

HI! HELLO! GOODBYE!

Performance Standard 29A.C

Role-play social situations in the target language accordingly:

- *Knowledge*: Know the vocabulary and complex language structures for formal and informal greetings, leave taking, and other social conventions at various times of the day.
- *Comprehension*: Use the appropriate interpersonal strategies to convey the main idea clearly and comprehensibly.
- *Communication*: Role-play social situations involving different-aged individuals and different times of day. Respond with understanding and facility.

Procedures

1. *In order to understand manners and customs of various target language societies (29A)*, students should experience sufficient learning opportunities to develop the following:
 - Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day.
 - Use common forms of address appropriate to one's relationship with another person's age, rank and number.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask students to draw two faces on heavy paper, one representing an adult (teacher, school principal, doctor, postman, etc.) and the other a family member (parent, sibling) or school friend. Explain that the faces should be pasted together with a tongue depressor between the two. Puppets may also be used, or for older students, hats, ties, labeled cards hung around the neck with yarn (e.g., Herr Schmidt, Señora Garcia, le facteur), may be used.
4. Determine the student's roles and sets the time of day (morning, afternoon, evening) by holding up picture cards or writing clock times on the board.
5. Have students role play situations involving social conventions, greetings and leave-takings in groups of three using the faces (puppets or labeled cards) they have drawn to indicate their identity (e.g., family member, child, adult).
6. Announce that each student must take two parts, one informal and one formal. As a minimum, there must be an initial greeting suitable for the time of day, an introduction, two social inquiries (e.g., How are you? How is your sister? Where are you going this summer? Did you like the film?), a weather observation, a leave-taking using titles (Mr., Miss) when appropriate.
7. Evaluate each student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: Vocabulary and language structures for formal and informal greetings, leave takings, and other social conventions at various times of the day were complete and correct.
 - *Comprehension*: Verbal exchanges showed understanding.
 - *Communication*: Interpersonal strategies used to convey the main idea were complete, clear and comprehensible.

Examples of Student Work not available

Time Requirements

- 15 – 20 minutes

Resources

- Materials to establish the identity of the students (faces, puppets, cards on string)
- Audio tape (optional)
- Foreign Language Rubric