

COMMUNICATION

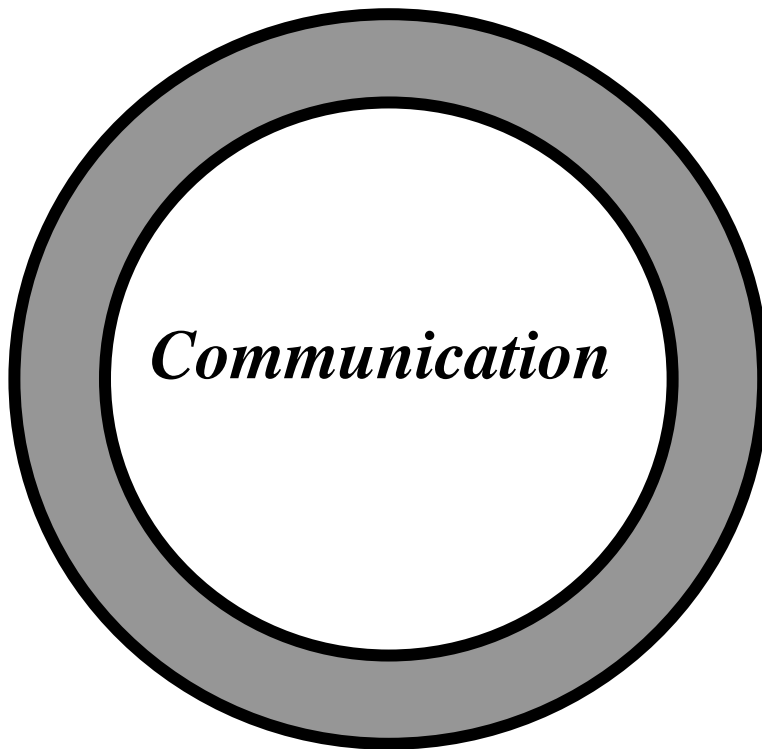
Standard One

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.



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“You’ve got it – I need it.”

Communication based on real need is an essential component for meaningful exchanges of information. The following activities are built upon the need to get and give information to be successful at the group (or partner) task.

Picture Sequencing

The objective for this activity is for students to describe to classmates a picture that they hold. Classmates need to understand that explanation and make their own explanations understood so that the group can put the story together in a logical sequence.

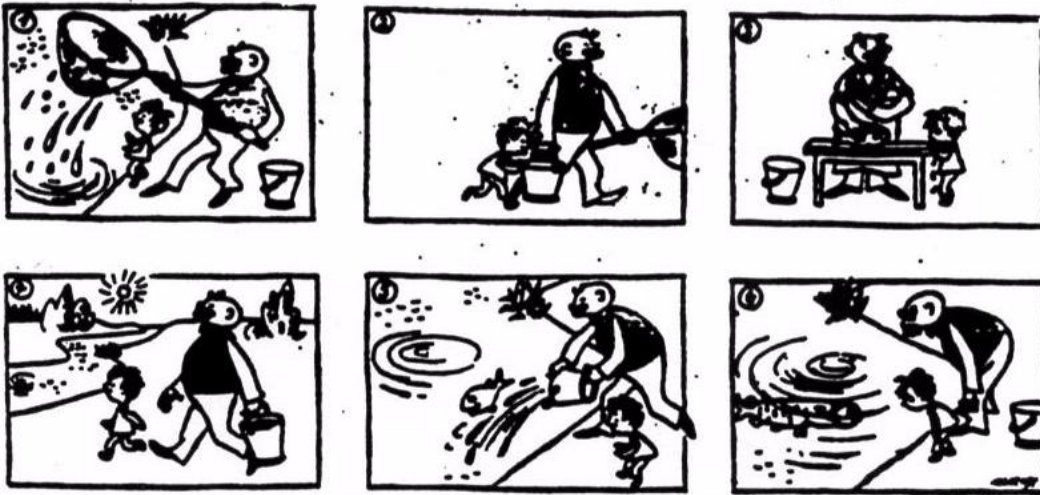
Directions:

1. Teacher cuts up panels of an illustrated sequence.
2. Without showing team mates their pictures, students have the task of describing the content of their individual panels.
3. The group decides upon an appropriate sequence for the panels and then puts them onto a surface in order.
4. The group confirms the “sense” of the sequence and makes any necessary adjustments.

If students are working with transparency cut-outs, they can at this time present their sequence with the overhead projector. The teacher can also show initially one “correct” version and ask for variations – others then volunteer with their stories.

