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MODULE 1: ENGLISH FOR SPECIFIC PURPOSES (SPECIAL NEEDS AND DISABILITY)

LESSON 1

GREETING

Words and phrases	Transcription	Definition	Translate into your own language
Hello. / Hi.	[hə'ləʊ]/ [haɪ]	an expression or gesture of greeting	
Good morning. (before 12 o'clock)	[gʊd 'mɔːnɪŋ]	expressing good wishes on meeting or parting during the morning.	
Good afternoon. (after 12 o'clock)	[gʊd 'ɑːftə'nuːn]	used to say hello to someone in the afternoon.	
Good evening	[gʊd 'iːvɪnɪŋ]	"Good evening" is a form of "hello". "Good evening" is something that can be used from roughly 5 PM on.	
How's it going?	[haʊ ɪz ɪt ɡəʊɪŋ]	way to say how are you, how are things progressing, or what's up.	
What's up?	[wɒts ʌp]	A casual greeting with a meaning similar to how are you? or nice to meet you.	
How's life?	[haʊ ɪz laɪf]	how's life? spoken used to ask someone if they are well, what they have been doing etc	

How's your day?	[haʊ ɪz jə deɪ]	it is a conversation starter, and not usually an actual question about the progress of your day. However, it is a conversation starter - a kind of 'hello'.	
Introduce	[ɪntrəˈdjuːs]	make (someone) known by name to another in person, especially formally.	
How do you do?	[haʊ duː ju duː]	How do you do is defined as a polite greeting that you can use when first introduced to someone.	
Haven't we met (before)?	[hævənt wiː met (bɪˈfɔːr)?]	A phrase used when one recognizes someone or thinks they look familiar. It can also be used flirtatiously when trying to start a conversation with someone that one deems attractive.	
Nice to meet you	[naɪs tuː miːt ju]	It is your first time being introduced to the person.	

Greetings and introductions in English

Basic greeting and introductions and responses

This English lesson you will learn how to ask someone for their full name and what to ask them if you don't understand what they are saying.

Greeting and introducing yourself

Hello, my name is John, what is your name?



Hi John my name is Jane pleased to meet you.

Hello, I'm Peter what is your name?

Hello, my name is Sarah nice to meet you.

Can you tell me your name please?

My name is John Smith, pleased to meet you.

What if I don't understand them?

Teacher:- Please tell me your name?

Student:- My name is Boris Jones.

Teacher:- Am sorry I don't understand, please repeat it slowly for me

Student:- B - o - r - i - s J - o - n - e - s

****Hint** if you still don't understand what they are saying ask them to spell it ******

Teacher:- Am sorry I still don't understand, please spell it for me

Student:- B - o - r - i - s J - o - n - e - s

Teacher:- Thank you.

Greetings and responses

GREETINGS and RESPONSES



A conversation between two people

Can you tell me your full name please? My full name is John Pilkington

I'm sorry , what was your last name again? My last name is Pilkington.

Am sorry I don't understand. Could you please repeat it more slowly for me? P - i - l - k - i - n - g - t - o - n.

How do you write that? Could you spell it **please**? P - i - l - k - i - n - g - t - o - n.

And could you tell me your first name **please**? John

Pardon? John - J-o-h-n.

Can you tell me your telephone number please? 8- 2-2-3-2-7-1-9.

Thank you John for your time. You're welcome I hope to hear from you soon.

Remember these words

Thank you

Please

excuse me

The words in **red** are considered to be polite, if these words were not included depending on the tone of your voice you might come across as rude, it is best to be polite at all times.

Greeting and introductions video

The second video on greetings and introductions shows you how to do greetings before conversation, greetings in business, a class room and at a party.

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Lessons that are related to this one

To view a lesson just click on the link.

[English greetings learning English basics introductions](#)

[Greetings and introductions English lesson](#)

[Greeting someone in English learning basic English](#)

GREETINGS

*** I'm glad to see you again.**

I'm happy to see you again.

It's good to see you again.

It's great to see you again.

I'm happy we could meet again.

I'm glad we could meet again.

Nice to see you again.

I'm so glad we ran into each other.

*** Long time no see.**

It's been ages.

It's been a while.

It's been so long.

It's been such a long time.

*** Have a good time!**

Good luck.

