

Partner Dialogue Builder

I Feel Sick



Step 1: Dialogue

Directions: Read the dialogue with your partner.

Mom: What's wrong, George?

George: I feel sick.

Mom: Oh no! Where do you feel sick?

George: I have a headache and a sore throat.

Mom: Let's go to the pharmacy and get medicine. Let's leave right now.

George: OK, I'm ready to go.

Mom: If you take medicine, you will feel better.

Step 2: Create

Directions: Create a new dialogue with your partner. Use the example to help you.

Example

Otis: What's wrong Tammy?

Tammy: I'm sick.

Otis: Oh yeah? Where do you feel sick?

Tammy: I have a bad stomachache.

Otis: Do you want to see the doctor?

Tammy: No, it's too late. The doctor's office is closed.

Otis: OK. Go rest on the sofa. I will make some ginger tea.

Tammy: Thanks, Otis.

Now, write a new dialogue with your partner!

A _____ : _____

B _____ : _____

A _____ : _____

B _____ : _____

A _____ : _____

B _____ : _____

A _____ : _____

B _____ : _____

Step 3: Memorize & Perform

Directions: Memorize your dialogue and present it to the class!

Teacher Notes

Partner dialogue builders scaffold the speaking process. The lesson begins with an example dialogue and ends with students speaking (or performing) their very own dialogue.

Suggestions for Teaching

Approximate class time: 40-50 minutes

Step 1: Pre-teach vocabulary and/or grammar structures

Take time to review the dialogue before class begins. Note any difficult language and begin class with a vocabulary activity that prepares the students for the new words.

Step 2: Pre-reading

Give students a few minutes to read the dialogue silently. Tell them to underline any other difficult words. After reading, ask students to share their underlined words.

Step 3: Teacher read aloud

Read the dialogue to the students.

Step 4: Partner reading

Student pairs should now read the dialogue twice; once as each character.

Step 5: Student read aloud

Ask for two volunteers to read the dialogue aloud for the class.

Step 6: Create

Partners now create their own dialogues using the examples to guide them. Teacher should walk around and observe the groups. The teacher may edit the dialogues for grammar/spelling or leave the mistakes uncorrected.

Step 7: Memorize & Perform

Students should check their dialogues with the teacher. Then, give the students time to memorize their dialogues. As the closing activity, allow pairs to perform dialogues for the class.