Greetings and Introductions

A CLB 1L-2L Module

with Teaching Materials

Classroom-ready Literacy resources that include:

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

Development Team:

The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *Greetings and Introductions*

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How to Use the Module Package

This module includes activities for a unit on greetings and introductions for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for needs assessment and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.

2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.

3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.

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

4. Learner handouts are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.

Listening	Speaking	Reading	Writing

5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

6. Assessment is embedded into all the activities and incorporates a range of assessment strategies including:

    -   **In-class contingent assessment:** the very informal and spontaneous feedback you give learners while they are doing a task

    -   **Planned integrated assessment:** informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.

    -   **Formal assessment of learning:** assessment that gives learners feedback on task success related to CLB criteria.

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.

Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

2. Part: Developing Skills (Skill-building Activities)

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

3. Whole: Practising Skills (Skill-using Tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

4. Assessment Tasks

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills

Module Plan

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

	Listening **CLB Level: 1-2**	Speaking **CLB Level: 1-2**	Reading **CLB Level: 1L-2L**	Writing **CLB Level: 1L-2L**
Real-World Task Goal(s)	CLB 1-2: Understand simple greetings; introductions and small talk.	CLB 1-2: Respond to simple greetings and introductions; respond to very short, simple small talk.	CLB 1L-2L: Read a short, personal message from a friend.	CLB 1L-2L: Complete a short greeting card message to a friend.
Context/ Background Information	Cultural conventions of how and when to greet and introduce ourselves; common courtesy formulas for greetings and closings; 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	• Vocabulary for expressing simple congratulations, farewell, invitation, get well wishes. • Vocabulary for life events: weddings, graduations, birthday, etc. and related symbols (wedding rings, balloons, etc.)			
	• Formal and informal greetings/closings • Phrases for simple requests for repetition • Simple idiomatic expressions for small talk (e.g., How's it going? How are things?)	• Word order in affirmative statements; questions with *be* (*What is your name? Where are you from? How are you?*) • Rhythm and intonation for statements and questions • Casual and semi-formal greetings and closings	• Recognizing the purpose of greeting cards • Recognizing greeting cards for specific events	• Capitalization and punctuation: periods and exclamation marks

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language and Learning Strategies	• Listening for key words • Listening to the entire exchange to determine meaning • Recognizing requests for repetition	• Asking for repetition • Memorizing common courtesy phrases and formulaic expressions • Using intonation to indicate questions or statements	• Looking for key words • Recognizing symbols for life events (balloons for a birthday; rings for a wedding)	• Printing legibly • Using spaces between words • Copying accurately • Proofreading to check for accuracy
Literacy Skills			• Decoding letters, words, and numbers • Tracking words and sentences from left to write, top to bottom • Using knowledge of sight words to decode simple messages • Using pictures to help with comprehension	• Using speaking to assist with writing (recognizing that writing is the same as speech on paper) • Saying things orally first to determine what to write • Forming letters and numbers; spacing words • Printing legibly • Identifying where to write and adjusting writing to fit the space.
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 the instructor and respond appropriately to greetings, simple small talk, and closings. CLB 2L initiates the conversation.	Read a short message on social media and answer questions.	Write a simple, guided message to a friend in a greeting card.

Delivering the Module

Module Outline
• **Whole: Developing Context** Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text *Adam Greets his Friend* and focus on pre-reading strategies and whole-text approaches. • **Part: Developing Skills** (Skill-Building Activities) Work on skill-building activities to build literacy skills and strategies for this module. Read *Adam Greets his Friend* again and approach specific parts of the text, providing literacy development activities, such as matching words and sequencing the story. • **Whole: Practising Skills** (Skill-Using Tasks) Return to whole language tasks and activities and practise skill-using tasks for the module. Continue with *Adam Greets his Friend* and re-read for reading comprehension and fluency development. • **Assessment** (Assessment Tasks): Complete the assessment tasks for the module.
Considerations for ESL for Adult Literacy Learners (ALL)
• Draw on the learners' own experiences meeting new people. • Build sight vocabulary by creating card matching activities. • Build repetition into the module with repeated meaningful exposures to the target language. This module focuses on greetings and very basic small talk; build these conversations into your daily interaction with your learners. • Create a sight word wall with relevant vocabulary and phrases. • Elicit and record learners' stories/experiences about meeting new people (using the Language Experience Approach). • Use group choral reading of co-created stories and have learners identify target words and phrases. • Teach learners strategies for asking someone to repeat themselves. • Teach learners to spell their names orally. • Help learners to create and maintain a word bank of new vocabulary.

The Language Companion – CLB 1-4

> *Helpful English:* *p. 3 Greeting and Introducing*
>
>   *p. 4 Saying goodbye*

CCLB Literacy Resources: https://www.language.ca/resourcesexpertise/for-literacy/

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

Additional Literacy Resources

- A Practical Guide to Teaching ESL Literacy
  https://globalaccess.bowvalleycollege.ca/blog/english-language-learning/practical-guide-teaching-esl-literacy

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

- *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)

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

- *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

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

Needs Assessment

> **Teaching Notes:** Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.
>
> It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessment that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

Set Up:

1. In a class discussion, talk about the kinds of things learners would need English for meeting new people. Their responses will form your needs assessment activity. Write their responses on the board.

2. Arrange learners in pairs. Cut up and distribute a set of strip sentences (on the page that follows). As a class, ask volunteers to describe the pictures. Choral read the sentences. Have learners practise reading the sentences to their partners.