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The following sequence, from the *Vater und Sohn* series, demonstrates a story that has been reassembled into logical order:



Story Line Up

Students re-tell events of a narrative that they have read for class and volunteer to come forward with pieces of information. The resulting line up at the front of the classroom reflects the details in their proper order. This exercise is effective for reviewing necessary vocabulary and establishing a logical sequence at the same time. Students ‘need’ each other to complete the story in a logical fashion. They are required to remember only one detail to participate successfully but will gain comprehension of the entire story or story segment by experiencing the activity with their peers. Self-esteem and sense of belong grow as students participate in this activity over time.

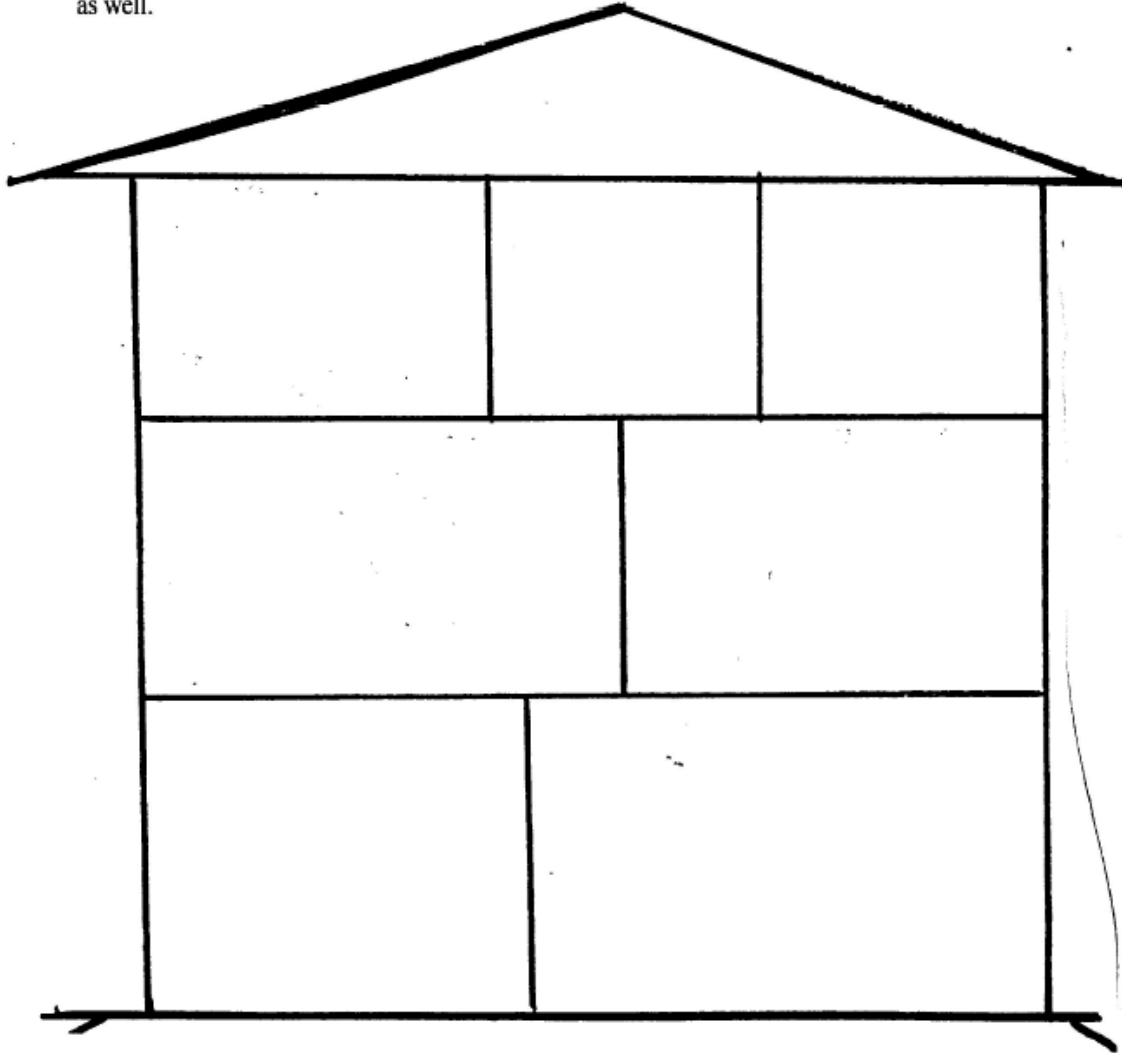
Try this technique with the following content variations:

