

Module 3

GREETINGS AND INTRODUCTIONS

Greetings and Introductions 3

Present Tense
(4 classes with subsequent review)



Objectives

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At the end of this module, I will be able to affirm:	
Now I can . . .	Now I know . . .
<div><div><input type="radio"/> 1. ask and answer simple questions.</div><div><input type="radio"/> 2. greet others and make introductions.</div><div><input type="radio"/> 3. use the verb to be.</div><div><input type="radio"/> 4. create sentences using common English verbs.</div></div>	

The instructor and assistants, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then, they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

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Memorize the dialog in English.

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	Dialog	Dialog
John:	Good morning, Sharon. How are you?	<i>Good morning, Sharon. How are you?</i>
Sharon:	I am fine, and you?	<i>I am fine, and you?</i>
John:	Great! This is my new friend, Sam.	<i>Great! This is my new friend, Sam.</i>
Sharon:	I am pleased to meet you.	<i>I am pleased to meet you.</i>
Sam:	It is nice to meet you, Sharon.	<i>It is nice to meet you, Sharon.</i>

Assistant instructors help intermediate learners write and participate in greetings in various settings (for example: school, church, workplace, supermarket).



Pronunciation Practice

Pronunciation Practice



Listen and repeat slowly.

Listen and repeat slowly.

-oo-	<u>good, hood, wood</u>
gr-	<u>great, grand, grow</u>
sh-	<u>Sharon, shoe, show</u>
-ing	<u>morning, evening, being</u>
y-	<u>you, your, yes</u>
-end	<u>friend, send, bend</u>
a	<u>Sam, hat, man</u>
ee	<u>meet, feet, need</u>
-ew	<u>new, blew, crew</u>

Fill in the missing letters and say the sounds.

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g_____	h_____	w_____
____eat	____and	____ow
____aron	____oe	____ow
morn_____	even_____	be_____
____ou	____our	____es
fri_____	s_____	b_____
S_____	h_____	m_____
m_____	f_____	n_____
n_____	bl_____	cr_____



Vocabulary Practice

Vocabulary Practice

Listen, repeat, and write.

Listen, repeat, and write.

Dialog Words

good morning

I

fine

great

friend

I'm

pleased

to meet

nice

my

this (person)

Writing Practice

Related Words

hello

me

well

very good

companion

I am

happy

to know

good

belongs to me

that

Writing Practice

Assistant instructors help learners write and say sentences using a few of these words. When correct, teach them to the other learners in your group.



Rhyming Words (usually starting from a word in the dialog)

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Listen and repeat slowly.

Listen and repeat slowly.

<u>Word</u>	<u>Rhyming Words</u>					
good	hood	wood	stood	should	would	could
fine	dine	line	mine	nine	pine	wine
and	band	brand	hand	land	sand	stand
meet	beet	feet	sweet	tweet	sheet	street
nice	dice	lice	price	mice	rice	twice



Word Webs (using words from the dialog and related words)

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well pretty good okay nice to met happy to meet
 nice **fine** good **pleased to meet** good to meet
 not bad great to meet it's a pleasure to meet
 very good
 excellent super
 great outstanding
 wonderful fantastic marvelous

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Vocabulary Practice (using words from the dialog to match to related words)

Vocabulary Practice (using words from the dialog to match to related words)

Match the words in pencil.

Match the words in pencil.

- | | |
|----------------|-----------------|
| good morning • | • well |
| I'm • | • hello |
| fine • | • good |
| great • | • to know |
| my • | • I am |
| friend • | • happy |
| I • | • belongs to me |
| pleased • | • very well |
| to meet • | • me |
| nice • | • buddy |

Write the words you matched in pencil.

Write the words you matched in pencil.

good morning hello



Fill in the missing words in pencil from the dialog.

Fill in the missing words in pencil from the dialog.

John: Good _____, Sharon. _____ are you?

Sharon: I _____ fine, and _____?

John: Great! This _____ my new friend, Sam.

Sharon: I am _____ to meet _____.

Sam: It is nice _____ you, Sharon.



Intermediate Challenge

Prepare a written conversation with someone you meet at Church.

Prepare a written conversation with someone you meet at Church.



From the dialog, circle the correct word.

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Write the complete sentence in pencil.

Write the complete sentence in pencil.

1. (God / Good) morning.
2. How (are / or) you?
3. I'm (find / fine), and (you / your)?
4. (Grate / Great) ! (This / These) is my new friend.
5. I am pleased to (meet / meat) you.
8. It is (niece / nice) to meet (your / you), Sharon.

Instructors project the exercise. Have the learners fill in the blanks in their notebooks and then repeat the sentences after the instructor.