3. In pairs, have learners discuss the five options and pick two that are most important to them. Ask them to post their choices on the board. Review the responses with the class and ask everyone to vote by raising their hands for each response.

4. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge class interest in each of the topics.

5. Give each learner a copy of the *My Needs Assessment* handout. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.

6. Help them to file their needs assessment in the correct place in their portfolios.

✂

	I need English to understand when people greet me.
	I need English to introduce myself and talk to someone new.
Happy Birthday	I need English to read a greeting card.
Adam Greets his Friend	I need English to read about meeting people.
	I need English to write a message in a card.

Name: _____   Date: _____

My Needs Assessment

I need English to
I need English to
I need English to

Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

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 • new baby

Vocabulary Building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are some possible activities that can be used with the vocabulary cards in this module. The vocabulary in this unit consists mostly of phrases, but learners can also work on vocabulary related to different events, such as birthdays, graduations, weddings, and births.

1. **Sorting:** Post various greetings and closings on the board. Ask learners to make a simple chart in their notebooks. Label one side greetings and the other side closings. Have 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, and a sign that says "closings" on the other side. Say a greeting or closing 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 by adding "introductions".

3. **Greeting Card Search:** Collect old greeting cards or print typical greeting card images from the internet. Arrange learners into small groups and distribute 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. **Create a Conversation:** Give each learner 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. **Missing Letters:** On the board, write a short list of words for occasions when a greeting card might be sent (e.g., wedding, birth, graduation, anniversary, birthday). Explain each word. Write a version of each word on the board in random order with missing letters (e.g., w_dd_n_ for wedding). Working with a partner or in small groups, have learners fill in the missing letters to form the correct word.

Learning Reflection: End of Module

Teaching Notes: At the end of the module, conduct a learning reflection. Begin by having learners do the reflection orally before having them complete the chart on the page that follows.

The chart format of the handout may be an unfamiliar to literacy learners. Support learners as needed to help them complete it. Depending how long the class takes to work through the module, it may be helpful to do a reflection at the end of each week.

Set Up:

1. Elicit from learners the tasks they have done during the module. Write them on the board. Elicit: *greet someone, introduce themselves, say goodbye, read a message in a card,* etc.

2. Draw or project a large version of the chart on the board. Complete it together as a class.

3. Hand out the learning reflections and support learners to complete their own reflections.

4. Help learners file their learning reflection in the appropriate section of their portfolio.

Name: _____ Date: _____

	I can do this	I need help
I understand when people greet me.	☐	☐
I can introduce myself.	☐	☐
I can read greeting cards.	☐	☐
I can read a story about Adam. Adam Greets his Friend	☐	☐
I can write a message in a greeting card.	☐	☐

Whole: Developing Context

Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

Activating Prior Knowledge: Greetings and Closings

SB

Teaching Notes: When introducing the module to the class, begin by drawing on learners' knowledge. It is likely that learners have had many chances to greet others in English. These are often some of the first phrases that people learn. This activity allows learners to formalize their understanding of the language for greetings and closings as a jumping off point for working on literacy skills.

Set Up:

1. Walk around the classroom and greet each learner. Shake hands if or when appropriate. Say things, such as *Hello, Hi, How are you doing?* and *It is nice to see you today.* Elicit responses from learners. Some will smile at you; others will respond in kind.

2. List the greetings that you used on the board and repeat each greeting. Say each greeting again and invite learners to point to the greeting you said.

3. Repeat a greeting and demonstrate the action that best matches the greeting (such as waving hello or going to shake someone's hand). Ask learners to do the same action.

4. Go through all the greetings several times. The first few times, do the action alongside learners. After a few times, pause and let learners start the action before doing the action yourself. Eventually let them do the actions on their own. When they are comfortable, invite a learner to be the one to call the greeting.

5. List various closings on the board in a separate column. Walk around the class and say goodbye to each learner. Shake hands again, if appropriate, and say common phrases that accompany closings, such as *Goodbye, Bye, It was nice to see you, Take care,* and *See you later.*

6. Repeat the closings using the same set up as the greetings. When learners are ready, have them practise a greeting and closing with a partner.

Activating Prior Knowledge: Greeting Cards

Skills: Listening, Speaking

> **Teaching Notes:** Note that literacy learners often need to develop their ability to recognize symbols and visual representations alongside other literacy skills. They may not easily be able to identify images that are cartoonish, symbolic, or stylized. Also keep in mind that symbols used for different events on greeting cards are not universal. They are concepts that may need to be taught during this module.
>
> If you do not have a collection of greeting cards, you can find and print appropriate images online. It is best to fold the page to make a card, so that learners can more easily identify them as cards.

Set Up:

1. Spread out a collection of greeting cards on the table. It is ideal if the greeting cards are for a variety of occasions with several cards for each occasion. Ask learners: *What are these for? When do you give these? When do you get them?*

2. Ask if learners can identify any of the cards by occasion: birthday, graduation, wedding, new baby, get well soon, etc.

3. Talk about the symbols and pictures on the cards. Ask learners to try and identify some of the symbols. See if they can connect the symbols with the occasion.

4. Together with learners, sort the cards by occasion. Ask if anyone has received a card for any of the occasions.

Building Vocabulary

Skills: Listening, Speaking, Reading

Teaching Notes: Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. Introduce new words slowly and incrementally through a variety of different activities.

