Classroom activity 6 – Exchanging greetings, giving personal information and leave-taking

Grade: GESE Grade 1 (CEFR pre-A1)

Focus: Meeting people. This classroom activity is suitable for both young and adult learners.

Time: 55 minutes

Aims:

◗ To practise understanding and using lexis to exchange greetings, give personal information and take leave

◗ To familiarise students with the exam format

◗ To watch some of a sample video of an exam

◗ To practise using key GESE Grade 1 language

◗ To introduce, greet and exchange information with other students

Materials needed:

◗ Sample video Grade 1 Michail

◗ A copy of Worksheets 1 and 2 for each student, students can type directly into the PDF.

◗ A set of role cards with a famous person who your students will know on each.

Preparation

1. Find the sample video on the website and cue it up so you can play the first 15 seconds.

2. Create a set of role cards. Choose one famous person per student. Choose people you know your students are interested in, or will know about. If you can, have a picture on the card. Also include their name and age.

3. Ask students to download Worksheets 1 and 2.

In class

How to exchange greetings (10 minutes)

1. The teacher begins the class by saying 'good morning/afternoon/evening' as appropriate. They then ask a few individual students '*How are you?*' and say '*Good*' if they say '*I'm fine/OK*'. The teacher then writes the following in the chat box:

   a. Good morning
   b. Good afternoon
   c. Good evening
   d. How are you?
   e. I'm OK thanks

2. The teacher asks the students to decide which ones they heard the teacher say, then confirms the answers by eliciting them from the students, and ticking (or putting a mark next to) the correct ones. As the teacher ticks the answer, they ask questions to see if the student understands the meaning of the words. For example, '*Do I say good morning at 8am?*' '*Do I say it at 1pm?*' The teachers models how to say each one and gets the students to repeat them several times. When focussing on '*I'm OK thanks*', the teacher can elicit and write other possible answers, eg: '*I'm very well thanks*', '*I'm great thanks*', '*I'm not good*'. Draw the students' attention to the contractions in '*What's/I'm*' etc.

Watch an example of the exam (15 minutes)

1. Explain that the students are going to watch the beginning of a test.

2. Before they watch, give them Worksheet 1 and ask them to think about what order they think the sentences will go in.

3. Play the first 15 seconds of the Grade 1 sample video for Michail. As they watch, the students check their answers. They can listen a second time if they need to.

4. Afterwards, write the sentences in the chatbox in the correct order and ask students questions about them to check they have understood the meaning. For example: '*When they say 'How old are you?' I give a number. Can I answer 'I'm Michail?'* Model each sentence, and ask the students to repeat them several times.

5. Draw their attention to the connected speech in the examiner's sentences by playing them again, pausing, and showing them the connection between the words. For example, '*how*' and '*are*' sounds like '*howa*' and '*how*' and '*old*' sound like '*howold*'.

How to finish the test (5 minutes)

1. Ask the students what they think they will say at the end of the exam, elicit and board '*thank you*'/'*thank you very much*'/'*bye bye*'/'*goodbye*'.

2. Check students understand all the words, model their pronunciation and get the students to repeat the expressions. The end of the sample video could be used to see a real-life example.

Practice 1 (5 minutes)

1. Before the students move onto Worksheet 2, make sure students cannot see what you have previously written and that students aren't looking at Worksheet 1.

2. Then, give the students the worksheet and a few minutes to put the words into the correct order.

3. Finally, get them to check their answers by looking at Worksheet 1 and spend a few moments modelling and drilling any words the students are having problems with.

Practice 2 (10 minutes)

1. Give each student a role card from your prepared set. Set up break out rooms with 5-6 students in each room. Ask students to greet and introduce themselves to as many different people as possible. Give them a time limit of 7 minutes.

2. Monitor and note down any examples of errors in the sentences they've learnt, any useful emerging language, and examples of language being used well.

3. Afterwards, ask the group if they met anyone interesting or exciting.

Feedback (10 minutes)

1. Write down five or six things in the chatbox which you noted down when monitoring. Give the students a few minutes to discuss in pairs what they think is wrong with the sentences. If a word has been mispronounced, highlight this in a different colour to make sure the students think about the way to say the words correctly with their partner.

2. As you monitor, notice who is managing to correct the sentences, or pronounce the words correctly to nominate in feedback. Finally, elicit correct answers from the group and write the correct versions on the board, modelling the correct pronunciation, and asking the students to repeat the words a few times.

Extension activity

More advanced students could watch the rest of the sample video and note down as many other questions the examiner asks as possible. They could then spend some time practising answering these questions in pairs.

Further support activity

Weaker students could use Worksheet 1 while they are doing Practice 2. They will be able to read the sentences if they can't remember them.

After class

Students could write a short dialogue between two of the characters from the role play used in Practice 2, using the language covered in this lesson.

Answers

Worksheet 1

Hello

My name's Mark, what's your name?

My name is Michail

Hi Michail, how are you?

I'm OK

Good

Michail, how old are you?

I'm nine

Worksheet 2

1. My name's Mark, what's your name?

2. Michail, how old are you?

3. My name is Michail

4. How are you?