GETTING STARTED LESSON PLAN
(Contributed by Kerry Carlsen)

LEVEL: 150

LIFESKILLS UNIT: Getting Started

LESSON OBJECTIVE: Students will be able to use appropriate language to greet people and say good-bye.

TECHNOLOGY PRE-REQUISITE SKILLS:

LANGUAGE SKILLS TO BE PRACTICED AND ASSESSED IN THIS LESSON:
speaking, listening, reading, writing

EFF NON-LANGUAGE SKILLS PRACTICED IN THIS LESSON: The following EFF non-language skills are practiced in this lesson: Speak so others can understand; Listen Actively; Cooperate with others. Go to EFF website

ESTIMATED TIME: 2 1/2-3 hours

SUGGESTED RESOURCES AND MATERIALS NEEDED: This indicates the type of resources and materials needed to conduct the lesson and provides suggestions for specific resources. If you do not have access to a specific resource, use a resource that you have access to and that covers the same or similar content.

Type of resources needed: All resources for this lesson plan can be student and teacher generated.

Possible print & audio resources: Expressways 1, p. 2; Basic Grammar in Action, p. 3

LESSON PLAN AND TEACHER’S NOTES

Warm-up/Review: Students review their classmates’ names and countries of origin by creating a name chart, including the name of each student, their native country, and the word for "hello" in their native language.

Introduction to the lesson: As a class, students brainstorm different words or phrases used to greet people and say "good-by" in the United States. (i.e.: Hello, Hi, good morning, good afternoon, what's up? bye, good-bye, see you later, etc.). Teacher writes the words or phrases on the board or overhead.

Presentation: The teacher explains to/elicits from the class the idea of formal greetings vs. informal greetings. The students work in small groups to classify the items in the class generated list of greetings as being either formal or informal. Groups share their ideas with the rest of the class. If there are differences among the groups, the class works together to reach a consensus.
**REEP ESL Curriculum for Adults**

**Practice Activities:** Students again form small groups and work with their classmates to think of examples of several situations when you would greet someone formally, and several situations when you would greet someone informally. Groups write their situations on cue cards. Groups then share their examples with the rest of the class. The teacher writes the situations on the board (e.g. you see a friend on the street, you meet your husband’s boss, etc.)

The whole class and then pairs practice greeting and leave taking using the examples generated on cue cards and on the board. Teacher circulates.

**Application:** Using "cue cards" with simple written descriptions of the different situations that the class generated above, students practice responding to the situations by using either a formal or an informal greeting in a line dialogue. (see [Line Dialogue in ESL Techniques.](#))

**Evaluation:** During the line dialogue, teacher assesses students' speaking ability and their overall comprehension of the lesson. The standards for assessing student performance on the lifeskills objectives are the REEP Level Descriptions. (Use the 150 descriptors as the target language and the 200 or 250 descriptors for possible transfer decisions.)

**Reflection:** Students are asked if they feel confident in greeting people and saying good-bye in different situations. The teacher encourages students to practice using different greetings outside of the classroom by asking students to think of three people that they can greet or say good-bye to during the course of that day (e.g.: the bus driver, the grocery store clerk, their landlord, etc.). The following day, students can report back to the class about who they greeted and what greeting they used. Students reflect on their class work. See [Student Self-Reflection Form.](#)

**Extension Activities for the Classroom and Beyond:**

See contact activity in Reflection.

Students can compare greetings in the U.S. with greetings in their native countries. Are people generally more formal or informal in the U.S. or in other countries? Non-verbal greetings can also be discussed. What non-verbal greetings are commonly used in the U.S. vs. other countries. Similar to above, the class can brainstorm different types of non-verbal greetings (kiss, handshake, hug) and can then think of different situations where each may be used.

For additional practice, teachers can ask students to work with a partner to write a simple dialogue that includes either a formal or an informal greeting.