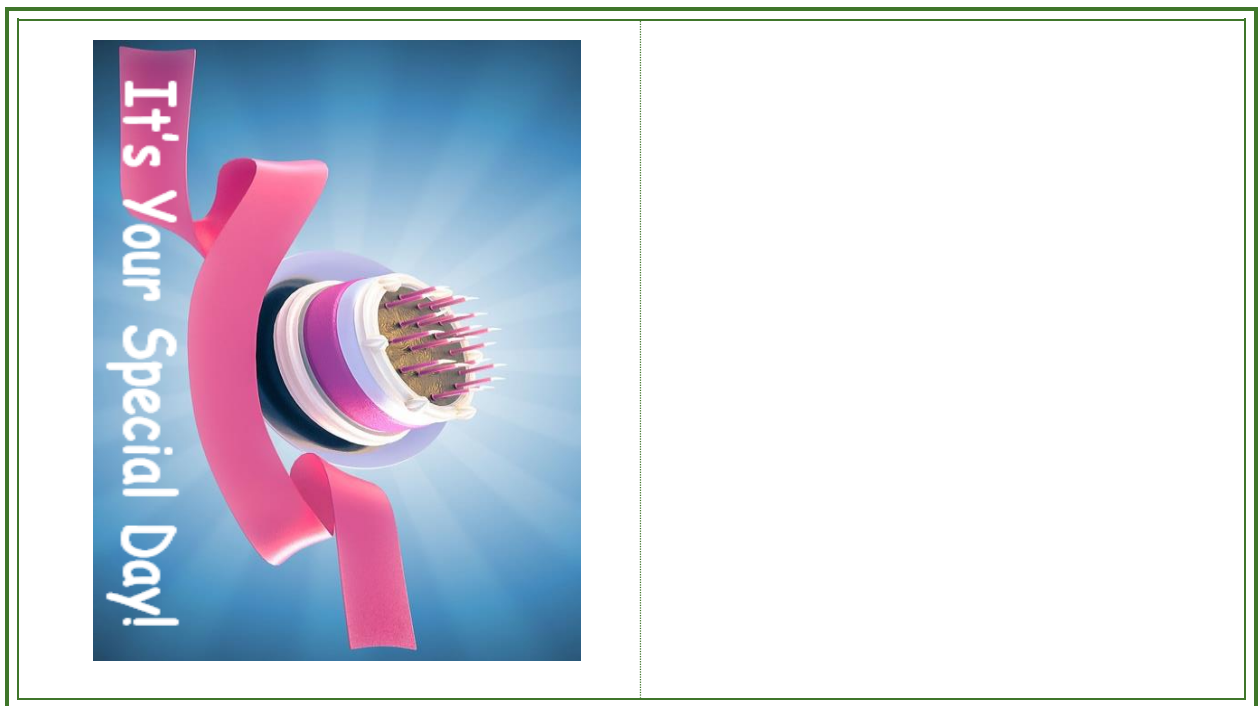
Dear Kira,
Love, Mei
He is very beautiful.
Congratulations on your new baby!

Greeting Cards: Cut and fold to make a greeting card.

Greeting Cards: Cut and fold to make a greeting card.

✂

Competency Area: Interacting with Others

Indicators of Ability: Identify the purpose and key details of a greeting card message.

Set Up:

1. Ask learners what kinds of greeting cards they have seen in this module and in life. Recall together the kinds of images they see on greeting cards. Ask learners what they expect to read inside a greeting card. Elicit from them that a greeting card has a greeting, message, and closing.
2. Distribute the hand out on the following page. Look at the picture together. Ask learners to make predictions what the message is about. Remind learners to look at the symbols.
3. Have learners answer the questions. CLB 2 learners answer all questions. CLB 1 learners can answer the first three and attempt the others if they choose. Take up the answers as a class.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.

- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

Answer Key

1. a
2. c
3. b
4. b
5. a
6. because it is from Abdul's parents

Instructions: Read the message. Answer the questions.
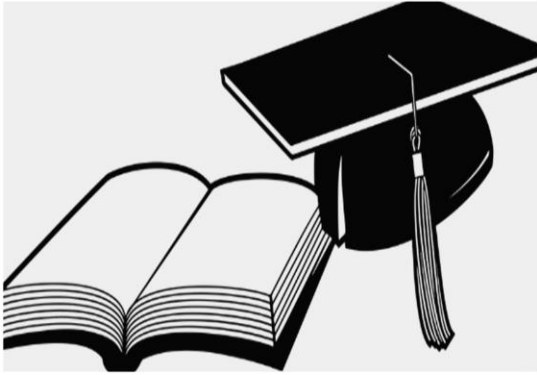
Dear Abdul,

Congratulations on your graduation!

We wish you great success in the years to come.

Love,
Mom and Dad

1. Who is the message for?
   a. Abdul
   b. a friend
   c. Mom and Dad

2. Who wrote the message?
   a. Abdul
   b. Abdul's teacher
   c. Abdul's mother and father

3. What is the card for?
   a. birthday
   b. graduation
   c. a new baby

4. What do Abdul's parents wish?
   a. good health
   b. a good future
   c. a happy wedding

5. Is this a good closing?
   a. Yes
   b. No

6. Why is this a good closing?

It is a good closing because

_____

_____

Reading a Social Media Message

> **Competency Area:** Interacting with Others
>
> **Indicators of Ability:** Identify the purpose and key details of a social media message.
>
> **Teaching Notes:** This is an additional skill-using task that focusses on greetings in the form of a social media post (similar to the assessment task) rather than a greeting card.

Set Up:

1. Ask learners if they use social media (e.g., Facebook, Instagram, WeChat) to send greetings or messages to friends and family. What kinds of messages do they send? (e.g., birthday greetings, congratulations).
2. Distribute the hand out on the following page. Go over the questions to ensure everyone understands them.
3. Have learners answer the questions. Take up the answers as a class.
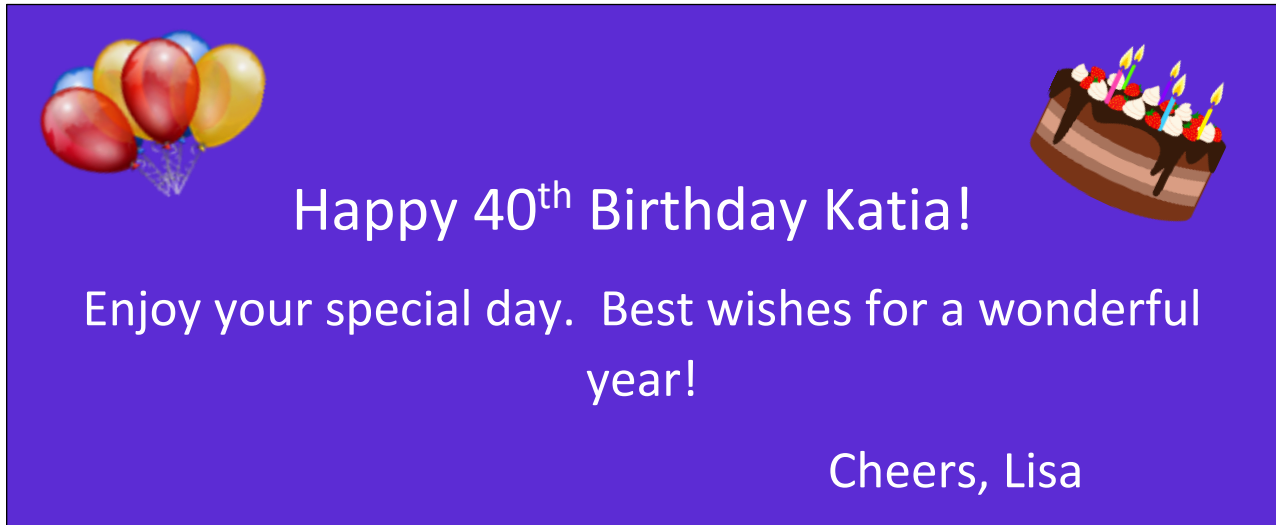
Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.

- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult?

> **Answer Key**
>
> 1. c
> 2. b
> 3. a
> 4. b
> 5. 40
> 6. c

Read the message. Answer the questions

Happy 40th Birthday Katia!

Enjoy your special day. Best wishes for a wonderful year!

Cheers, Lisa

1. Who is the message for?
    a. Birthday
    b. Lisa
    c. Katia

2. Who is writing the message?
    a. Katia
    b. Lisa
    c. Cheers

3. Which special day is it?
    a. birthday
    b. graduation
    c. new year

4. Do you think Katia and Lisa are very close (family or close friends)?
    a. Yes
    b. No

5. How old is Katia?

    _____

6. What is the writer's wish?
    a. Good health
    b. Good cake
    c. Good year

Writing

Skill-Building and Skill-Using Activities

Copying Greeting Card Messages

Teaching Notes: This activity is most effective if done after the reading activities so that learners are familiar with common phrases the people write in greeting cards for specific occasions.

Set Up:

1. Review the meanings of the various symbols related to greeting cards. Also review the vocabulary for various occasions as well as common phrases in greeting cards (e.g., *happy birthday, get well soon, best wishes/all the best, congratulations, good luck*).
2. Ask learners what we say to people on specific occasions such as birthdays (*Happy Birthday!*), new baby/marriage/graduation (*Congratulations!*) Write some formulaic expressions on the board.
3. Choral write a greeting card message together with the class (e.g., for someone getting married): elicit the message from the learners and write it on the board. Be sure to include a greeting, the message, and a closing. Examine the model together. Look at the format of each part of the message, such as the comma after the greeting and after "Best wishes/Love" at the end. Discuss when you would use "Love", when you might use "Best Wishes" and when you might just sign your name.
4. Distribute the handout on the next page. Have learners choose the correct message for each card and copy it into the card.
5. Have learners show their cards to a partner and discuss the choices they made. Take up the answers in a class discussion.

Additional Practice Suggestion:

- If learners are comfortable with the messages for the five occasions covered in this module (birthday, graduation, new baby, get well, and wedding), consider teaching additional messages such as sympathy, thank you, or anniversary.

Instructions: Copy each message into the correct card.

| I hope you feel better soon! | Congratulations on your new baby! | Happy Birthday! Best wishes. |

Dear Theo,

_____

_____

Cheers,

_____

Dear Monique,

_____

_____

Best wishes,

_____

Dear Sara,

_____

_____

Love,

_____

Completing Greeting Card Messages

> **Teaching Notes:** In this activity, learners choose appropriate phrases to copy into messages. Learners should have many opportunities to practise listening to and saying these phrases before attempting this writing activity.

Set Up:

1. Distribute the handout. Ask learners to make predictions about what each greeting card is for by looking at the symbols.

2. Review the phrases in the word bank and their meanings.

3. Arrange the class in pairs. Have learners discuss how the words in the word bank will be used for both cards. Inform learners that some of the words will be used twice.

4. Have learners complete the cards on their own. Remind them to use capitals as needed. Review punctuation (periods and exclamation marks).

5. Have them compare their completed messages with a partner before taking up the answers in a class discussion.

Instructions: Fill in the blanks. Use any of the words below.

dear	wedding	future
best wishes	wishes	graduation
congratulations	love	happy

_____ Thomas,

_____ on your _____!

Best _____ for your _____!

_____,

Mom and Dad

CELEBRATE

Love

_____ Faduma,

_____ on your _____!

I hope you have a long and _____ life together!