Break a leg!

I wish you well.

I wish you luck.

Have fun.

*** I wish you all the best.**

Congratulations.

Best wishes.

Many happy returns.

Hope all goes well.

*** Have a nice trip!**

Have a good trip!

Bon voyage!

Happy trails!

*** Best wishes for your birthday!**

Happy birthday!

*** Merry Christmas!**

*** Happy holidays!**

Seasons greetings.

*** Best wishes for a Happy New Year!**

Happy New Year!

*** Happy Easter!**

*** I hope you get better soon.**

I hope you'll get better soon.

I wish you a quick recovery.

I hope you'll be on your feet soon.

Get well soon.

Hope you feel better.

*** Cheers!**

Bottoms up!

Your health!

To...

WHAT'S UP?

Informal Greetings



Questions	Answers
✓ What's up?	✓ Not much!
✓ How's it going?	✓ Pretty good!
✓ How's life?	✓ Excellent!
✓ What's new?	✓ Nothing special!
✓ What have you been up to?	✓ Nothing much! And you?
✓ How's life treating you?	✓ Not too bad.
✓ What's cooking?	✓ Not much, really.
✓ How are things going?	✓ Not bad.
✓ Are you ok?	✓ I'm good, thanks!

Formal and Informal Greetings

Formal Greetings

- Hello Mary!
- Hello.
- How are you?
- Good morning.
- Good afternoon.
- Good evening.
- What are you doing?
- It's nice to meet you.
- How is it going?
- How are you doing?
- Good to see you.
- It is a pleasure to meet you.
- How do you do?
- It's an honor to meet you.
- Nice to meet you.



Informal Greetings

- Hi!
- Hey!
- What's up?
- Howdy!
- How are ya?
- What's new?
- What's going on?
- How is it going?
- How are things?
- What's up?
- How is everything?
- How's life?
- Long time no see!



Date_____ Form_____

Subject: English

Theme: How are you?

Aims:

Educational: - to learn basic greetings

– to ask and say how one feels.

Developing: - to enable pupils to greet, ask and say how they feel;

Socio-cultural: - to raise awareness of ways of greetings, asking and saying how

one feels;

– to raise awareness of the pronunciation of the sounds [w] and [h]

Up bringing: - to enrich pupils' knowledge of our tradition and nation

Learning outcomes: At the end of the lesson pupils will be able to – understand the greetings, use a question for asking how somebody is and say how they feel;

– to pronounce the sounds [w] and [h].;

Competence: SC1, FLCC, and PC

Type of the lesson: Mixed, group work, pair-work, individual work

Method of the lesson: nontraditional, mixed

Equipment of the lesson: Textbook “Kid’s English 1”, pictures, internet, computers, projector

TECHNOLOGICAL MAP OF THE LESSON:

№	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
2	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Homework	- Giving homework.	5 min
6	Evaluation	- To mark pupils	

Procedure of the lesson:

I. Organizing moment: Motivation, Greeting, checking attendance, season, weather, checking the preparation for the lesson.

- Check for homework given on past lesson.
- Ask pupils all new words learnt on previous lesson.

II. Pre-activity:

Activity 1 Listen and sing.

Objective: to sing the song “Good morning”

Look at the instructions in Lesson 1. This time practise singing the song with your pupils.

OPTION:

Besides you can play the game “Good morning. Good bye”. Say that now they will play a good game, but first they must learn how to say one little word “Goodbye”. Explain that it is very important to learn it because polite people should not only greet but also say goodbye properly. Then work with your pupils on the pronunciation of “Goodbye”.

The rules of the game are as follows:

- 1) Select a pupil. He or she will stand by the door and will not look at the others.
- 2) One of the pupils chosen by you says loudly "Good morning"
(here he/she can change his\her voice).
- 3) The pupil standing by the door should guess who has greeted and answer "Good morning, Malik".
- 4) If he/she has guessed right, Malik tells him/her "Good morning". If he/she has made a mistake and couldn't guess who said "Good morning", Malik answers "Good bye".

III. Main part

Activity 3 Play "Ask and answer".

Objective: to practise the new language material "What's your name?"

You should praise all the pupils, but say that two or three pupils were the best to put out the candle and then call their names.

