

Getting To Know You

* Dialog *

Purpose:

1. To build a sense of community within the ESL classroom
2. To practice old and new vocabulary

Preparation:

1. Determine what vocabulary is new. Introduce new vocabulary to students
2. Prepare visuals (Flash cards are below).

Activity:

Step 1: Explain the context and purpose of the dialog.

Step 2: Model the first line of the dialog. Teacher speaks first:

I'm a teacher. (You may use the picture of the teacher, if necessary.)

Step 3: Repeat in chorus.

Here the teacher can integrate a dialog expansion exercise into the teaching of the dialog. This will prepare the students for the personalizing of the dialog:

Teacher: I'm a teacher. (Shows picture of teacher)

Class: I'm a teacher.

Teacher: I'm a plumber. (Shows picture of plumber)

Class: I'm a plumber.

Step 4: Expand the first part of the dialog.

Teacher: (Shows picture of welder to see if anyone knows it. If not, the teacher says) A welder.

Class: A welder.

Teacher: (Shows pictures of professions and elicits and repeats the name of each.)

Step 5: Elicit vocabulary items of special interest to the students.

In each vocabulary expansion exercise the teacher should get the students to identify vocabulary items that they need to know. In this case the teacher should get each student to tell what his profession is.

Teacher: What other professions would you like to know? Juan, what are you?

Juan: (He says it in English if he knows it. If not, he can say it in his native language or communicate it with gestures.)

Teacher: Oh. A barber. Repeat class.

Class: A barber.

Teacher: You cut hair. (Teacher pantomimes cutting hair.)

Step 6: Repeat dialog line individually and personalize it.

Teacher: I'm a teacher. Juan.

Juan: I'm a barber.

Teacher: Li.

Li: I'm a computer technician.

Step 7: Teacher asks question, students respond.

Teacher: What kind of word do you do?

Student: I'm a _____.

Step 8: Students pair off and enact two lines.

Student 1: What kind of work do you do?

Student 2: I'm a _____.

(First one student should ask the question and then the other.)

Step 9: Repeat steps 2 thru 8 with the next cycle.

Yes, I am (*married*).

Are you married?

Step 10: Students pair off and enact the first two cycles.

Student 1: What kind of work do you do?

Student 2: I'm a _____.

Student 1: Are you married?

Student 2: _____.

Step 11: Repeat 1 thru 10 until the dialog is completed.

I have a boy and a girl.

Do you have any children?

My boy's seven and my girl's five.

How old are they?