_____,

Mina

Writing Greeting Cards

Competency Area: Interacting with Others

Indicators of Ability: Chooses appropriate card; writes message; Uses periods and capitals

Teaching Notes: In this task, learners respond to scenarios to write cards. The cards at CLB 1 are supported with sentence stems. The cards at CLB 2 are blank. Since this task is almost identical to the assessment task, only this skill-using or the assessment task can be included in learners' portfolios.

Note: If CLB 1 learners are still struggling, the following accommodations could be made: provide a word bank for them to refer to, change the task to include sentence stems, or have CLB 1 learners complete just one or two of the cards.

Set Up:

1. Elicit from learners the types of cards that you have looked at so far in this module, such as birthday, congratulations on the new baby, congratulations on graduation, and get well soon cards.
2. Recall that all cards have a message inside. Write a model on the board with a greeting, message, and closing. Draw the learners' attention to the format of the card.
3. Distribute the handout on the next page and review the task. Review the task instructions and criteria to ensure learners understand expectations.

Assessment:

- When learners have completed the task, they can exchange their work with a partner for peer feedback using the peer checklist. Alternatively, they could assess their own work by using the feedback form for self-assessment.
- Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different months and activities.

CLB 1

Instructions: Choose the right greeting card for each person and write a message.

It is Max's birthday. Write him a message.

Lana had a baby. Write her a message.

Sweet Baby **Girl!**	Dear _____, _____on your new _____. Love _____

Happy 30th!	Dear _____, _____ Best _____, _____

CLB 2: Choose the right greeting card for each person and write a message.

It is Max's birthday. Write him a message.

Lana had a baby. Write her a message.

It is Thu's graduation. Write her a message.

Sweet Baby **Girl!**	Dear _____, _____on your new _____. Love, _____

	Dear _____, _____ _____ Love, _____

Happy 30th!	Dear _____, _____ _____ Love, _____

FEEDBACK FORM: Writing a Greeting Card to a Classmate SU

Name of writer: _____ **Date:** _____

Name of peer: _____

Check ✓: ☐ Self-Assessment
☐ Peer Assessment
☐ Instructor Assessment

The writer	Yes	No	Comments
Chooses an appropriate card	☐	☐	
Has a greeting and a closing	☐	☐	
Writes a message	☐	☐	
Uses capitals and periods	☐	☐	

✂ -

Assessment Tasks

Listening, Speaking, Reading, Writing

Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete them independently.

Set Up:

Review the task and instructions for completion when introducing the task to learners. Go over the assessment tools and explain the criteria for success in a way that learners will understand so that they are clear about expectations.

- *Listening:* Learners listen to a dialogue and answer questions. Go over the comprehension questions and any unfamiliar vocabulary. If learners have difficulties reading the questions, consider reading each one aloud to the class while learners mark the answers on their papers.

  Play the first half of the recording and have the class answer the questions; Pause the audio after the first half and have CLB 2 learners listen to the rest of the dialogue and answer the remaining questions. Play the recording a second time so that all learners can check their answers.

- *Speaking:* Learners participate in a conversation with the instructor that includes a greeting, introduction. CLB 1 learners are expected to respond to the teacher's cues; CLB 2 learners initiate the conversation, respond appropriately to the teacher, and close the conversation. Distribute the prompt cards to the appropriate levels and review each prompt to ensure learners understand the expectations for the task.

- *Reading:* Learners read a birth notice on social media and identify key information.

- *Writing:* Learners choose a card and write a short message in a greeting card (CLB 1). CLB 2 learners choose two cards and write two messages.

Feedback:

- *Productive Tasks (speaking and writing):* When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini- lesson and further practice on the area that learners are having difficulty with.

  Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets/not yet) beside each criterion or write "not sure" if appropriate.