Work on developing vocabulary *orally* before having learners attempt to read and write the words. Note that the words in the greeting cards are difficult for most literacy learners to read and write. Work with the words and pictures together as much as possible.

Set Up:

1. Distribute a set of *Event Cards* to each learner. Using only the pictures, have learners identify each event or explain what each picture represents. Write the word for each event on the board.

2. Have learners use TPR (Total Physical Response) to identify the images. Call out an event and have learners point to or hold up the correct picture card.

3. Have learners work in pairs to name the images.

4. Give each learner the simple number grid on page 21. Have learners place the cards in certain boxes based on your instructions: *One, birthday. Two, wedding. Three, graduation,* etc.

5. Using the picture and word cards, have learners match the pictures to the correct words.

6. Have learners sort and categorize the word cards in a variety of ways depending on their literacy skills, for example:

   a. by initial sound

   b. in alphabetical order

   c. by the number of syllables

✂ **Event Cards**

	birthday
	graduation
	new baby
	wedding
	get well

Number Grid

1
2
3
4
5

Writing Greetings and Closings SB

> **Teaching Notes:** Some of the vocabulary in this module may be challenging for literacy learners, especially for writing. In this activity, learners use multiple literacy skills: tracking, attending to each letter in a word, identifying missing letters, forming letters, and copying.

Set Up:

1. Write a greeting on the board, such as *hello*. Read the word. Spell the word by pointing to each letter. Do this several times. Invite learners to read the letters along with you. Ask them to read the letters without you. If any learners are confident in their ability, they can try it on their own.

2. Erase one of the letters. Draw an underline where the letter was. Read the word again, letter by letter, asking learners which letter is missing. Invite a learner to come up and write the missing letter in the blank space.

3. Repeat with a longer greeting or closing.

4. Distribute the worksheet on the page that follows. Complete the first word together as a class. Have learners complete the remaining words. Circulate and provide support as needed.

5. Review together; have learners read each greeting or closing if they are able.

SB

Name: _____   Date: _____

- **Hi**

- **Hello**

- **It's nice to see you.**

- **How are you?**

- **Goodbye**

- **Talk to you later.**

- **See you soon.**

- **See you tomorrow.**

---

1. H__ll__

2. Go__d__y__

3. It's __i__e to s__e y__u.

4. How a__e y__u?

5. Tal__ to you la__e__.

6. See you s__o__.

7. Se__ you to__or__ow.

8. H__

Reading Text: Adam Greets his Friend SB

Teaching Notes: The text, *Adam Greets his Friend,* (in the appendix) provides an opportunity to develop reading skills and strategies, as well as concepts and vocabulary related to this module. Note that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.

Note: When you print *Adam Greets his Friend*, select **print double-sided, flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

Set Up:

1. Look at the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:

    - Who is Adam? (a student)
    - Who is this? (his friend)
    - How do we know they are students? (They are carrying books and binders.)
    - What do you think they are saying?

2. Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate. Read the text aloud again; allow learners to ask questions if there are unfamiliar words.

3. Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:

    - Choral read the text (learners and instructor read aloud together at the same time)
    - Echo read the text (instructor reads a line aloud, then learners repeat it)
    - Have learners read the text in pairs
    - Have learners read the text independently
    - Sit with individual learners and read the text together

4. Draw a "Story Train" on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."

Strategies for Introductions SB

Teaching Notes: In this activity, learners practise two strategies that they can use when meeting someone: repeating and spelling. Note that some literacy learners will need to see their names printed in order to spell them. If this is the case, print each learner's name on an index card and allow them to use this support.

Have learners practise these strategies often until they become comfortable using them. After sufficient practice, start to combine the two strategies by asking learners their name, asking them to repeat it, and then asking them to spell it.

Set Up:

Part 1: Can You Repeat That?

1. Ask learners about their experiences meeting new people and speaking English. Elicit from them some of the things they say when they meet someone new.

2. Ask learners if they think people in Canada speak quickly.

3. Ask what we can do or say when people speak too fast. Elicit or give them the phrase *Can you repeat that?* Write it on the board. Have learners repeat the question.

4. Go around the class introducing yourself to various learners. Speak quickly. Elicit from them, *Can you repeat that?* Then repeat your introduction much more slowly. Repeat several times with different learners.

5. Have learners practise with a classmate with one partner saying their name, while the other asks for repetition.

Part 2: Spelling your Name

1. Inform learners that spelling your name is one way to ensure people understand and write it correctly. Begin with the alphabet song. Ask learners if they know the alphabet song and sing it to them.

2. Ask learners what your name is (they should all be able to answer!). Ask them how to spell your name (that is far less likely). Write your name on the board. Say each letter as you write it. Then face the class and say and spell your name; for example: "My name is Emily. E – M – I – L – Y."

3. Ask a learner his or her name. Ask him or her to spell it. Provide assistance as needed. Write the name on the board and say each letter.

4. Repeat with each of the learners in the class.

5. When learners are comfortable with the idea, have them work in pairs to say and spell their names. Switch partners and repeat several times. If necessary, provide each learner with his or her name written in block letters on an index card.