- Daily schedule: descriptions of activities from morning to night
- Events of a chapter in a novel or an episode in a video series
- Description of any process that follows a sequential order

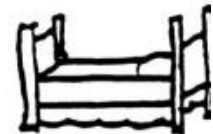
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Giving Directions

Students can direct a partner or the class to re-create a “renovation” of this house. In addition to the active use of the furniture vocabulary set, students also practice commands and work with prepositions and cases. The cultural point of “ground floor” vs. “first floor” creeps into the activity as well.



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Have students find out about each other:

	I am ...	My partner ...	Our teacher ...
Tired			
Married			
Sad			
Always alone			
Happy			
Ticked off			
Broke			
Sick			
Nervous			
Full			
Employed			
Home tonight			
On time			
Moody			

Adapted from *Wechselspiele*, a publication by Langenscheidt. Spanish version title: *Español en pareja*; French title: *Deux a deux*

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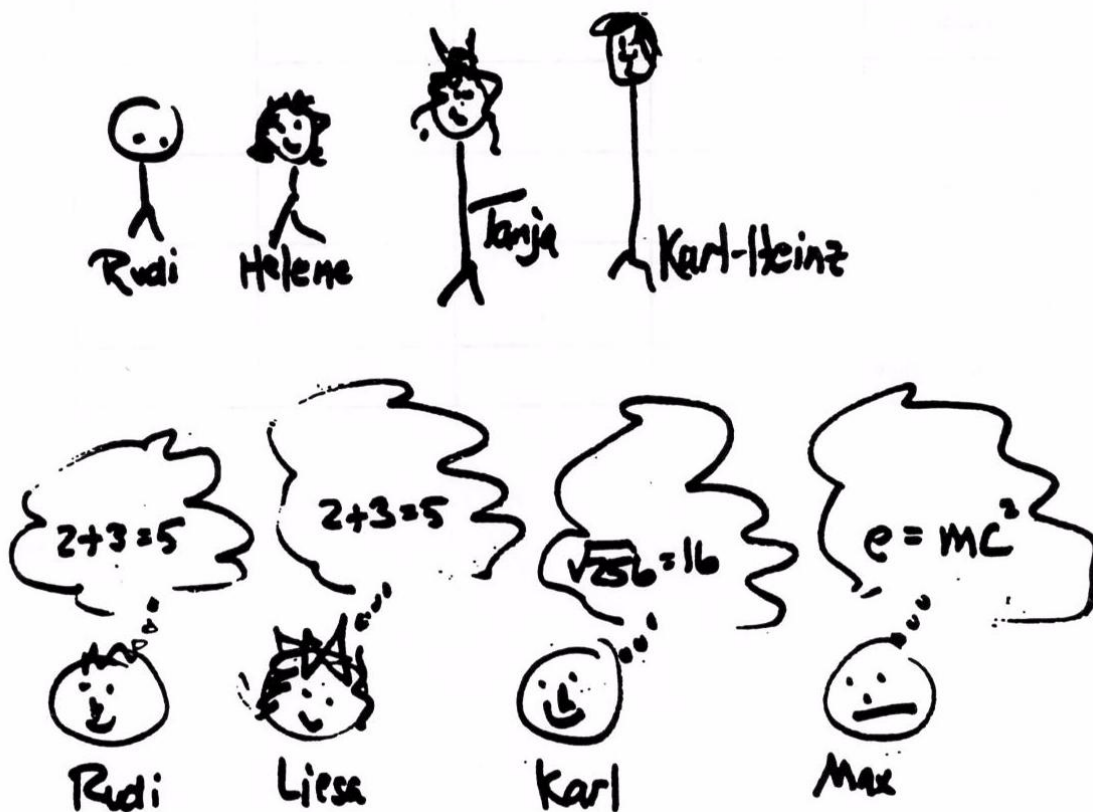
Stundenplan: Meine Freunde und ich ...

	ich ☺			
1. Stunde				
2. Stunde				
3. Stunde				
4. Stunde				
5. Stunde				
6. Stunde				
7. Stunde				
Nach der Schule				

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“Oh, I get it!”

Hey, a picture is worth a thousand words. A quick sketch (the more primitive the better) can communicate the essence of a message and develop in students the habit of guessing from what is not quite crystal clear. Renderings like the following get across the idea of comparisons while amazing students about my willingness to demonstrate limited artistic talent.