- *Receptive Tasks (listening and reading):* When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on learner needs, give feedback as a group or individually. Consider returning the marked task and text to learners so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Keys

Listening (CLB 1)	Listening (CLB 2)	Reading (CLB 1 and 2)
1. b	1. b	1. b
2. a	2. a	2. a
3. c	3. c	3. c
4. b	4. b	4. a
5. a	5. a	5. b
	6. b	6. c
	7. a	7. b
	8. c	
	9. a	
	10. b	

Transcripts: Listening Assessment Task

CLB 1 and CLB 2:

Maria is having a party. Two people meet at her party.

Ana: Hi, my name is Ana.

Nicolas: Hi, Ana. It's very nice to meet you. My name is Nicolas.

Ana: I'm sorry. Can you say that again, please?

Nicolas: Yes. It's Nicolas.

Ana: Hi, Nicolas! It's very nice to meet you too.

PAUSE

Nicolas: How are you doing?

Ana: I'm fine, thanks. How are you?

Nicolas: Great, thanks! How do you know Marta?

Ana: She is in my English class. How about you?

Nicolas: Marta is my cousin.

AT

Module Topic: Greetings and Introductions	CLB 1 ☐
Competency Area: Interacting with Others	CLB 2 ☐
Criteria: Identifies key words and phrases; makes inferences (CLB 2)	

Name: _____   **Date:** _____

CLB 1 and 2:

Instructions: Two people meet at a party. Listen to the conversation. Answer the questions.

1. What is the woman's name?
   a. Saba
   b. Ana
   c. Carla

2. The man says, _____.
   a. It's very nice to meet you.
   b. I like to meet you.
   c. It's great to meet you.

3. What is the man's name?

   a. Pablo
   b. Miros
   c. Nicolas

4. The woman doesn't understand the man's name. What does she say?

   a. Can you repeat that, please?
   b. Can you say that again, please?
   c. What is your name, please?

5. The woman says _____.
   a. It's very nice to meet you too.
   b. I like to meet you too.
   c. It's great to meet you too.

TASK SUCCESS	Your Score
CLB 1: 4 out of 5	**/5**

CLB 2 only:

6. The man says, "How are you doing?" He means ___.
    a. What are you doing?
    b. How are you?
    c. How is the party?

7. How is the woman feeling?
    a. She is fine.
    b. She is great.
    c. She is good.

8. How does the woman know Marta?
    a. Marta is her cousin.
    b. Marta is her English teacher.
    c. Marta is in her English class.

9. When the woman asks, "How about you?" she means ___.
    a. how are you?
    b. how is the party?
    c. how do you know Marta?

10. How does the man know Marta?
    a. Marta is his sister.
    b. Marta is his cousin.

    c. Marta is in his English class.

TASK SUCCESS	Your Score
CLB 2: 7 out of 10	**/10**

Greeting and Introducing Yourself

AT

Module Topic: Greetings and Introductions

Competency Area: Interacting with Others

CLB 1 ☐

Name: _____   **Date:** _____

Instructions: Respond appropriately to your teacher with a greeting, introduction, and closing.

SPEAKING: CLB 1			
SCRIPT/QUESTIONS	**CRITERIA**	**Yes**	**Not yet**
1. Hi! (Prompt if necessary: "Hi there," or "Hello.")	***Overall:** Can be understood	☐	☐
	Answered greeting properly	☐	☐
2. My name is _____. (Prompt if necessary: "What is your name?")	Responded properly to introduction	☐	☐
3. How are you doing today?	Answered "how are you doing?" properly	☐	☐
4. It's nice to meet you.	Responded properly to "It's nice to meet you."	☐	☐

TASK SUCCESS: Overall = Yes   ☐ **Yes**   ☐ **No**
                   Meets **3** out of remaining **4** criteria.   **Score:** _____/4

Doing well:	Next time:

Module Topic: Greetings and Introductions

Competency Area: Interacting with Others

CLB 2 ☐

Name: _____   **Date:** _____

Instructions: Have a short social conversation; include a greeting, introduction and closing.