Part: Developing Skills

Skill-Building Activities for Listening, Speaking, Reading, and Writing

Identifying Greetings and Closings

> **Teaching Notes:** The greetings and closings in this module can be learned as rote phrases. Recycle these phrases frequently so that learners hear them, recognize them, and begin to feel confident using them. Note that the words *greeting* and *closing* are more abstract than necessary with CLB 1L-2L learners. Instead, talk about words that mean *hello* and words that mean *goodbye.*
>
> In the days before this lesson and each day of this module, recycle the greetings and closings at the beginning and end of each class. Greet each learner as he or she comes into class, using a variety of greetings. Say goodbye to each learner at the end of class, using a variety of closings.

Set Up:

1. In a class discussion, generate a list of people that learners might greet in their daily lives, such as friends, neighbours, the teacher, or a cashier at the grocery store.

2. Ask learners for different ways of saying hello in English. List the phrases they suggest on the board, such as *hello, hi, hey, good morning, good evening.* Ask learners which phrases are only good for friends. Ask learners which phrases are more formal and better for people we don't know. Write *friend* next to each informal greeting (such as *hey*).

3. Repeat with closings. Elicit phrases such as *Goodbye, Bye, See you later, See you tomorrow, Talk to you later, It was nice to meet you.* Ask learners which ones are good only for friends. Write *friend* next to each informal greeting (such as *See you later, Talk to you later.*)

4. Choral read the greetings again. Choral read the closings.

5. Post two signs on opposite walls of the classroom, one reading *Hello* and one reading *Goodbye*. Ask learners to stand up. Explain that you will call out a phrase. They need to decide if it means *hello* (i.e., it's a greeting) or it means *goodbye* (i.e., it's a closing). When learners hear the phrase, they walk to the correct sign. Go through all the phrases several times in random order. After going through the phrases once or twice, ask learners to take turns calling them out.

Teaching Notes: In this activity, learners practise identifying various greetings and closings. Recycle these phrases as often as possible so that learners hear them, recognize them, and can begin to use them. This activity can be done orally as a class if needed.

Set Up:

1. Elicit from learners how we can say hello and goodbye (greetings and closings) and write these on the board. Choral read each one together.

2. Distribute the handout "*Saying Hello*" on the next page. Explain the instructions. Say each greeting slowly (or play the recording), stopping after each phrase. Have learners find the question on the handout; Read the question and the two options out loud, and have learners mark the expression they heard after each one. Repeat the greetings as often as necessary.

3. Distribute the handout "*Saying Goodbye*" on page 30, and repeat the same procedure.

4. Review the answers as a class. Alternately, learners can compare 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. Are any of the greetings formal? Are any for just friends?

6. Repeat the greetings and closings one more time for the class. 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.	5. Goodbye.
2. Hello, my name is Sarah.	6. See you tomorrow!
3. Hello Mrs. Tam.	7. It was very nice to meet you.
4. Hey, nice to see you!	8. Talk to you later.

Instructions: Listen. Check the sentence you hear.

Saying Hello

1. Which one do you hear?

☐ Greetings. I am Manal.

☐ Hi, my name is Manal.

2. Which one do you hear?

☐ Hey, I'm Sarah.

☐ Hello, my name is Sarah.

3. Which one do you hear?

☐ Hello Mrs. Tam.

☐ Hi Mrs. Tam.

4. Which one do you hear?

☐ Hey, nice to see you!

☐ Hey, how are you?

Instructions: Listen. Check the sentence you hear.

Saying Goodbye

5. Which one do you hear?

☐ Goodbye.

☐ Good morning.

6. Which one do you hear?

☐ See you later!

☐ See you tomorrow!

7. Which one do you hear?

☐ It was very nice to meet you.

☐ What is your name?

8. Which one do you hear?

☐ Have a good day.

☐ Talk to you later.

Asking for Repetition

Skills: Listening, Speaking

Teaching Notes: This activity recycles some of the greetings from the previous activity while expanding to a dialogue that includes introductions and asking for clarification through repetition. Literacy learners often struggle with listening tasks because of the reading that is sometimes involved in demonstrating comprehension. This activity is done as a whole class with oral responses, in order to focus on the target listening.

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 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. Write each phrase on the board. Practise saying it several times.

2. Choose a learner in the class to model the strategy. Pretend you are meeting for the first time. Say: "Hi, my name is _____. What is your name?" (Wait for response.) Say: "I'm sorry, can you repeat that?" or "Can you say that again, please?" Repeat with everyone in the class. If possible, invite a learner to introduce him or herself to another learner and then ask for repetition. Repeat with a few learners.

3. Listen to the recording of the first conversation. Ask learners *What is the man's name? What is the woman's name?* Listen again to check. Listen a third time, and ask learners to raise their hands when they hear *Can you repeat that* or *Can you say that again, please.* Listen through a final time.

4. Repeat with the other conversations. Ask a few basic questions orally, then listen again and ask learners to raise their hands when they hear the request for repetition.

5. Go around the class and have each learner say *Can you repeat that.*

Additional Practise 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.

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.

> **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 learners become comfortable with recognizing and using the phrases.

Set Up:

1. Discuss how people greet each other in Canada and other in other countries. Do they shake hands? Hug? Kiss? Kiss on both cheeks? Bow? Is the form of greeting different depending on gender?

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.

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, 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 words or phrases they may already know (e.g., *Bye, Goodbye, See you tomorrow*).

3. Point out to learners that closing a conversation is generally done by saying goodbye in two phases. 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.*
It was nice talking to you.	**Response:** *(It was) nice talking 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 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.