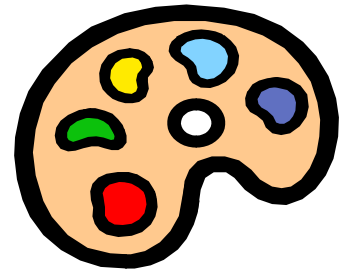


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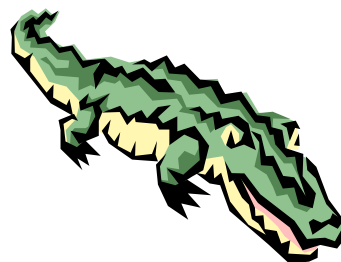
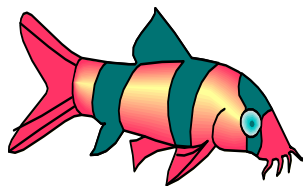
Clip Art

Clip Art is available as a feature of many word processing programs. Teachers can easily pull up files for use in direct instruction, review and testing. The following categories and samples are available through the Clip Art program associated with Microsoft Word. Additional clip art files are readily available free on the Internet.

Academic

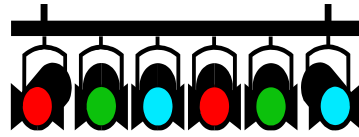
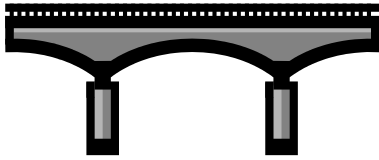


Animals



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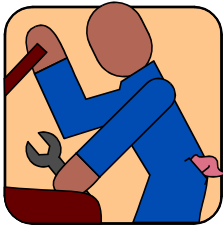
Borders and Frames



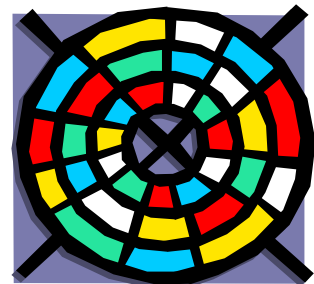
Buildings



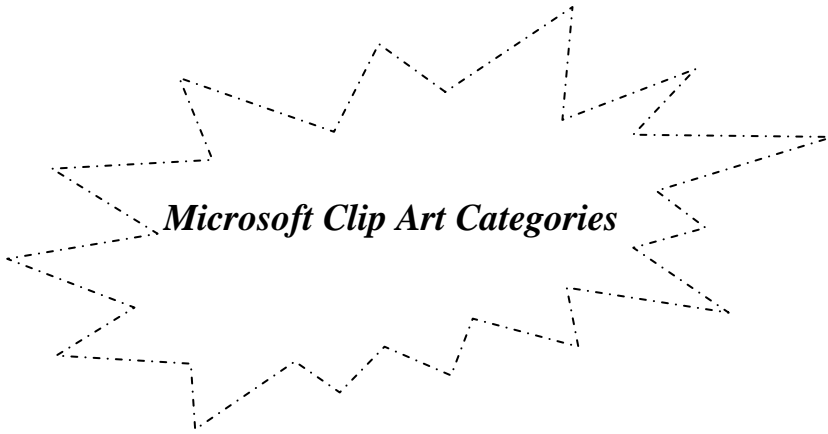
Business



Buttons and Icons



COMMUNICATION



Animals
Academic
Background
Borders and Frames
Buildings
Business
Buttons and Icons
Cartoons
Decorations
Emotions
Entertainment
Flags
Food and Dining
Gestures
Health Care and Medical
House and Family
Household

Industry
Maps
Metaphors
Music
Nature
Office
People
People at Work
Places
Plants
Science and Technology
Screen Beans
Senses
Shapes
Signs
Special Occasions
Sports and Leisure
Symbols
Transportation
Travel
Weather

Students who word-process writing assignments often enjoy adding clip art to their productions – the pride in a job well done will shine through!

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“Cool beat. I wonder what they’re saying? ...”

Say “ten”

by ... REEL BIG FISH

She’s not eatin’ _____,
Not eatin’ sausage,
And she won’t _____ eggs,
Not eatin’ _____
_____ eatin’ turkey,
she _____ have a steak,
but I just can’t help feelin’ _____
for this _____ little lettuce head
you know, I can’t stop _____ cause I know
this broccoli’s _____.