Write and say this sentence in English.



John

You are John and speaking



Sam



Sharon



I am John.



You are Sam.



She is Sharon.



He is Sam.



They are Sharon and Sam.
(She + He = **They**)

She

He



We are John and Sam.
(I + You = **We**)

I

you

Assistant instructors help learners write and say these sentences. When a learner can say the sentences correctly, he or she can teach them to the other learners in the group.

<u>Person</u>	<u>Conjugation</u>	<u>Sample Sentence</u>
I	am	I am happy.
You / We / They	are	We are cold.
He / She / It	is	He is early.



Language Focus: Contractions of *to be*



I am = I'm

He is = he's

You are = you're

She is = she's

We are = we're

It is = it's

They are = they're



Follow the short format above to create simple sentences. Practice saying your sentences.

Follow the short format above to create simple sentences. Practice saying your sentences.

Person

Conjugate to be

Adjective

I am I am happy.

You

He

She

It

We

They

Assistant instructors help learners create sentences using other vocabulary. An example could be, "I am sad." Encourage them to write and say sentences for other words such as tired, late, bored, busy, angry, hungry, funny, serious, and so on.



Long Question <u>Long Question</u>	Reduced Question <u>Reduced Question</u>	Long Answer <u>Long Answer</u>	Reduced Answer <u>Reduced Answer</u>
How are you?	How're you?*	I am fine.	I'm fine.
How is your dad?	How's your dad?	He is fine.	He's fine.
How is he?	How's he?	He is fine.	He's fine.
How is she?	How's she?	She is fine.	She's fine.
How is it?	How's it?	It is fine.	It's fine.
How are you?	How're you?*	We are fine.	We're fine.
How are they?	How're they?*	They are fine.	They're fine.

* It is spoken as "How're" but it is generally written as "How are."

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Fill in the missing words using **am**, **is**, or **are**.

*Fill in the missing words using **am**, **is**, or **are**.*

I am fine.

1. He _____ fine.
2. They _____ fine.
3. She _____ okay.
4. How _____ you?
5. She _____ here today.
6. He _____ my friend.
7. It _____ okay.
8. I _____ pleased to meet you.
9. We _____ fine.
10. You _____ pleased.

Fill in the missing words using **I'm**, **You're**, **He's**, **She's**, **We're**, or **They're**.

*Fill in the missing words using **I'm**, **You're**, **He's**, **She's**, **We're**, or **They're**.*

I'm fine.

- _____ fine.
- _____ fine.
- _____ okay.
- _____ you?
- _____ here today.
- _____ my friend.
- _____ okay.
- _____ pleased to meet you.
- _____ fine.
- _____ pleased.



Mini-Conversations Related to the Dialog



- | | |
|---|---|
| 1. How are things going?
Pretty well, thank you. | 2. Hello, I'm Mary.
Glad to meet you. |
| 3. Who is your friend?
His/her name is _____ | 4. Where are you from?
I'm from Arizona. |

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Expressions Related to the Dialog

Expressions Related to the Dialog



- | | | |
|----|-------------------|---|
| 1. | Expression | Good morning. |
| | Meaning | a way to greet someone. |
| | Examples | Good afternoon, Good evening. Hello. Hi. How are you? |
| 2. | Expression | It's my pleasure. |
| | Meaning | something nice that you like |
| | Examples | It's a pleasure for me. |

Instructors explain the meaning, demonstrate pronunciation, and have the learners repeat the sentences.



Verb	I / You / We / They	He / She / It	Write the correct verb form.	
Regular verbs	Drop the <i>to</i>	Drop the <i>to</i> and add <i>s</i>		
1. to answer	I answer him.	He answers right away.	She _____	correctly.
2. to arrive	I arrive on time.	He arrives late.	He _____	with me.
3. to ask	I ask for a lot.	He asks a question.	We _____	him again.
4. to begin	I begin today.	He begins late.	He _____	class this week.
5. to believe	I believe him.	He believes you.	She _____	it.
6. to bring	I bring food.	He brings books.	She _____	a friend.
7. to call	I call regularly.	He calls every night.	We _____	him on the phone.
8. to come	I come later.	He comes tonight.	We _____	home.
9. to drink	I drink water.	He drinks milk.	We _____	the soda.
10. to eat	I eat a lot.	He eats well.	He _____	everything.
11. to feel	I feel good.	He feels bad.	She _____	something soft.
12. to find	I find rocks.	He finds lost coins.	He _____	the address.
13. to get	I get tired.	He gets busy.	She _____	a bonus.
14. to give	I give donations.	He gives him a dollar.	He _____	it away.
15. to have (irr.)	I have homework.	He has too much work.	She _____	to study.
16. to hear	I hear something.	He hears a noise.	You _____	the song.
17. to help	I help with school.	He helps his friend.	We _____	everyone.
18. to invite	I invite them.	He invites him.	We _____	everybody.
19. to know	I know the way.	He knows English.	We _____	the problem.
20. to laugh	I laugh a lot.	He laughs at the joke.	She _____	all the time.
21. to learn	I learn English.	He learns a lot in class	We _____	the verbs.
22. to leave	I leave late.	He leaves early.	They _____	at noon.
23. to like	I like the food.	He likes the dinner.	He _____	the class.
24. to listen	I listen in class.	He listens carefully.	They _____	to the instructor.
25. to look	I look tired.	He looks right at him.	He _____	crazy.
26. to love	I love the book.	He loves the music.	They _____	learning
27. to make	I make dinner.	He makes it home.	She _____	a cake.
28. to meet	I meet friends.	He meets often.	They _____	each other.
29. to need	I need some food.	He needs to work.	They _____	to run.
30. to read	I read books.	He reads all night.	He _____	the book.
31. to remember	I remember him.	She remembers to call.	They _____	the lessons.
32. to repeat	I repeat out loud.	He repeats the dialog.	She _____	the vocabulary.

33.	to say	I say it out loud.	He says it in English.	She	_____	they can go.
34.	to see	I see him tonight.	He sees her go.	She	_____	the accident.
35.	to sing	I sing in the choir.	He sings the song.	They	_____	well.
36.	to speak	I speak English.	He speaks Spanish.	He	_____	at Church.
37.	to spell	I spell the verbs.	He spells the word right.	He	_____	the word wrong.
38.	to stay	I stay until Friday.	He stays the night.	They	_____	too long.
39.	to take	I take him home.	He takes a long time.	She	_____	her book along.
40.	to talk	I talk too much.	He talks for an hour.	She	_____	during class.
41.	to tell	I tell him.	She tells stories.	We	_____	jokes.
42.	to think	I think too much.	He thinks a lot about it.	He	_____	about his mother.
43.	to understand	I understand well.	He understands the class.	We	_____	her English.
44.	to visit	I visit relatives.	She visits her grandmother.	He	_____	his grandmother.
45.	to walk	I walk a lot.	He walks for exercise.	We	_____	all day.
46.	to want	I want to come.	He wants to rest.	They	_____	to learn English.
47.	to work	I work every day.	He works too hard.	She	_____	on Saturday.
48.	to write	I write books.	He writes a letter.	She	_____	well.
Verbs ending in o, s, sh, ch, or x		Drop the to	Drop the to and add es			
49.	to do	I do their work.	He does their assignment.	They	_____	well.
50.	to go	I go early today.	He goes until 5:00 p.m.	She	_____	home.
51.	to cash	I cash the check.	He cashes the check.	He	_____	the check.
52.	to finish	I finish late.	He finishes early.	You	_____	on time.
53.	to teach	I teach English.	He teaches classes.	You	_____	well.
54.	to watch	I watch baseball.	He watches TV	We	_____	the game.
Verbs ending in y		Drop the to	Drop the to, change y to i, add es			
55.	to cry	I cry for help.	He cries a lot.	I	_____	at night.
56.	to fly	I fly here today.	He flies a kite.	We	_____	to New York.
57.	to study	I study every day.	He studies for each test.	They	_____	all weekend.
58.	to try	I try every day.	He tries hard.	You	_____	to learn Spanish.
Irregular verbs		Drop the to and memorize irregular verbs				
59.	to be	I am busy.	He is a good learner.	We	_____	good learners.
60.	to be able to	I am able to eat.	He is able to read.	They	_____	able to speak well.
.	can (alternate)	I can do it.	He can run fast.	You	_____	work hard.

Instructors read the sentences and ask the learners to read them together with the instructor. Act some of these out with role-playing.



Instructors ask questions of the learners, motioning whether the question is to a you, we, they, he, or she. Learners respond. Instructors model a sentence for the learners that uses one of the verbs correctly conjugated based on the subject selected. Then learners create short questions and sentences and write them below. Instructors and assistant instructors correct the written work. Then learners share with other class members their questions and sentences, using correct gestures.



Present Tense—Sentence Practice

At School or Class

Optional Pronouns

(I/You/We/They/He/She/It)

I

I

You / We / They

He / She

Verb conjugations

(answer, arrive, come, go, help, learn, like, listen, speak, read, spell, talk, think, walk, write, study)

walk

Optional Prepositional Phrases

(before class, to class, in class, during class, after class, before school, to school, in school)

to class

Several learners write on the board where the activity is projected, or on a separate page, and say sentences using various subjects, proper conjugations, and appropriate prepositional phrases. After a learner says a proper sentence with good pronunciation, the rest of the class says the same sentence. Instructors help learners practice proper pronunciation.

60 Common Verbs Flash Fold Cards

Cut out card and fold on dotted lines.

Card 3A

Infinitive	Translation	I / You / We / They	He / She / It
1. to answer	<i>to answer</i>	answer	answers
2. to arrive	<i>to arrive</i>	arrive	arrives
3. to ask	<i>to ask</i>	ask	asks
4. to begin	<i>to begin</i>	begin	begins
5. to believe	<i>to believe</i>	believe	believes
6. to bring	<i>to bring</i>	bring	brings
7. to call	<i>to call</i>	call	calls
8. to come	<i>to come</i>	come	comes
9. to drink	<i>to drink</i>	drink	drinks
10. to eat	<i>to eat</i>	eat	eats
11. to feel	<i>to feel</i>	feel	feels
12. to find	<i>to find</i>	find	finds
13. to get	<i>to get</i>	get	gets
14. to give	<i>to give</i>	give	gives
15. to have	<i>to have</i>	have	has
16. to hear	<i>to hear</i>	hear	hears
17. to help	<i>to help</i>	help	helps
18. to invite	<i>to invite</i>	invite	invites
19. to know	<i>to know</i>	know	knows
20. to laugh	<i>to laugh</i>	laugh	laughs
21. to learn	<i>to learn</i>	learn	learns
22. to leave	<i>to leave</i>	leave	leaves
23. to like	<i>to like</i>	like	likes
24. to listen	<i>to listen</i>	listen	listens
25. to look	<i>to look</i>	look	looks
26. to love	<i>to love</i>	love	loves
27. to make	<i>to make</i>	make	makes
28. to meet	<i>to meet</i>	meet	meets
29. to need	<i>to need</i>	need	needs
30. to read	<i>to read</i>	read	reads

60 Common Verbs Flash Fold Cards

Cut out card and fold on dotted lines.

Card 3B

Infinitive	Translation	I / You / We / They	He / She / It
31. to remember	<i>to remember</i>	remember	remembers
32. to repeat	<i>to repeat</i>	repeat	repeats
33. to say	<i>to say</i>	say	says
34. to see	<i>to see</i>	see	sees
35. to sing	<i>to sing</i>	sing	sings
36. to speak	<i>to speak</i>	speak	speaks
37. to spell	<i>to spell</i>	spell	spells
38. to stay	<i>to stay</i>	stay	stays
39. to take	<i>to take</i>	take	takes
40. to talk	<i>to talk</i>	talk	talks
41. to tell	<i>to tell</i>	tell	tells
42. to think	<i>to think</i>	think	thinks
43. to understand	<i>to understand</i>	understand	understands
44. to visit	<i>to visit</i>	visit	visits
45. to walk	<i>to walk</i>	walk	walks
46. to want	<i>to want</i>	want	wants
47. to work	<i>to work</i>	work	works
48. to write	<i>to write</i>	write	writes
49. to do	<i>to do</i>	do	does
50. to go	<i>to go</i>	go	goes
51. to cash	<i>to cash</i>	cash	cashes
52. to finish	<i>to finish</i>	finish	finishes
53. to teach	<i>to teach</i>	teach	teaches
54. to watch	<i>to watch</i>	watch	watches
55. to cry	<i>to cry</i>	cry	cries
56. to fly	<i>to fly</i>	fly	flies
57. to study	<i>to study</i>	study	studies
58. to try	<i>to try</i>	try	tries
59. to be	<i>to be</i>	I am You/We/They are	is
60. to be able to	<i>to be able to</i>	I am able to You/We/They are able to	is able to
(can)	<i>(can)</i>	can	can

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Dialog Flash Fold Card

Cut out the box on the solid lines. Fold the dialog on the dotted line and practice the English sentences to memorize them. You can use the other side of the card to help you understand the meaning of the dialog.

Card 3C

Module 3	Dialog	<i>Dialog</i>
John:	Good morning, Sharon. How are you?	<i>Good morning, Sharon. How are you?</i>
Sharon:	I am fine, and you?	<i>I am fine, and you?</i>
John:	Great! This is my new friend, Sam.	<i>Great! This is my new friend, Sam.</i>
Sharon:	I am pleased to meet you.	<i>I am pleased to meet you.</i>
Sam:	It is nice to meet you, Sharon.	<i>It is nice to meet you, Sharon.</i>