   − *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.*

   − *Student 1: Goodbye.*
   − *Student 2: Goodbye!*

Skills: Reading, Speaking

Teaching Notes: This activity focuses on the symbols and images commonly associated with different greeting cards, such as a cake with candles or a graduate cap. Inform learners that recognizing these symbols can sometimes be useful for selecting an appropriate card if they don't understand the text.

Note that celebrations are culturally specific. It is likely that most learners will understand celebrating a new baby or a wedding, but not all cultures celebrate birthdays, and not all literacy learners will understand what graduation means.

Set Up:

1. Introduce the topic by asking learners how they send greetings for special occasions. For example, do they use social media (Facebook, WhatsApp, etc.), send a text, or send greeting cards in their countries? In Canada? When do they give them? List common occasions (e.g., wedding, birthday, graduation, birth of child, new home, anniversary) on the board and ask learners 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 under each one.

3. Inform learners that greeting cards 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.

4. Distribute the handout for *Symbols* on the page that follows. As a class, talk about the symbols and explain each of the vocabulary items (e.g., balloon, cake, wedding rings), as needed.

5. Distribute the *Occasions* handout on the subsequent page. Have learners cut the strips. Read the word on each strip and have learners repeat. To review, say one of the occasions and have learners hold up the correct strip.

6. With a partner, have learners match the words to the pictures. Take up the answers as a class.

✂ **Symbols**

✂ **Occasions**

get well soon

graduation

new baby

wedding

birthday

Choosing the Right Greeting Card

Skills: Listening, Speaking

> **Teaching Notes:** In this activity, learners apply their understanding of the symbols associated with different events to select the appropriate greeting card.

Set Up:

1. Distribute the handout on the page that follows. Explain that learners need to choose an appropriate card for each situation based on what they hear. Read out the first sentence below. (Your sister has a new baby.) Ask learners to say which card is the most appropriate: A, B, C, D or E. Check to make sure everyone has the correct answer.

2. Continue by reading each situation below and having learners either work alone or with a partner to choose the correct card. Check the answers as a class.

   - Your sister has a new baby.

   - Your friend is sick.

   - Your cousin is getting married.

   - It is your son's birthday.

   - Your daughter graduated from high school.

A

B

Get well soon!

C

It's a Girl!

D

Congratulations!

E

Best wishes!

Teaching Notes: This activity teaches the format of a greeting card message and can be used as a segue to the writing activities in this module. Learners read and analyze 3 different messages. Consider doing the activity over various lessons by looking at just one message at a time if necessary.

Set Up:

1. Teach/review common goodwill expressions, such as *good luck, congratulations, best wishes, get well soon, all the best*. Write them on the board. Talk about how most of these expressions are generic and can be used in various situations, but *get well soon* is only used when someone is sick. Engage learners in various vocabulary development activities as needed.

2. 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 the closing. Talk about when to use "Love" (close friends and family). Have learners 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

3. Distribute *Message 1* on the page that follows. Read the message to the class. Ask questions, such as *How does the message start? What comes next? Are Kira and Mei close friends? How can you tell*? Discuss the use of "Love" at the end of the message. Have learners practise reading the message.

4. Continue the same procedure with the next two messages.

5. Distribute the **Greeting Card** handouts on pages 42-44. Ask learners to cut out each card and fold it in the middle. Have them match each message to the appropriate card. Take up the answers as a class. Learners can glue each message into the right card. Follow up with comprehension questions, as needed.

✂ **Message 1**

Dear Kira,

Congratulations on your new baby! He is very beautiful.

Love, Mei

✂ **Message 2**

Dear Li,

I hope you feel better. Get well soon.

Sincerely, Ali

✂ **Message 3**

Dear Rajesh,

Happy Birthday! I hope you have a good day!

Cheers, Paolo

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

✂

I'TS A
BOY!

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

✂

Get well SOON!

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

✂

It's Your Special Day!

Teaching Notes: This activity is most effective if done after the reading activities so that learners are familiar with common phrases that people write in greeting cards. Note that this activity can be done over a couple of lessons by having learners focus on just one message at a time.

Set Up:

1. Review the meanings of the various symbols/images related to greeting cards as needed. Review the vocabulary for various occasions and 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. Write a greeting card message together with the class (e.g., for someone getting married): elicit the message from 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." Remind learners when you would use *Love* and when you use *Cheers* or *Best Wishes*.

4. Distribute the handout on the next page. Have learners choose the correct message for each card and copy it on 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.

Copy on the correct card.

Get well soon!	Congratulations on your new baby!	Happy Birthday!

Dear Theo,

_____

Cheers,

_____

Dear Monique,

_____

Best wishes,

_____

Dear Sarah,

_____

_____

Love,

_____

Completing Greeting Card Messages

Skill: Writing

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.

Note that literacy learners may rely on different strategies to complete this activity than learners with a longer formal education. While educated learners are likely to see the word bank as a "checklist" and try to place each phrase in a blank, literacy learners are more likely to use oral strategies. Encourage learners to read the sentences out loud and try to decide which words go in the blank spaces, then use the word bank to help with spelling.

Set Up:

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

2. As a class, read all the phrases and words in the word bank and elicit their meanings or uses from learners.

3. Arrange the class in pairs. Have learners read the messages and talk about what words go in the missing places. Remind learners that they can look in the word bank to see how to spell the words.

