

Unit 1: In school**Day Two: Greetings and dialogues****Objective**

1. Students will be able to model how to greet different people of various ages/social status.
2. Students will be able to read a dialogue that depicts greeting scenes.
3. Students will be able to react to teacher commands.

Setting the stage

Teacher shows a 2-minute videotape (taped from TV or other source) that depicts several "greeting" scenes. The sound is turned down so that students only view the tape but cannot hear any dialogue. The teacher shows the tape several times. After the second showing, the teacher asks the students, with partners, to tell each other what they think the dialogue on the videotape might have been.

Input

The teacher has written several dialogues on the board in the target language (TL).

A:

*--Good morning,
young man.
--Good morning,
Sir/Madame.
--What is your
name?
--My name is ...*

B:

*--Good
afternoon,
Madame.
--Good
afternoon. What
is your name?
--My name is ...
--Very pleased to
meet you.
--Nice to meet
you, too.*

C:

*(two young people of
approximately the same
age)
--Hi, good evening.
What's your name?
--Hi, My name is ... And
you?
--My name is ...
--Nice to meet you.
--Same for me.*

The teacher reads aloud the first dialogue. The students just listen.

The teacher now rereads the first dialogue and asks for volunteers to name the first missing name. The teacher encourages students to be creative. The more unusual the name, the more the students will remember the dialogue. "Superman" or any popular singer, actor, cartoon character, TV personality, etc.

Then, the teacher reads the other two paragraphs and asks the class to create other names in the missing sections. The students enjoy this and feel that they are helping to create their own lesson, a real sense of empowerment.

Now, the teacher models, with hand puppets or with two large photos held up for all to see, or with a heritage speaker student (a student whose family speaks the TL at home) these phrases:

1. *How are you today?*
2. *Very well, thank you.*
3. *I'm well, too.*
4. *What's happening? How is it going?*
5. *See you later.*

The teacher then asks the students where they would like to add the new phrases to the three dialogues written on the board. The teacher adds these phrases to the dialogues.

The teacher states and models the following expressions and the students mimic his or her actions.

1. *Please*
2. *Attention, please*
3. *Repeat, please*
4. *Take a sheet of paper, please*
5. *Write, please*
6. *Get up, please*

Guided Practice (10 minutes)

The teacher asks the students to copy the dialogues.

When the students have finished writing, the teacher reads each dialogue aloud and asks students to indicate in writing which of the following categories describe the dialogues.

1. *The people in the dialogue know each other.*
2. *The teacher is a man.*
3. *We know the last names of both people.*
4. *The student talks with the teacher in a formal tone.*
5. *Neither person is feeling well.*

Then, the students compare their answers with someone sitting near them.

The teacher (in the TL) asks students get up out of their seats. The teacher models by reading a dialogue with another student. Then the teacher indicates, with voice and body language, that now all the students need to stand up and read the first dialogue with at least two different partners. Then, the teacher directs the students to move to a 3rd partner and 4th partner and practice the second dialogue. The students then work with the third dialogue with a 5th and 6th partner.

Independent Practice (10 minutes)

The teacher writes the following on the board:

- *Your brother*
- *Your teacher*
- *Your best friend*
- *Your friend's mother*
- *Your cat*
- *Your principal*
- *A new acquaintance who is about your age*

The students choose two of these and write an appropriate dialogue. (10 min)

The teacher sets a time limit and gives "warnings" as to how much time remains, e.g., "You have five minutes left..., 3 min..., 1 min..., 30 secs"

Students pair up with someone sitting nearby and read their dialogues aloud to each other.

Closure

Several volunteer students read their dialogues aloud to the class. The teacher encourages their classmates to applaud, cheer, etc. The teacher compliments the volunteers first and then the entire class for all their good work today.

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