Therefore, offer to sing the song "What's your name?" with their names. Also say that they will sing the song with the names of the other pupils of the class in the next lessons.

Now, the pupils are more likely to say the question, so they can ask and answer the question "What's your name?" in chains.

See the instructions in the Introduction (the section 6) for how to organise the chain drill activities.



Activity 4 Watch and do.

Objective: to do physical exercise and energise the pupils

First year pupils also have to learn to sit at their desks in the classroom during a number of lessons. As they are not used to this, it will be difficult for them to sit unmoved. For this reason you need to make a little pause and do some energising exercise.

This is usually done by small rhyming songs. Since the purpose of the energising exercise is to give pupils the opportunity to relax, to get up from their seats and move around a bit, it is not much important to choose rhymes for energising exercises. Because the educational process at school does not allow much time for pure

entertainment, in this task there is another purpose. Specifically, using this opportunity, the authors propose to perform a physical exercise with numbers from 1 to 10 as in the DVD. The purpose of this activity is not to teach pupils the numbers but familiarize

them with the pronunciation of numbers as entertainment.

So the kids take it as a game, but in the future it will help them learn the numbers faster.

Play the DVD. Ask the pupils to watch and repeat.



Activity 5 Listen and repeat.

Objective: to practise and pronounce the sound [h]

The purpose of this activity is to teach pupils how to pronounce the English sound [h].

Remind the pupils about Mr. Tongue and his room. His room has a lot of furniture and a large mirror. When the mirror is dirty, it does not reflect much. Therefore, it needs wiping with a cloth. So, explain and show the pupils that first they need to blow

to it in a special way to make it misted.

Activity 6 Watch and do.

Objective: to practise the question “How are you?” and an appropriate answer to it

STEP 1: Explain that when Zumrad and Jasur meet, they greet and ask each other how they are. So ask the pupils to repeat together with them the question “How are you?” At first train the pupils to pronounce the sound to help Zumrad and then repeat the question “How are you?”

STEP 2: Play the DVD and ask the pupils to watch the video. Further explain that there are many variations to answer the question. Ask them to guess the meaning of the following answers:

Good; I’m OK; Great; So-so. Help them guess the answers with your gestures. It is very important for the pupils to use the language of gestures as often as possible as it helps them remember the information faster. It is also important to give the pupils freedom to choose an answer to the question so that they could approach creatively later.

Ask them to look at Zumrad and repeat the answers together with her.

STEP 3: Practise the language as follows:

You: How are you?

Pupil 1: I’m OK. / **Pupil 2:** Good. / **Pupil 3:** Great.

Pupil 4: So-so.

IV. Post-activity

Optional Activity 7 Play “Ask and answer”.

Objective: to practise the question “How are you?” and an appropriate answer to it

Now you can do the chain drill activity with the target question

“How are you?” and answers “Good”/ “I’m OK ”/ “Great”/ “So-so”.

See the instructions in the Introduction (the section 6) for how to organise the chain drill activities

V. Homework

Homework:

Explain to the pupils that they should colour the picture on the right hand page at home and remember how people greet each other and ask and answer how they feel.

VI. Evaluation. Marking pupils according to their attendance





HELLO & GOODBYE



Draw with **green** color the hello hands and with **red** color the goodbye hands.



Hello hello hi hi hi hi goodbye
goodbye bye bye

Hello,
Hello.
How are
you?

I'm
sleepy.



I'm
great!



I'm
good.