4. Have learners complete the cards on their own. Remind them to use capitals at the start of a sentence.

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

Possible Supports:

Depending on their literacy level, some learners may find this activity very challenging. If needed, only have learners complete one card.

dear	wedding	love
congratulations	graduation	best wishes

_____ Faduma,

_____

on your _____ !

_____ ,

Mina

_____ Thomas,

Congratulations on your

_____ !

_____ ,

Mom and Dad

Whole: Practising Skills

Skill-Using Tasks for Listening, Speaking, Reading, and Writing

> **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 that learners have completed all the listening skill-building activities that precede it. Learners will also benefit from completing the speaking, reading, and writing skill-building activities, as these recycle much of the same vocabulary.

Set Up:

1. Elicit from learners the phrases they have learned during this module. For example, ask them: How do you greet someone? How do you introduce yourself? How do you close a conversation? How do you respond to these phrases?

2. Distribute the task handout on page 52. Preview the questions with learners.

3. Play the audio recording. Replay it several times, as needed.

Assessment:

- After correcting the task, hand it back to learners, listen to the dialogue again, and review the answers together. Allow learners to write in the correct answers on their assessments, preferably in a different pen colour. Remind learners that learning from mistakes is an important part of learning.

Possible Supports:

- Allow learners to listen to the recording multiple times.

- Read the questions one by one while learners answer yes or no. Remind learners not to call out the answers.

- After the assessment, help learners file the task in the appropriate section of their PBLA binders.

Additional Practise Suggestions:

- Use the vocabulary and expressions in this module routinely in the classroom. Greet learners using a variety of different expressions at the beginning of each class. Say goodbye to learners at the end of each class. Build in the phrases *Can you repeat that please* or *Can you say that again please* throughout your lessons until they are a comfortable part of your learners' active vocabulary.

Answer Key:

1. No
2. Yes
3. Yes
4. No
5. Yes

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!

Name: _____ Date: _____

Instructions: Two people meet at a party. Listen.

☑ Check YES or NO.

1. The man says, "Hi my name is Sam."

☐ YES
☐ NO

2. The woman says, "My name is Hannah."

☐ YES
☐ NO

3. The man says, "Can you say your name again?"

☐ YES
☐ NO

4. The man says, "Where are you from?"

☐ YES
☐ NO

5. The woman says, "It's very nice to meet you too."

☐ YES
☐ NO

Conversation Role-Play

Skills: Speaking, Listening

Competency Area: Interacting with Others

Indicators of Ability: Conversation includes a greeting, introduction, question about the other person, and a pre-closing comment in the conversation.

Teaching Notes: This task gives learners an opportunity to practice conversations before the assessment task. Note that learners do not need to re-create the model conversation exactly; they just need to follow the pattern of greeting, introduction, question, and closing. Repeated readings of *Adam Greets his Friend* will also help, as this story models key phrases for this module.

Set Up:

1. Review expressions for greeting another person, introducing yourself, asking about the other person and closing the conversation by eliciting examples and writing them on the board. Learners can use this sample dialogue as a model if needed:

   – A: Hi, my name is Lia.
   – B: Hi Lia. My name is Tam.
   – A: Hi Tam. How are you doing?
   – B: I'm fine, thanks.
   – A: It was nice to meet you.
   – B: It was nice to meet you too.

2. Organize the class into groups. Groups of three are effective for literacy learners, who can learn a lot by watching each other and through repetition. In each group, learners will have an opportunity to play the following roles:

   – the person who initiates the conversation
   – the person who responds
   – the observer who helps the other two if needed

3. Learners rotate roles so that they all play each role. Allow learners to run through the conversations many times. Circulate and observe each learner.

4. Invite pairs of learners to perform their conversation for the class.

Assessment:

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

• 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.

• In a class discussion, have learners identify specific issues they feel they need more practice with.

Competency Area: Interacting with Others

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

Teaching Notes: This task gives learners practice with reading an entire greeting card message before they attempt the assessment task. Consider creating multiple versions of this task with different greeting card messages, as learners would benefit from repeated practice.

Set Up:

1. Ask learners what kinds of greeting cards they have seen in this module and in daily 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 handout on the following page. Look at the picture together. Ask learners to predict 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.

Possible Supports:

- If learners struggle with reading the questions, consider reading the questions out loud one by one. Remind learners not to call out the answers as this task is meant to demonstrate individual comprehension.

- After the assessment, help learners file it in the appropriate section of their PBLA binders.

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. No   2. No   3. Yes   4. Yes   5. Yes   6. No

Name: _____ Date: _____

Happy 40th Birthday Katia!

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

Love, Lisa

Circle YES or NO.

1. This message is for Lisa.   YES   NO

2. Katia wrote the message.   YES   NO

3. Lisa sends best wishes.   YES   NO

4. It is Katia's birthday.   YES   NO

5. Lisa and Katia are good friends.   YES   NO

6. Katia is 30 years old.   YES   NO

Writing Greeting Cards

Skill: Writing

> **Competency Area:** Interacting with Others
>
> **Indicators of Ability:** Chooses appropriate card; writes clearly
>
> **Teaching Notes:** In this task, learners write greeting card messages using words in a word bank. Learners need to choose the appropriate card before writing. This activity includes two messages. You can choose to have learners do one or the other or both.

Set Up:

1. Elicit from learners the types of cards they have seen in this module, such as birthday, congratulations on a 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 learners' attention to the format of the card.
3. Distribute the handouts on the pages that follow. Review the task instructions and criteria to ensure learners understand expectations. Remind learners that they can copy the words in the word bank at the bottom of the handout to complete the message. They also need to write their name at the end of the card.

