

# Partner Dialogue Builder

## *How's the weather?*



### Step 1: Dialogue

*Directions:* Read the dialogue twice with your partner—once as Denny and once as Susan.

*Scene:* Denny calls Susan on the telephone.



Denny: Hi, Susan.

Susan: Hi Denny, long time no talk.

Denny: How's the weather in Los Angeles?

Susan: Today it is sunny and warm. Tomorrow will be rainy and foggy. How is the weather in Washington, DC?

Denny: Today it is snowy and cloudy. Tomorrow will be cold and windy.

Susan: Remember to wear a hat and gloves.

Denny: OK, I will. Goodbye Susan!

**Step 2: Create**

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

**Example**

*Scene: Jose calls Susan on the telephone.*

**Jose:** Hi, Maria.

**Maria:** Hi Jose, how are you doing?

**Jose:** I'm well. How's the weather in Tucson?

**Maria:** Yesterday it was hot and dry. Today it is stormy. How is the weather in Boston?

**Jose:** Today it is snowy and freezing. Tomorrow a blizzard is coming!

**Maria:** Stay warm! Don't go outside.

**Jose:** OK, goodbye Maria!

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.