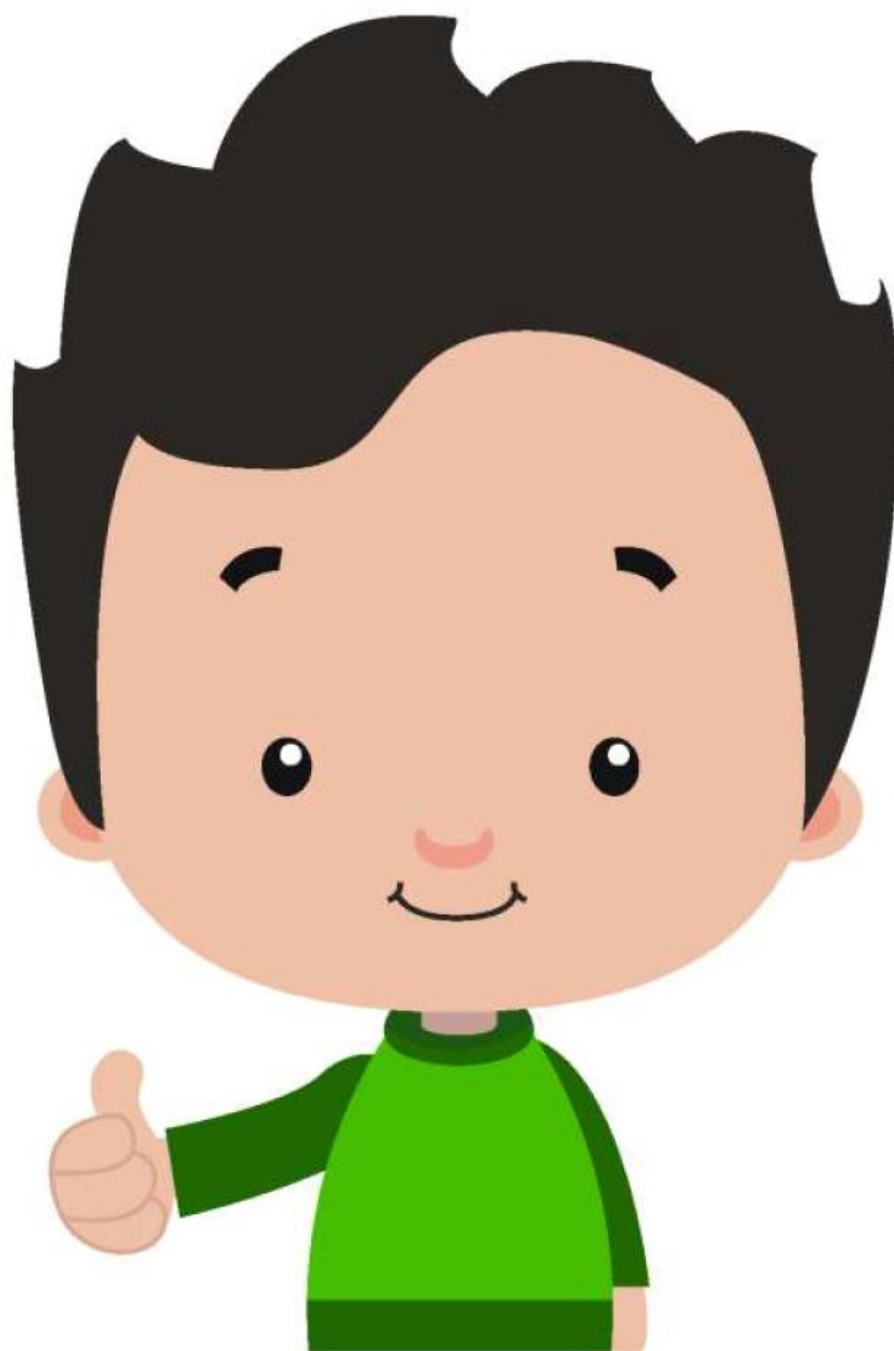


YouTube

Watch the video at
youtube.com/agokidsrock



▶ 1:52 / 3:47



I'm good.





I'm great!



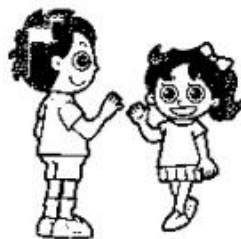


Greetings



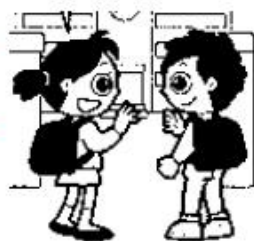
Trace the Greetings and paint the images

Hello



Good Bye

Good Morning









Good Afternoon

Good Night



HOW ARE YOU?

Name : _____

 <p>Fine</p>	 <p>Hungry</p>	 <p>Tired</p>
 <p>Sad</p>	 <p>Happy</p>	 <p>Sleepy</p>

How are you?

I`m -----

References:

1. <https://www.easypacelearning.com/all-lessons/learning-english-level-1/98-greetings-and-introductions-basic-english-lesson>
2. <https://www.google.com/search?q=greetings+part+of+english+lesson>
3. www.hasanboy.uz