Possible Supports:

- After the assessment, help learners file the task in the appropriate section of their PBLA binders if this task is part of the portfolio.

Assessment:

Circulate and provide in the moment feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.

Name: _____ Date: _____

It is Max's birthday. Circle a good card.

Card A

Sweet Baby Girl!

Card B

Happy 30th!

Write Max a message. Use the words in the box.

birthday	cheers	day	dear	good

_____ Max,

Happy _____!

Have a _____ !

_____ ,

_____

Name: _____ Date: _____

Asha has a baby girl. Circle a good card.

Card A

Sweet Baby Girl!

Card B

Happy 30th!

Write Asha a message. Use the words in the box.

congratulations	dear	love	baby	girl

_____ Asha,

_____on your new _____.

_____ ,

_____

✓ Assessment Tasks

For Listening, Speaking, Reading and Writing

Listening to a Social Conversation

> **Competency Area:** Interacting with Others
>
> **Criteria:** Identifies details; identifies key words and phrases
>
> **Teaching Notes:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task.

Set Up:

1. Tell learners they will listen to a conversation and then answer yes/no questions.

2. Distribute the handout. CLB 1L learners receive the first page; CLB 2L learners receive both pages. Go over the instructions and the comprehension questions orally with the class.

3. Play the audio once to familiarize learners with the content. Then play it as many times as needed and have learners answer the questions.

Possible Assessment Supports:

- Since this is an assessment of listening comprehension skills, learners are not required to read the questions or to respond in writing. If they are struggling with the questions, read them out loud one question at a time and have learners circle their answers. Tell learners not to call out the answers or help one another. Note that it may be difficult for learners to follow these instructions; remind them that this is an assessment of their individual responses.

- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

Feedback:

- To help literacy learners with context and recall, provide the feedback (answers) immediately upon completion of the assessment task.

- Provide learners with feedback on any error patterns you notice. Point out any relevant strategies for helping them arrive at the correct answer. Consider doing a *think aloud*, in which you (the instructor) model completing a task while voicing what you are thinking while completing it. This instructional strategy allows learners to "see" inside the head of someone who is successfully completing the task.

Answer Key:

Listening (CLB 1L)	Listening (CLB 2L)
1. Yes	1. Yes
2. No	2. No
3. No	3. No
4. Yes	4. Yes
5. Yes	5. Yes
	6. Yes
	7. No
	8. Yes
	9. Yes

Transcript: Listening Assessment Task

CLB 1L and CLB 2L:

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

CLB 2L (only)

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.

Competency Area: Interacting with Others	CLB 1L ☐
Criteria: Identifies details; identifies key words and phrases	CLB 2L ☐

Name: _____   Date: _____

Instructions: Listen. ☑ Check YES or NO.

Part 1: CLB 1L and CLB 2L

1. The woman's name is Ana.
   - ☐ YES
   - ☐ NO

2. The man says, "I like to meet you."
   - ☐ YES
   - ☐ NO

3. The man's name is Pablo.
   - ☐ YES
   - ☐ NO

4. The woman says, "Can you say that again please?"
   - ☐ YES
   - ☐ NO

5. The woman says, "It's very nice to meet you too."
   - ☐ YES
   - ☐ NO

CLB 1L: 4 out of 5 answers correct   **Your Score:** _____/5

Instructions: Listen. Check the correct answer.

Part 2: CLB 2L only

6. The man says, "How are you doing?"

   ☐ YES
   ☐ NO

7. The woman says, "I'm good, thanks."

   ☐ YES
   ☐ NO

8. The man says, "How do you know Marta?"

   ☐ YES
   ☐ NO

9. Marta is the man's cousin.

   ☐ YES
   ☐ NO

CLB 2L 6 out of 9 answers correct	**Your score:** _____ **/9**

Greeting and Introducing Yourself

Skill: Speaking

Competency Area: Interacting with Others

Teaching Notes: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task.

Set Up:

1. This assessment is a one-on-one conversation between the instructor and learner that includes a greeting and an introduction. CLB 1L learners respond to the greeting; CLB 2L initiate the conversation. Distribute the prompt cards to the appropriate CLB levels and review the instructions together. Practice the phrases.

2. Ask a CLB 2L learner to demonstrate with you.

   - Say: Hi. (Allow the learner to reply.)

   - Say: My name is _____. (Have learner reply. Prompt with *What is your name?* if they don't automatically say their own name.)

   - Say: How are you doing? (Have the learner reply.)

   - Say: It's nice to meet you. (Have the learner reply.)

3. Call up each CLB 1L learner one at a time. Begin with stronger learners; lower-level learners will benefit from watching a few models before attempting the conversation themselves.

4. Repeat with CLB 2L learners, but in this case, have them initiate the conversation.

Possible Assessment Supports:

- If a learner struggles with reading the prompt card, read it out loud.

- If a learner's pronunciation is not clear, ask the learner to repeat him or herself.

- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

Feedback:

- Provide feedback to the learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and areas that can be improved.

- Give the feedback orally as CLB 1L and 2L learners will not have sufficient literacy skills to read the assessment tool or written comments.

Module Topic: Greetings and Introductions	CLB 1L ☐
Competency Area: Interacting with Others	

Name _____   Date _____

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

SPEAKING: CLB 1L

SCRIPT/QUESTIONS	CRITERIA	Yes	Not yet
1. Hi! (Prompt if necessary: "Hi there," or "Hello.")	• ***Overall:** Can be understood	☐	☐
2. My name is _____. (Prompt if necessary: "What is your name?")	• Answered greeting properly	☐	☐
	• 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 criterion = Yes   ☐ **Yes**   ☐ **No**

Meets **3** out of remaining **4** criteria.   **Score:** _____/4

Doing well:	Next time:

AT

| Module Topic: Greetings and Introductions | CLB 2L ☐ |
| Competency Area: Interacting with Others | |

Name _____ Date _____

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

SPEAKING: CLB 2L

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

TASK SUCCESS:	Overall criterion = Yes	☐ Yes ☐ No
	Meets **4** out of remaining **5** criteria. **Score:** _____ /5	

Doing well:	Next time:

Prompt Cards:

✂ -

CLB 1L Instructions:

Meeting Your Teacher

You will have a conversation with the teacher.

Say hello.

Say your name.

Tell the teacher how you are doing.

Say it is nice to meet you too.

✂ -

CLB 2L Instructions:

Meeting Your Teacher

You will have a conversation with the teacher.

Greet the teacher and say your name.

Ask how the teacher is doing today.

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

Say goodbye.

Reading a Birth Notice

Competency Area: Interacting with Others

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

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently.

Set Up:

1. Distribute the appropriate assessment handouts to each learner:

2. Read the questions out loud and review the instructions orally. Remind learners not to call out the answers as this is an assessment of individual comprehension.

3. Ensure learners understand that they should only select one answer for each question: either yes or no.

Possible Supports:

- Learners may need to read the text out loud to themselves to try and understand.

- Demonstrate how to use a ruler as a guide to ensure learners focus on circling the correct answer for the correct sentence.

- Allow learners to respond orally (CLB 1L and CLB 2L) or to point to the answers in the text if necessary (CLB 1L), rather than checking off the answers on the worksheet.

- After the assessment, help learners file the assessment task and text in the appropriate section of their PBLA binders.

Feedback:

Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answer, but also strategies for how the learners can arrive at the correct answer.

Answer Key: (CLB 1L and 2L)

1. No	5. No
2. No	6. Yes
3. Yes	7. No
4. Yes	

Instructions: Read the message. Answer the questions.

Our son was born today!

His name is Bai Lee.

He is 7 pounds.

He is healthy.

Ling and the baby are well.

Competency Area: Interacting with Others	CLB 1L ☐
Criteria: Understands words and phrases; makes inferences (CLB 2L)	CLB 2L ☐

Name: _____ Date: _____

Instructions: Read the message. Check Yes or No.

CLB 1L and CLB 2L:

1. The baby was born yesterday. ☐ Yes ☐ No

2. The baby is 9 pounds. ☐ Yes ☐ No

3. The baby is a boy. ☐ Yes ☐ No

4. The baby's name is Bai Lee. ☐ Yes ☐ No

CLB 1L: 3 out of 4 answers correct	**Your Score:** _____/4

CLB 2L only

5. The message is about a party. ☐ Yes ☐ No

6. Ling is the baby's mother. ☐ Yes ☐ No

7. The baby is sick. ☐ Yes ☐ No

CLB 2L: 5 out of 7 answers correct	**Your Score:** _____/7

Sending a Greeting Card to a Friend AT

> **Competency Area:** Interacting with Others
>
> **Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task.

Set Up:

1. Distribute the appropriate assessment task to learners. CLB 1L writes one message; CLB 2L writes two.

2. Review the instructions orally. Make sure learners understand that they first have to circle the best card, and then write the message. Explain the expectations for the task using the criteria in the assessment tool. Note that the tool is intended for instructor use; literacy learners will not be able to read or understand the criteria as written.

3. Remind learners that some of the words they need (such as *birthday*, *sick*, and *get well soon*) are on the page. They can copy them.

Possible Supports:

- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.

Feedback:

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and areas where they can improve.

- Provide 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. Note that it is usually more effective to teach grammar orally, through chants and dialogues, than to give a formal grammar lesson to literacy learners.

Name: _____   **Date:** _____

CLB 1L and CLB 2L

Instructions: It is Sima's birthday. Circle the right card.

Card A

Card B

Write Sima a message for her birthday.

_____ Sima,

_____

Love,

_____

CLB 2L only

Instructions: Liam is sick. Circle the right card.

Card A

Card B

Write Liam a message. Tell him to get well soon.

_____ Liam,

_____

_____,

_____

Sending a Greeting Card to a Friend

AT

> **Module Topic:** Greetings and Introductions
>
> **Competency Area:** Interacting with Others

Name _____   **Date** _____

Instructions: Complete a greeting card to a friend.

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

Task Success:	**Your score:**
☐ CLB 1L: Achieves "Yes" on Overall and meets 3 out of 4 other criteria	**CLB 1L: __ /4**
☐ CLB 2L: Achieves "Yes" on Overall and meets 4 out of 5 other criteria	**CLB 2L: __ /5**

Doing well:	**Next time:**

Adam Greets
his Friend

Adam sees Gabi at school. They are friends.

Goodbye, Gabi!

Goodbye, Adam!

See you tomorrow!

Hi Gabi!

Hi Adam!

It is nice to see you.

Thanks. You too!

Have a good day!

How are you?

I am fine, thanks.
How are you?

I am okay.