Grammar Hammer: Talking Cards

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Central New Mexico Community College
Why is speaking so important for adult language learners?

- High enclosure rate = limited opportunities for practice
- Employability skill = an enabling skill
- Community involvement = access to services
Classroom speaking activity goals

- Rehearsal
- Engagement
- Feedback
- Reduce speaking fears
- Accuracy
- Fluency
Classroom speaking activity goals

- Linguistic competence
- Communicative competence
Linguistic Competence

- Phonemes
- Morphology
- Syntax
- Stress
- Rhythm
- Intonation
- Discourse

*SCARY*
Communicative Competence

- The ability of language learners to interact with other speakers to make meaning.

- Includes:
  - Interactional
  - Transactional
  - Strategic
  - Discourse
  - Sociolinguistic
HOLY COW!
Speaking *ISN’T* easy!
What can we do?

- Devote class time for interactional & transactional speaking practice.
- Contextualized practice
- Authentic materials
- Varied practice + interaction strategy + emphasis on spoken English communication
What can we do?

- What about that scary chart?

- Communicative Language Teaching

- Intelligibility, pronunciation and the language awareness movement
Great! But what does that mean?

- Interaction
- Information gaps
- Role-play
- “Jigsaw” gaps
Lesson 2: Express hunger

F Read and listen.
CD 1
TR 44

G Listen and write the snack.
CD 1
TR 45-48
1. ______ carrots
2. ______
3. ______
4. ______

H Practice.
A: I'm hungry.
B: What's good?
A: How about carrots?
B: Great!

I Ask your classmates about their favorite snacks. Write what they say.

<table>
<thead>
<tr>
<th>Name</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Unit 3 Lesson 2

Text Book
Example 1
Grammar in Action

**A. WEATHER** Repeat these sentences after your teacher. Ask about any new words.

- It's sunny.
- It's raining.
- It's cloudy.
- It's windy.
- It's snowing.
- It's foggy.

Write the weather under each picture.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
**LESSON 5**

**GOAL**

Place orders

---

**F**

Study the chart with your classmates and teacher.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want a hamburger?</td>
<td>Yes, I do.</td>
<td>No, I don’t. Thank you.</td>
</tr>
<tr>
<td>Do they want sandwiches?</td>
<td>Yes, they do.</td>
<td>No, they don’t.</td>
</tr>
<tr>
<td>Does he want a sandwich?</td>
<td>Yes, he does.</td>
<td>No, he doesn’t.</td>
</tr>
<tr>
<td>Does she want a hot dog?</td>
<td>Yes, she does.</td>
<td>No, she doesn’t.</td>
</tr>
</tbody>
</table>

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**G**

Read the orders.

- **Sebastien**
  - Sandwich: ham sandwich
  - Side order: salad
  - Beverage: milk

- **Tri**
  - Sandwich: cheeseburger
  - Side order: french fries
  - Beverage: milk

- **Natalia**
  - Sandwich: hot dog
  - Side order: french fries
  - Beverage: orange juice

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**H**

Answer the questions.

1. Does Sebastien want a salad? ___________________________ Yes, he does.
2. Does Natalia want orange juice? ________________________
3. Do Sebastien and Tri want orange juice? ________________
4. Do Sebastien and Tri want milk? ________________________
5. Do Tri and Natalia want ham sandwiches? ________________
How Do You Feel Today?

A. How do you feel today?
B. Not so good.
A. What's the matter?
B. I have a headache.
A. I'm sorry to hear that.

1. stomachache
2. toothache
3. backache
4. earache
5. cold
6. fever
7. cough
8. sore throat

How to Say It!

Saying How You Feel

How do you feel today?

How do you feel today?
Example 5

**Text Book**

Listen. Then talk with a partner. Change the bold words and make conversations.

A What does Jill do on Saturday morning?

B She usually watches TV.

1. Jill / Saturday morning
2. Mr. and Mrs. Wilder / Saturday evening
3. Mr. and Mrs. Wilder / Saturday morning
4. Jill / Saturday afternoon
5. Mr. and Mrs. Wilder / Saturday afternoon
6. Jill / Saturday evening

**Communicate**

Talk with your classmates. Ask questions about the weekend.

What do you do on Saturday morning?

I usually go to the grocery store.

**Useful Language**

Usually means most of the time. Always means all of the time.
How?

- TALKING CARDS!
How?

sunny
It’s sunny.

partly cloudy
It’s partly cloudy.

cloudy
It’s cloudy.
How?

A: How’s the weather?
B: It’s ______.

A: How’s the weather?
B: It isn’t ______.

A: Is it sunny?
B: No, it isn’t. It’s cloudy.
How?
A: What are you doing?
B: I’m ________.

A: What’s she doing?
B: She’s __________.

A: She’s washing the mirror, she isn’t taking a bath.
B: He’s listening to music, he isn’t cooking soup.
How?

<table>
<thead>
<tr>
<th>Ana</th>
<th>Maria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty</td>
<td>Rosa</td>
</tr>
</tbody>
</table>
How?

- Read a magazine
- Watch TV
- Go to the store
- Check Facebook
A: What are you doing?
B: I’m __________.

A: What’s she doing?
B: She’s ____________.

A: She’s washing the mirror, she isn’t taking a bath.

A: Do you _________   _ _ _ _ _?
B: Yes, I do.

A: Does ----- _________   _ _ _ _ _?
B: No, she doesn’t.

A: What do you do _ _ _ _ _ _ _?
B: I ______________.
Let’s Practice!

How can we adapt the example from Textbook 3 into cards?
Study the chart with your classmates and teacher.

<table>
<thead>
<tr>
<th>Questions and Yes/No Answers</th>
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<tbody>
<tr>
<td>Question</td>
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<tr>
<td>Does she want a hot dog?</td>
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</table>

Read the orders.

**Sebastien**
- Sandwich: ham sandwich
- Side order: salad
- Beverage: milk

**Tri**
- Sandwich: cheeseburger
- Side order: french fries
- Beverage: milk

**Natalia**
- Sandwich: hot dog
- Side order: french fries
- Beverage: orange juice

Answer the questions.

1. Does Sebastien want a salad? ________ Yes, he does.
2. Does Natalia want orange juice? ________
3. Do Sebastien and Tri want orange juice? ________
4. Do Sebastien and Tri want milk? ________
5. Do Tri and Natalia want ham sandwiches? ________
6. Does Natalia want a cheeseburger? ________

Look at the menu on page 53. Write your order. Then, practice taking an order with your partner.
Questions?

Thank you!
sunny
It's sunny.

partly cloudy
It's partly cloudy.

cloudy
It's cloudy.

perfect/beautiful
It's beautiful.

hot
It's hot.

cold
It's cold.

hailing
It's hailing.

rainy
It's raining.

snowy
It's snowing.

windy
It's windy.

stormy
It's stormy.

clear
It's clear.

foggy
It's foggy.
What are they doing?