

# STRUCTURED DIALOGUE/CONVERSATION

5.28.2019

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

4

## Overview

This lesson plan covers teaching content for;

1. Learning to express themselves using structured dialogues

## Objectives

Students should be able to;

- Engage in discussion on everyday topics
- open and keep conversations going
- interrupt and end conversations appropriately
- ask questions to gain specific information
- Become familiar with one another while becoming more and more comfortable with conversation.

## Assessment Activity

- Issue a homework assignment to interview another student in the school or a family member.

## Activity Starter/Instruction

1. This lesson is about language for casual everyday conversations on the wings and in association.
2. It provides learners with the language required to start a conversation, interrupt, ask open and closed questions
3. Also, to change a subject, keep a conversation going and end a conversation.
4. There is plenty of opportunity to build on and extend language learners know already.
5. The teacher has the opportunity to focus on the language areas relevant to their learners
6. Teacher will be using open ended exercises, practical speaking, listening games and role plays.

## Teacher Guide

### Day 1/ Lesson 1: 25 Mins

1. Elicit what people say when they meet – e.g. hi / hello / alright / local variations, and write them up on the board / flip chart.
2. Ask what other greeting they have heard in school / in association and board with the others.
3. Demonstrate saying the greetings in different emotional states
4. For example: happy, sad, angry, bored, surprised excited and ask 'how am I feeling?' to elicit emotional vocabulary
5. Board the elicited vocabulary, explaining that these are emotions and affect the way we speak
6. Put the learners into small groups and give each group a set of cards face down.
7. They pick one up in turn and say a greeting using the matching tone for the cards.
8. The first member of the group to guess which emotion is being demonstrated

## Materials Required

- emotions cards, one set, cut up, per group of learners
- conversation cards, one per learner or pair of learners
- activity images, one set, cut up, per pair of learners
- game, one for each group or 3-4 learners (the game should be enlarged and laminated for future use, though not essential)
- Sets of dice and counters for the groups
- Medium size sticky notes or small pieces of paper, at least two each.

## Additional Resources

- <https://study.com/academy/lesson/dialogue-lesson-plan-for-elementary-school.html>
- <https://www.teachingenglish.org.uk/article/fun-dialogues>
- <https://classroom.synonym.com/teach-dialogue-writing-younger-students-4804381.html>
- <http://www.teachingenglishgames.com/how-to-teach-a-dialogue>
- <https://www.thoughtco.com/how-to-use-dialogues-in-class-1212184>

## Additional Notes

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### Summary

1. Review on the importance having a dialogue/conversation
2. Finish the session with 'goodbyes'
3. Elicit phrases the learners have heard for 'goodbye' ☞
4. Invite the learners in turn to use one of the elicited phrases to say goodbye and leave the class
5. When doing the review make sure you erase the lesson on the board.

### Guided Practice

#### Day 2/ Lesson 1: 25 Mins

1. Put learners in groups of up to 4 of a similar level
2. Handout a small piece of blank paper/sticky note to each learner.
3. Ask them to write down one word or phrase that confused them when they first came to school: they may need help with this.
4. Put the pieces of paper into the Centre of the table and invite learners to explain the ones they know to the rest of their group.
5. Support learners to write the definitions on another piece of paper
6. Those they don't know you can collect, and write the definitions on a separate sheet of paper.
7. Swap the words and definitions cards with the next table for them to match and discuss
8. Share the unknown words and definitions between the tables, to provide equal numbers of words and meanings, to discuss and match
9. Invite all learners to take one word from the middle of the table and make a sentence using it to the group

### Guided Practice

#### Day 4/ Lesson 4: 10 Mins

1. Play the board game, and complete the role play
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picks a card and says a greeting in the manner of the card.

9. Monitor and feedback in turn
10. Ask learners which of the greetings / emotions made them want to stop and have a conversation with the other person.
11. Elicit what they might say next e.g. 'what's wrong? What's up?

### Teacher Guide

#### Day 3/ Lesson 3: 20mins

1. Hand out resource 2 and read the sheet with the class
  2. Ask learners where 'what do you like about.....?' 'What do you think about...?'
  3. Add other suggestions for them to put in the correct group
  4. Invite them to add their own
  5. Once you are happy that they have a good understanding, hand out resource 3
  6. Ask them which activities they are interested in.
  7. If they are nervous about approaching other students, suggest a learner whom you have primed to be friendly
  8. Invite them to find someone in the class that likes the same activities as them
  9. Instruct them to hold a short conversation with them using the phrases on resource 2.
  10. Monitor and support conversations with minimal corrections to support confidence building
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2. With the role play, mix up the groups to expand the topic vocabulary for all learners
  3. Ask learners to speak to someone they haven't spoken to before and report back on the conversation at the next session.
  4. You may have to give them some guidance with the help of a classroom supporter or sympathetic officer.
  5. If they are nervous about approaching other students, suggest a learner whom you have primed to be friendly.

### Guided Practice

#### Day 6/ Lesson 6: 20mins

1. Tell students they will be having a dialogue with more than one person.
2. have them collect information from ten other students.
3. Say, for example, that you are teaching a lesson on food.
4. Have your students walk around the room speaking with the other students to figure out ten other people's favorite food.
5. Once they have compiled a list, have volunteers share their list verbally with the whole class.

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### Teacher Guide

#### Day 5/ Lesson 5: 15 Mins

1. Invite learners to stand up and move around the class to find other learners who share their interests, using the vocabulary covered so far in the session.
  2. Each learner should have selected more than one topic of interest, and therefore it should be possible to match up 3-4 learners of similar interests
  3. Once in groups of 3-4, sit them in their groups around a table
  4. Hand out resource 4 with a dice and enough counters for one each
  5. Instruct learners to roll the dice in turn and move the correlating number of spaces on the board
  6. Follow the instructions on the square on which they have landed.
  7. E.g. when the learner lands on 'interrupt someone' they make a sentence using their chosen subject with an interruption, 'excuse me, can you tell me how to cook chicken?
  8. Everyone involved in the game must be happy with the grammar of the constructed sentence before they move to the next player
  9. The winner is the first person to get to the finish.
  10. Monitor each group playing the game and mediate when there are disagreements;
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11. This could be by throwing the question to the whole class for agreement, or keep it within the group

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