SPEAKING: CLB 2

SCRIPT/QUESTIONS	CRITERIA	Yes	Not yet
1. Respond to the student's greeting, give your name and say "It's nice to meet you _____".	***Overall:** Can be understood	☐	☐
	Greets the teacher and introduces self	☐	☐
	Responds appropriately to "It's nice to meet you".	☐	☐
2. Respond to the student's question about how you are doing today?	Asks how the teacher is doing	☐	☐
	Tells the teacher it was nice talking to him/her	☐	☐
3. It was nice to meet you.	Closes the conversation	☐	☐

TASK SUCCESS:	Overall = Yes	☐ Yes ☐ No
	Meets **4** out of remaining **6** criteria.	**Score:** _____/6

Doing well:	Next time:

Prompt Cards

✂

Meeting Your Teacher

CLB 1 Instructions: You will have a conversation with the teacher.

Respond to the teacher's greeting

Respond to the teacher's introduction

Respond to "how are you doing?"

Respond to "It's nice to meet you".

Meeting Your Teacher

CLB 2 Instructions: You will have a conversation with the teacher.

Greet the teacher and say your name

Respond to "It's nice to meet you".

Ask how the teacher is doing today.

Tell the teacher it was nice talking to him/her.

Close the conversation.

Instructions: Read the message. Answer the questions.

Chen Lee:

Our son was born today! He is 7 pounds. He is healthy. Ling and the baby are both doing well. We are naming the baby Bai Lee.

Module Topic: Greetings and Introductions

Competency Area: Interacting with Others

Criteria: Understands words and phrases, makes inferences (CLB 2)

CLB 1 ☐

CLB 2 ☐

Name: _____   **Date:** _____

CLB 1 and 2

1. Who wrote the message?

    a. Ling Lee

    b. Chen Lee

    c. Bai Lee

2. Is the baby a boy or a girl?

    d. Boy

    e. Girl

3. How big is the baby?

    a. healthy

    b. doing well

    c. seven pounds

4. What is the baby's name?

    a. Bai Lee

    b. Ling Lee

    c. Chen Lee

CLB 2 only

5. What is the message for?

    a. To invite friends to see the baby

    b. To tell friends about a new baby

    c. To congratulate a friend with a new baby

6. Who is Ling?

    a. the nurse

    b. the doctor

    c. the baby's mother

7. Is the baby sick?

    a. Yes

    b. No

TASK SUCCESS		Your Score
CLB 1:	3 out of 4	**/4**
CLB 2:	5 out of 7	**/7**

Name: _____   **Date:** _____

CLB 1:

Instructions: It is Sima's birthday. Choose the right card. Write Sima a message.

Liam is sick. Choose the right card. Write Liam a message.

Dear _____,

_____

_____

Love,

_____

Dear _____,

_____

_____

Love,

_____

CLB 2:

Instructions: It is Sima's birthday. Choose the right card. Write Sima a message.

Liam is sick. Choose the right card. Write Liam a message.

_____,

_____

_____

_____,

_____

_____,

_____

_____

_____,

_____

Module Topic: Greetings and Introductions

Competency Area: Interacting with Others

Name: _____   **Date:** _____

Instructions: Complete a greeting card to a friend

WRITING: CLB 1 or CLB 2	Yes	Not yet
Overall* You can choose the correct card. Your message can be understood.	☐	☐
Criteria	☐	☐
• You can write a greeting.	☐	☐
• You can write a message that is a few words long.	☐	☐
• Your message has a closing and you sign the message.	☐	☐
• You write clearly.	☐	☐
• (CLB 2) You use periods and exclamation marks. You use capital letters.		

Task Success:	Your score:
☐ CLB 1: Meets 3 out of 5 criteria including "Yes" on Overall	CLB 1: _____ /5
☐ CLB 2: Meets 4 out of 6 criteria including "Yes" on Overall	CLB 2: _____ /6

Doing well:	Next time: