

Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
**«АРМАВИРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ  
УНИВЕРСИТЕТ»**  
Факультет иностранных языков

**РЕЦЕНЗИЯ**  
на комплекс дидактических материалов (игровых упражнений)

**«ENGLISH GREETING AND FAREWELL»**

учителя английского языка Молчановой Е. А.

Рецензируемый комплекс дидактических материалов направлен на создание условий для интеллектуального развития обучающегося и формирования его коммуникативных и социальных навыков, посредством немецкого языка.

Серия дидактических материалов содержит все необходимые структурные части: титульный лист, цели и задачи, тексты с глоссарием, обучающие задания разного уровня. Данные материалы направлены на освоение программы по всем следующим речевой деятельности: говорение, чтение, письмо; языковым знаниям и навыкам (графика и орфография, фонетическая сторона речи, грамматическая сторона речи).

Содержание комплекса дидактических материалов соответствует поставленным целям и задачам, определены способы определения результативности обучения.

Таким образом, серия дидактических материалов может быть рекомендована для использования.

Рецензент: к.п.н, доцент  
кафедры иностранных языков  
филологического факультета АГПУ



Геливера Л.О.

«25» марта 2025г.



Муниципальное автономное общеобразовательное учреждение – средняя  
общеобразовательная школа № 25

**Комплекс дидактических материалов (игровых упражнений)  
для формирования регулятивно - поведенческого компонента  
коммуникативной компетенции**

**ENGLISH GREETING AND FAREWELL**

Автор:

Молчанова Елена Александровна,

учитель английского языка

МАОУ-СОШ № 25

Армавир, 2025

КОПИЯ  
ВЕРНА



*Директор*

*МАОУ-СОШ № 25*

*М.В.Р.*

*А.В. Мусейкин*

## General Guidelines

# Say Hello!

## Greetings

It is polite to greet a person you know. However, you don't always have time to stop and have a conversation. Just remember to smile as you say hello. A small wave is also polite. Sometimes you pass the same person a second time on the same day. You can say "hello again" or just smile.

People in European and English-speaking cultures often shake hands when they meet someone for the first time.

Close friends often hug when they greet each other, especially after a long time without seeing one other. Men sometimes give each other a hand shake or a high-five (touch palms above the head).

Say an appropriate form of hello.

"*Good morning*" is quite formal. Reply with the same level of formality.

You can use "*Hello*" with people you don't know, but a more formal greeting is "*Good morning / afternoon / evening*".

You can say "*Nice to meet you*" or "*Pleased to meet you*".

Using slang in a greeting is typical between close friends. Teens often use slang when they greet each other. Certain English speaking countries also have their own popular form of "hello": "*Howdy*", "*Hiya*", "*Whazzup*", "*Yo*".

Friends often say "*Hi*" to each other. Then they often ask a general question, such as "*How are you?*" or "*How are things?*" or "*How's life?*"

The reply to these questions is normally positive: "*Fine thanks, and you?*", "*Fine thanks, what about yourself?*", "*Not bad.*" Or "*Can't complain*", "*Not bad*" is a good reply if you don't want to give lots of details. Don't use "very" with "fine".

"*How do you do?*" is quite formal for British English speakers and the reply to this question is to repeat the phrase, "How do you do?" (as strange as that

may sound!)

At work, one person may have higher status – your boss, or a client, for example. It's polite to address them as Mr / Ms until the situation becomes more informal.

Say “good night” if you won't see the person again during that day / evening. “*Good night*” is a farewell (goodbye) phrase. It is NOT a greeting to use at night time.



### **Farewell**

#### **Formal goodbyes:**

“*Goodbye*” itself is actually one of the most formal ways to say goodbye to someone.

“*Farewell*” is quite formal and very emotional-sounding. It also seems very final. It's the type of thing that two lovers in a movie might say if they're never going to see each other again or if you finish school you can say “Farewell to school”. You probably won't use it often in daily life.

Say “*Have a good day*” (or “*Have a nice day,*” “*Have a good evening,*” or “*Have a good night*”) to someone that you're not very close with, like a coworker that you don't know well, an employee, a customer, or a friend of a friend.

“*Take care*” is still a little bit formal, but not quite as formal as “Have a good day.” Use this when you're not going to see someone again for at least a week.

#### **Casual goodbyes**

“*Bye*” is the most common way to say goodbye in English. You can say “Bye” to anyone you know, from friends to coworkers to clients. It's common to say “Bye” at the very end of a conversation, even after you've said some of the other phrases

in this list.

Little children say “*Bye bye*”, and adults say it when speaking to children. When adults use “Bye bye” with each other, it can either sound childish or sometimes flirtatious.

You say “*See you later*” when you're saying goodbye to someone in person. When you're talking to someone on the phone, you can say “*Talk to you later*” instead.

## Games

### 1. Who said that?

- Practise opening and closing your eyes with the children then tell them that one pupil will be chosen to say “*Hello*” (or any other greetings) in a different voice, e.g. like a ghost.
- The pupils sit in their chairs and the teacher walks around the classroom among the pupils, who have their eyes shut and repeatedly says “*Close your eyes, please.*”
- Lightly tap the shoulder of a random pupil to signal that he/she must open their eyes, look at a character flashcard and say “*Hello*” in that voice. Say “*If I touch you, say Hello.*”

After hearing someone saying “*hello*” the rest of the class open their eyes and guess who it was that said it “*Who said that?*”

*Variants of different voices:*

Like a grandmother/Like a little child/Like a man who lost his voice/Like a lady-killer

### 2. Formal or informal?

- Cut up the handout into mini cards and put them into a bag.
- Every pupil takes a card from the bag and says whether this expression is formal or informal. The next task for him/her is to explain when we use this or that expression.

<b>Bye</b>	<b>See you later</b>
<b>Good morning</b>	<b>How are things?</b>
<b>Have a good day</b>	<b>Pleased to meet you</b>

See you later

Talk to you later

### 3. Monitor the situation

7 pupils get their situation and try to say goodbye\hello in an appropriate way. Other pupils clap their hands if the answer is correct and stamp their feet if the answer is wrong.

Say goodbye. You're not going to see someone again for at least a week
Say goodbye to your coworker that you don't know well
Say goodbye. You're never going to see your beloved again.
Say hello. You pass the same person a second time on the same day.
Say hello to your boss (the situation is formal).
You're saying goodbye to someone in person.
You're saying goodbye to someone on the phone.

### INTRODUCING YOURSELF

#### Introduction Etiquette General Guidelines



#### *Introducing yourself*

In formal situations, give your first name and surname. In informal situations give your first name.

“I'm ...” (your first name / first name + surname)

“My name is ...” (your first name / first name + surname)

#### *Introducing other people*

“This is... (name of your friend).”

Give friend's name and add more information about the person.

“He's a friend of mine.”

“He's a friend of my brother.”

“He's a colleague.”

“She's my cousin.”

*Introduce the “less-important” to the “more-important”.*

*Introduce men to women*

If introductions are made between a man and a woman, a woman usually extends her hand first.

If you are sitting, the proper introduction etiquette is to stand when a person is being introduced to you.

Women today either remain seated or do a half stand from her seat at the table, because sometimes the chair is heavy and not easy to move back especially when a woman is dressed in gown.

*Introduce younger to older.*

*Introduce the more familiar to the less familiar (between friends)*

*Introduce a single person to a group*

If you are introducing a friend to a group of people, get everyone's attention first.

How to get everyone's attention: In a formal setting, stand next to the person to-be-introduced and wait for a while for everyone to turn their attention to you. In an informal setting, you can just greet everyone saying, "Hey everyone, this is my friend Joy!"

In a formal setting, you may call names in a group, "Mr Tan, James, Laura, I'd like you to meet Joy whom I met last week."

"Joy, this is Mr Tan, James, Laura."

Ideally, Joy should walk around extending her hand and say, "Nice to meet you Mr Tan."

If someone says, "Please call me (Henry)", you know you can use first names. If someone uses your first name, you can use their first name too.

## **Games**

### **1. The Name Game**

- Arrange the students into two teams and sit each team in a circle.
- Tell the teams that they are going to race each other to say everyone's name in their team.
- Give the first student in each team a ball. The first student begins by saying their name, e.g. I'm Peter.
- The first student then passes the ball to the second student.
- The second student repeats the first student's name and then adds their own name and more information about the person, e.g. His name is Peter, he is a friend of mine and I'm Kate.
- The second student passes the ball to the next student.
- The next student continues on the same pattern.
- This continues until all the names have been said.

People can carry on the game with other personal information, e.g. age, height, hobbies etc.

## 2. Trip to the Moon

The aim of the game is for students to join a trip to the moon. Tell the pupils that you are a spaceship captain and you are going to travel to the moon. You want some students to join you, but each student must bring something for the trip.

To begin the game you say, "I'm the captain of a spaceship. I'm going on a trip to the moon. Who wants to go with me and what are you going to bring?"

Then, write the following sentence on the board for the students to follow:

*My name is \_\_\_\_\_ and I will bring a/an/some \_\_\_\_\_.*

The students who are allowed to go are the ones who will bring something that begins with the first letter of their name. However, you don't explain this to the students. It's up to them to work it out!

*The first student then stands up and says, "My name is \_\_\_\_\_ and I will bring a/an/some \_\_\_\_\_."*

If the item doesn't match the first letter of their name, you say, "I'm sorry, you can't go." Then, you move on to the next student.

If a student manages to work it out or accidentally says an item matching with the first letter of their name, you accept them on board and write their name on the board.

Eventually, most of the students will understand the game when they see that some of the students are allowed to go.

## 3. Role play

Stick to the situation and act out dialogues. Mind etiquette general rules and nonverbal communication

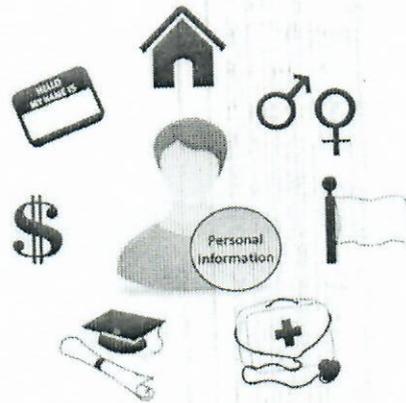
<i>Age: 26</i> <i>Sex: Female</i> <i>Situation: you are sitting at the table</i>	<i>Age: 30</i> <i>Sex: Male</i> <i>Situation: you want to get acquainted with a famous authoress sitting at the table</i>
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<i>Age: 14</i> <i>Sex: Female</i> <i>Situation: you are late for the party, apologize and introduce yourself</i>	<i>Age: 15</i> <i>Sex: Female</i> <i>Situation: you would like to introduce a late friend to a group of people in an informal setting</i>
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<i>Age: 27</i> <i>Sex: Female</i> <i>Situation: you are late for the meeting, introduce yourself and get acquainted with other colleagues</i>	<i>Age: 30</i> <i>Sex: Female</i> <i>Situation: you would like to introduce your colleague to a group of people in a formal setting</i>
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<i>Age: 20</i> <i>Sex: Female</i> <i>Situation: you would like to get acquainted with friends of your brother, ask him to introduce you to them.</i>	<i>Age: 25</i> <i>Sex: Male</i> <i>Situation: Your friends are of different age. Mike is 30. Peter is 17. Introduce them to your 20 year old sister.</i>
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## ASKING FOR AND GIVING PERSONAL INFORMATION ABOUT SOMEONE



### Which topics are best avoided for small talk?

You may need to be careful when you talk about some topics, especially with people that you've only just met, people who are older than you, people who appear to have strong religious or political views, or people who may have some personal problems or sensitivities. For example, be cautious if you discuss these subjects:

- Age, eg "How old are you?"
- Appearance or weight, eg. "You seem to have put on some weight"

- Personal gossip about somebody you know
- Jokes that might offend (especially sexist or racist jokes)
- Money, eg. "How much do you earn?"
- Previous or current relationships, eg "Do you have a girlfriend?"
- Politics, eg. "Who did you vote for at the last election?"
- Religion, eg. "Do you believe in God?"

## Games

### 1. Making an appointment

Work in pairs. Imagine that one of you want to make an appointment with the doctor for your sister/brother and call to reception office, another one asks and puts down her personal data. Act it out.

Personal Information could be: surname (family name), first name, place of work, address, phone number, etc.

Asking for information	Giving information
<ul style="list-style-type: none"> <li>• What's his/her name?</li> <li>• Where's he/she from?</li> <li>• How old is he/she?</li> <li>• Has he/she got any brothers or sisters?</li> </ul>	<ul style="list-style-type: none"> <li>• (His/Her name's) Tim/Tanya.</li> <li>• He/She's from (Russia).</li> <li>• He/She's twelve (years old).</li> <li>• Yes, he/she's got (1 brother and 2 sisters)./No, he/she hasn't./I don't know.</li> </ul>

### 2. Ball Name Game

**Material:** A soft bouncy ball.

- The teacher first says "My name is..." and asks "What's yours?" or "What's your name?"
- Then the teacher tosses the ball and a student has to catch it.
- That student has to answer "My name is..." , then toss the ball to another partner and ask for his or her name and so on until students have introduce themselves.

In fact, the activity can be done with many different questions and answers.

### 3. Tic Tac Toe

- Draw tic tac toe charts on the whiteboard.
- Form teams (suggested 6 or 4).

- Draw a chart for each two teams.
- Write a word in each space of the chart (name, address, telephone, nationality, etc.)
- Two teams play on one chart. Give turns to participate.

If a team want to write its cross or doughnut on a space, they must say a phrase, question, or sentence mentioning the word written in that space.

#### 4. Erase the Word

- Write a dialogue on the whiteboard and make some drillings.
- Form teams. Give turns.
- Each team has to read the dialogue aloud.
- Before the teams read the dialogue for the second time, erase a word or two.  
Be careful that anyone copied it on his/her notebook.
- The teams have to read the dialogue as if any words were erased. Repeat the procedure until the whole dialogue has been erased.
- The team which can say the whole dialogue wins the competition.

*Possible dialogue:*

#### Contact Information

*Where are you from?*

I am from \_\_\_\_\_.

*What is your address?*

My address is \_\_\_\_\_.

*What is your phone number?*

My phone number is \_\_\_\_\_.

*What is your cell phone number?*

My cell phone number is \_\_\_\_\_.

*Do you live with your parents?*

Yes, I do. *or* No, I don't.

*Do you live alone?*

Yes, I do. *or* No, I don't.

*Who do you live with?*

I live with my \_\_\_\_\_.

*Do you live in a house or an apartment?*

I live in a/an \_\_\_\_\_.

*What is your e-mail address?*

My e-mail address is \_\_\_\_\_.

## **IDENTIFYING AND DESCRIBING PEOPLE**

### **1. Secret card**

This is a guessing game for 2 players (or teams). In this game, there is one person asking questions (Player Q) and the other person answering questions (Player A).

*Materials:* a game board for Player Q, playing cards (6 sets), an envelope for each card set

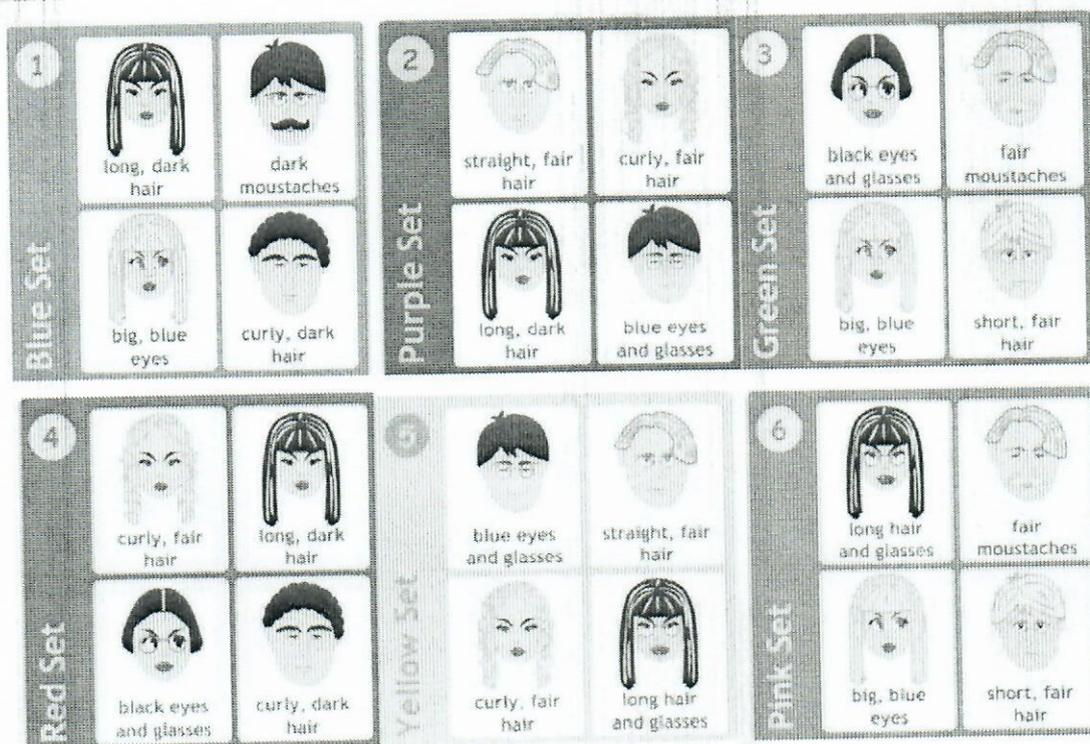
#### *Preparation*

- Print out a game board and sets of playing cards.
- Decide who will be Player Q and Player A.

Player Q gets a game board. Player A selects an envelope, takes out the cards and fans them in his or her hand secretly.

Player Q has to guess the secret set by asking yes/no questions, for example, *Has he got fair moustaches?* According to the given answers, Player Q eliminates the pictures on his/her game board until he or she finds out the secret set.

The game can be played on two boards, one for each player. Each player marks his or her secret set of cards, then tries to guess the other person's set by process of elimination.



## 2. Dumb show

Some pupils get cards with their roles and mime. Others try to guess, asking different question about the person, action, traits of character and feelings.

**A flirtatious curious model**  
 КОКЕТЛИВАЯ ЛЮБОПЫТНАЯ МОДЕЛЬ

**A sad girl playing the piano**  
 грустная девочка, играющая на фортепиано

**Sleepy student doing his homework**  
 невыспавшийся школьник, делающий уроки

**Man in love singing serenade**  
 влюбленный молодой человек, поющий серенаду

**Grouchy old lady, sitting on the bench**  
 пожилая леди, сидящая на скамейке

## ASKING ABOUT/TELLING THE TIME



To *tell the time* means to say what the time is, perhaps after somebody *asks the time*.

To tell someone what the time is, we can say "The time is..." or, more usually, "It's...".

<i>If it's before noon we tend to say "in the morning".</i>	<i>If it's after noon we say "in the afternoon".</i>	<i>If it's late we say "at night".</i>
It's seven o'clock in the morning.	It's two o'clock in the afternoon.	It's ten o'clock at night
<i>15 minutes past the hour is quarter past:</i>		
It's quarter past seven in the morning.	It's quarter past two in the afternoon.	It's quarter past ten at night.
<i>30 minutes past the hour is half past:</i>		
It's half past seven in the morning.	It's half past two in the afternoon.	It's half past ten at night.
<i>45 minutes past the hour is quarter to:</i>		
It's quarter to eight in the morning.	It's quarter to three in the afternoon.	It's quarter to eleven at night.

*How to ask the time in English.*

Excuse me. What time is it, please?

Excuse me. Do you have the time, please?

Excuse me. Could you tell me the time, please?

**Games:**



ВЕКТОР  
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# СВИДЕТЕЛЬСТВО О ПУБЛИКАЦИИ

**Молчанова Елена Александровна,**

опубликовал(а) научную статью в международном научном журнале  
«ВЕКТОР НАУЧНОЙ МЫСЛИ» в выпуске 3(20) 2025  
со следующими выходными данными

Молчанова Е.А., Организация внеурочной деятельности по английскому  
языку в рамках реализации ФГОС //Вектор научной мысли: научный журнал.  
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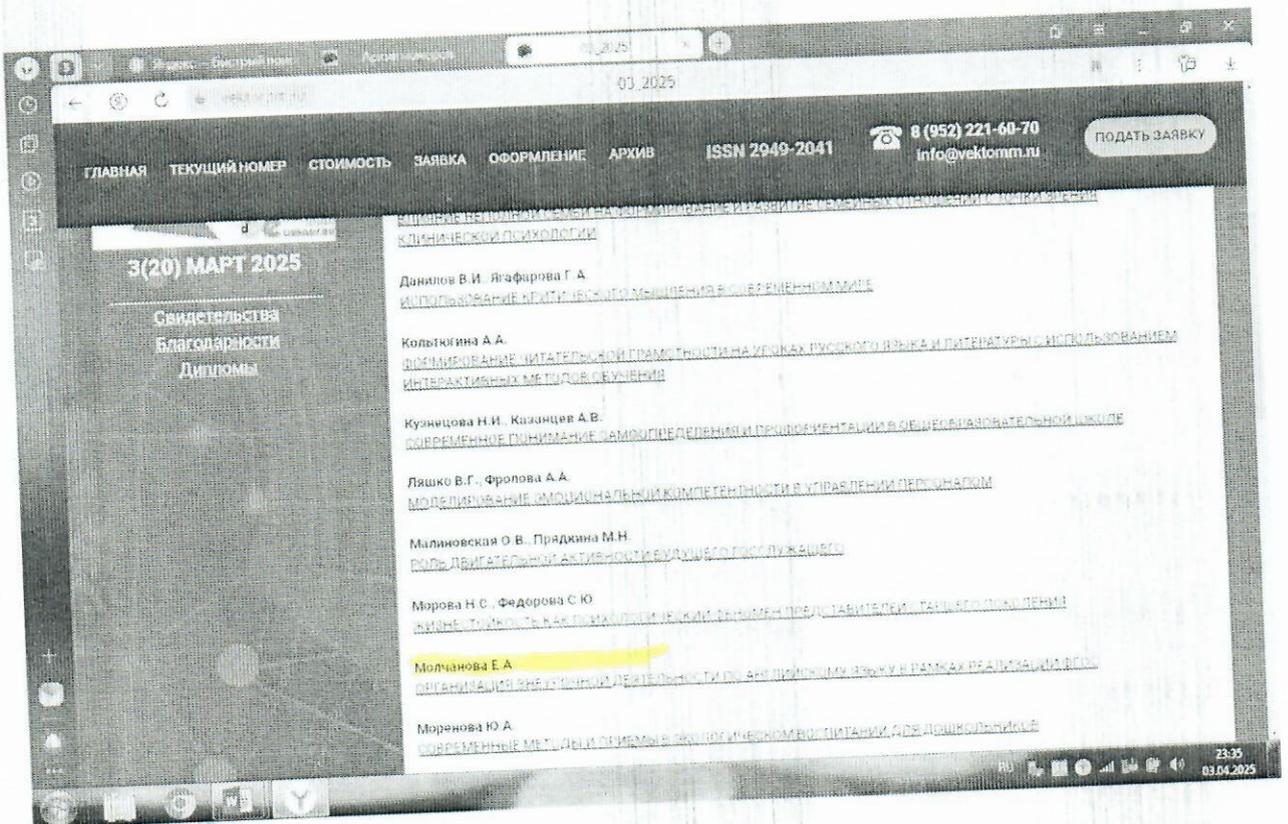
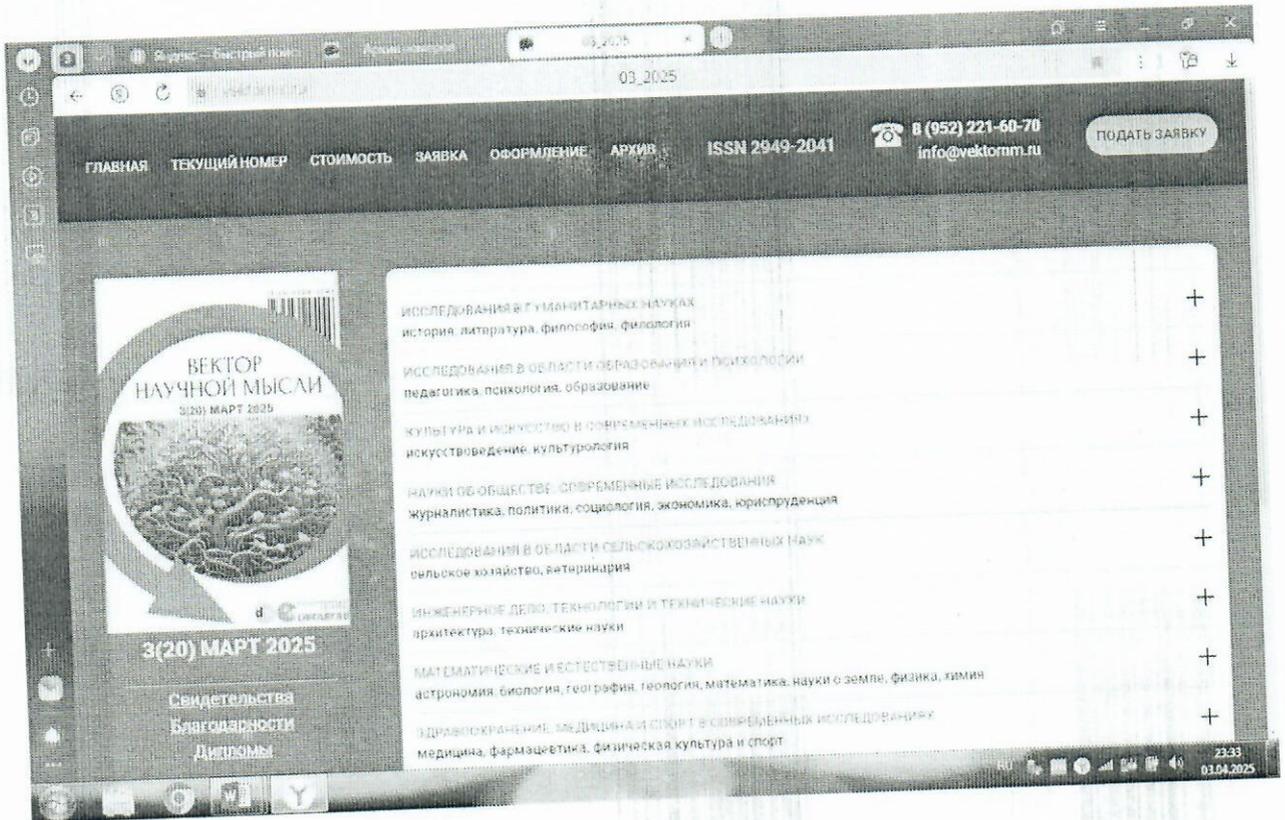
*Журнал публикует результаты фундаментальных, поисковых и прикладных научных  
исследований российских и зарубежных ученых*

КОПИЯ  
ВЕРНА

Директор МИПИ им. Ломоносова - 25 Марта 2025 г. А.В. Мусеймен

Директор МИПИ им. Ломоносова  
Павлов Леонид Александрович





Федеральный научный центр исследований образования  
Институт педагогических и психологических наук  
образования  
Москва

МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И МОЛОДЕЖНОЙ ПОЛИТИКИ  
КРАСНОДАРСКОГО КРАЯ

Государственное бюджетное образовательное учреждение  
дополнительного профессионального образования  
«Институт развития образования» Краснодарского края  
(ГБОУ ИРО Краснодарского края)

## УДОСТОВЕРЕНИЕ О ПОВЫШЕНИИ КВАЛИФИКАЦИИ

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15653/22

Регистрационный номер № .....

Настоящее удостоверение свидетельствует о том, что \_\_\_\_\_  
**Молчанова Елена Александровна**

с «10» июня 2022 (фамилия, имя, отчество) 24 июня 2022  
Г. по «.....» Г. .... Г.

прошел(а) повышение квалификации в .....

**ГБОУ ИРО Краснодарского края**  
(наименование образовательного учреждения (подразделения) дополнительного профессионального образования)  
«Реализация требований обновленных ФГОС НОО,  
по теме: \_\_\_\_\_  
(наименование проблемы, темы, программы дополнительного профессионального образования)  
**ФГОС ООО в работе учителя»**

в объеме: 36 часов  
(количество часов)

За время обучения сдал(а) зачеты и экзамены по основным дисциплинам  
программы:

Наименование	Объем	Оценка
Нормативное и методическое обеспечение внедрения обновленных ФГОС ООО	13 часов	Зачтено
Внедрение обновленных ФГОС НОО, ФГОС ООО в предметном обучении (предмет "Иностранный язык")	22 часа	Зачтено
Итоговая аттестация	1 час	Зачтено

Прошел(а) стажировку в (на) \_\_\_\_\_  
(наименование предмета, организации, учреждения)

Итоговая работа на тему: .....



Ректор .....

Секретарь .....

Краснодар  
Город

Т.А. Гайдук

И.Ф. Тоцкая

Дата выдачи 24 июня 2022 года

МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И МОЛОДЕЖНОЙ ПОЛИТИКИ  
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## УДОСТОВЕРЕНИЕ О ПОВЫШЕНИИ КВАЛИФИКАЦИИ

231500026866

Регистрационный номер № 14102/23

Настоящее удостоверение свидетельствует о том, что

**Молчанова Елена Александровна**

(фамилия, имя, отчество)

с « 26 » июня 2023 г. по « 7 » июля 2023 г.

прошел(а) повышение квалификации в

**ГБОУ ИРО Краснодарского края**

(наименование образовательного учреждения (подразделения) дополнительного профессионального образования)

по теме: «Реализация требований обновленных ФГОС ООО»

(наименование проблемы, темы, программы дополнительного профессионального образования)  
**ФГОС СОО в работе учителя» (иностраннный язык)**

в объеме: 36 часов (количество часов)

За время обучения сдал(а) зачеты и экзамены по основным дисциплинам программы:

Наименование	Объем	Оценка
Нормативное и методическое обеспечение внедрения обновленных ФГОС	17 часов	Зачтено
Обучение иностранному языку на основании требований обновленных ФГОС ООО, ФГОС СОО	18 часов	Зачтено
Итоговая аттестация	1 час	Зачтено

Прошел(а) стажировку в (на) (наименование предмета,

организации, учреждения)

индивидуальная работа на тему:



Ректор

Т.А. Гайдук

Секретарь

О.С. Науменко

Краснодар  
Город

Дата выдачи 7 июля 2023 года

МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И МОЛОДЕЖНОЙ ПОЛИТИКИ  
КРАСНОДАРСКОГО КРАЯ

Государственное бюджетное образовательное учреждение  
дополнительного профессионального образования  
«Институт развития образования» Краснодарского края  
(ГБОУ ИРО Краснодарского края)

# УДОСТОВЕРЕНИЕ

О ПОВЫШЕНИИ КВАЛИФИКАЦИИ

231201552046

Регистрационный номер № 9716/24

Настоящее удостоверение свидетельствует о том, что  
**Молчанова Елена Александровна**

(фамилия, имя, отчество)

с 20 мая 2024 г. по 29 мая 2024 г.

прошел(а) повышение квалификации в

**ГБОУ ИРО Краснодарского края**

(наименование образовательного учреждения (подразделения) дополнительного профессионального образования)

по теме: «Реализация требований обновленных ФГОС ООО,

(наименование проблемы, темы, программы дополнительного профессионального образования)

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Итоговая аттестация	1 час	Зачтено

Прошел(а) стажировку в (на) (наименование предмета,

организации, учреждения)

Итоговая работа на тему:



М.П.

И.О. Ректор

Секретарь

Город Краснодар

Дата выдачи 29 мая 2024 года

И.В. Лихачева

В.Е. Овсиенко