

**Unit 1: In school****Day One: Greetings****Objective**

Students will be able to greet others at different times of the day.

**Setting the stage**

Teacher has written the following focus questions on the board in the target language with the English translations directly below. The teacher reads the questions in the target language and points to the translation. Students share their answers with those sitting around them.

- *How do you greet your family members?*
- *How do you greet your friends at school?*
- *How do you greet your teacher?*
- *How do you greet older people?*

**Input**

Teacher walks around the room, uses body language related to greeting someone and says, in the target language (TL), "Hello, how are you? My name is... What is your name? I'm pleased to meet you."

The teacher explains the ritual related to greeting someone older, a person you've never met, or someone who deserves utmost respect in the TL culture.

The teacher then models the difference between saying "Good morning" versus "Good afternoon" and "Good evening" by showing a face of a large clock or by writing 8:00 AM, 4:00 PM and 10:00 PM on the board and pointing to the specific time and then walking around the classroom and saying either "Good morning" or "Good afternoon" or "Good evening" in the TL to every student in the room.

*Tip: discourage the students from repeating or mimicking during the input phase. They need to hear the teacher's pronunciation.*

**Guided Practice**

The teacher, using body language, directs the students to get up out of their seats. The teacher selects a volunteer to help model the next activity. The teacher greets the student. The teacher gives his/her name. The teacher asks the student what the student's name is. The teacher encourages/praises the student for a good response. The teacher then asks all the students to walk around the room and greet at least 5 other students. The student greets one "partner" and then moves to a second partner, then a third, etc.

In the meantime, the teacher is circulating the room, observing and encouraging the students in their activity.

After about 3-5 minutes, the teacher gives a signal for the students to listen. The teacher can start clapping to some kind of musical rhythm or use a musical instrument to create some music. The teacher encourages the students to clap along to the rhythm or to sing along with the music. When the clapping/music stops, the students listen.

Now the teacher points to another time of day (morning/afternoon/evening) and models, with a volunteer, the new greeting. Then, the students walk around the room again and greet more new classmates with the second greeting.

After 3-5 minutes, teacher signals with clapping/music for students to focus. Teacher points to third time of day, models new greeting and asks students to greet another set of NEW classmates.

### Independent Practice

Teacher asks students, in pairs, to list 6 people (e.g., a favorite singer/actor; a leader in their community; a significant adult; a classmate). The students then take a role and in 3 different situations, the pair role plays the greetings in the various times of day. Examples:

- *Student 1 is the principal of the school. Student 2 is a teacher at the school.*
- *Student 1 is a young child. Student 2 is the grandmother of a classmate.*
- *Student 1 is a teenager. Student 2 is a teenager.*

### Closure

Teacher asks the students to write a short paragraph describing what the student learned today and what, if anything, they would like to repeat tomorrow

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