Vegetarian? I’m not!

Poor little _____, little _____
Little fish, how can I _____
When _____ are bleedin’
_____ are screamin’ and _____ cry,
you say “It’s not so bad, they’re only vegetables.”
That’s what you said
Maybe I’m a _____ but I’m hungry
And they are better off dead.

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“What I *really* want to say is ...”

Circumlocution, or the art of talking around a subject, is a life-saving skill for non-natives in the target culture. Students who have a chance to practice this skill tend to develop resilience and build their confidence in using the language.

Overhead Password

As a large-group practice of the unit vocabulary, one student comes to the front of the classroom so that he or she is unable to see a listing of words projected onto the overhead screen. Classmates volunteer descriptions of the words until that student guesses the correct word. Students give absolutely amazing variations of the vocabulary, which helps teachers identify with the conceptual framework that they are establishing from our introductions of word sets as well as their personal life experiences.

To save on time, I often make a single overhead transparency and unmask a quadrant one at a time – for each new guesser. Students are focused clearly on communicating messages and usually take a good deal of pride in giving successful explanations.

Here’s a sample grid for a third-year German class studying the effects of media on youth. In this example, I have translated the words into English. The actual activity is implemented in German using either English or German cues – it’s a different spin depending on which variation you select!

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TV set north thorough medium report	news bull! editor headline thorough
to page through the tube sensational press superficial excerpt	picture superficial citizen event fact

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Gambits

Gambits are the verbal and non-verbal behaviors that facilitate fulfillment of roles. In the classroom, students' comfort with using gambits can greatly effect the quantity and quality of group participation. As with the roles themselves, gambits must be practiced to become an active part of students' vocabulary. Practice makes perfect -- try posting gambits by category in the classroom for quick reference and natural use of language!

Wie geht's?

- ❖ Ach, prima!
- ❖ Danke, gut!
- ❖ Nicht schlecht!
- ❖ So lala.
- ❖ Schlecht!

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FUNCTION

GAMBIT

Asking for Information

"I'd like to know ..."
"Could you tell me ...?"
"Do you know ...?"

Requesting Clarification

"What?"
"Did you say ...?"
"I don't understand."
"I missed that ..."

Interrupting

"Excuse me."
"Sorry, but ..."
"Could I ask a question?"

Generalizing

"Basically, ..."
"Usually, ..."
"Most of the time ..."
"In general ..."

Verifying Understanding

"That's right."
"Correct."
"Right!"
"Exactly"

Complimenting

"That sounds (looks) good."
"The cake is great!"
"It's delicious!"

Responding to Suggestions or Advice

"That sounds ...(good, bad)"
"Good idea."
"That's impossible"
"Are you nuts?"

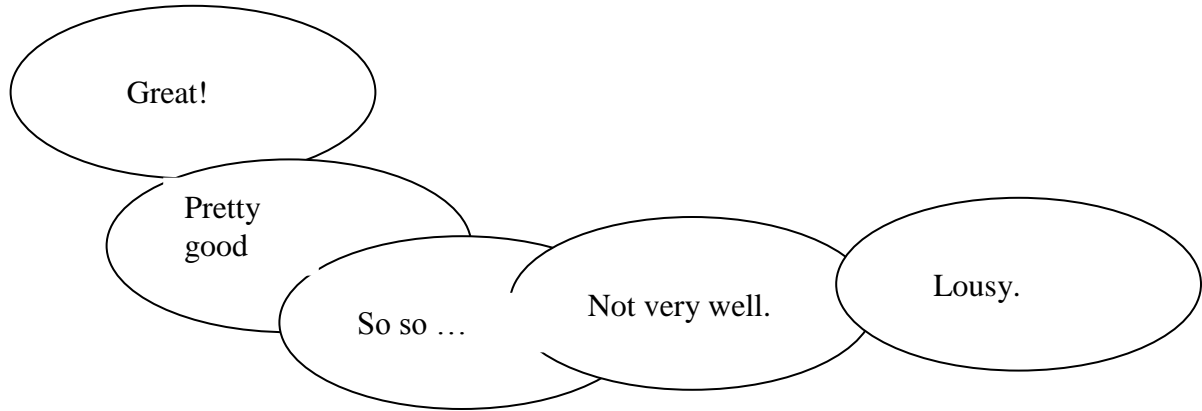
Expressing Indecision

"I haven't decided yet."
"I don't know, if ..."
"I can't really say."
"It depends."
"I'll have to think about it."

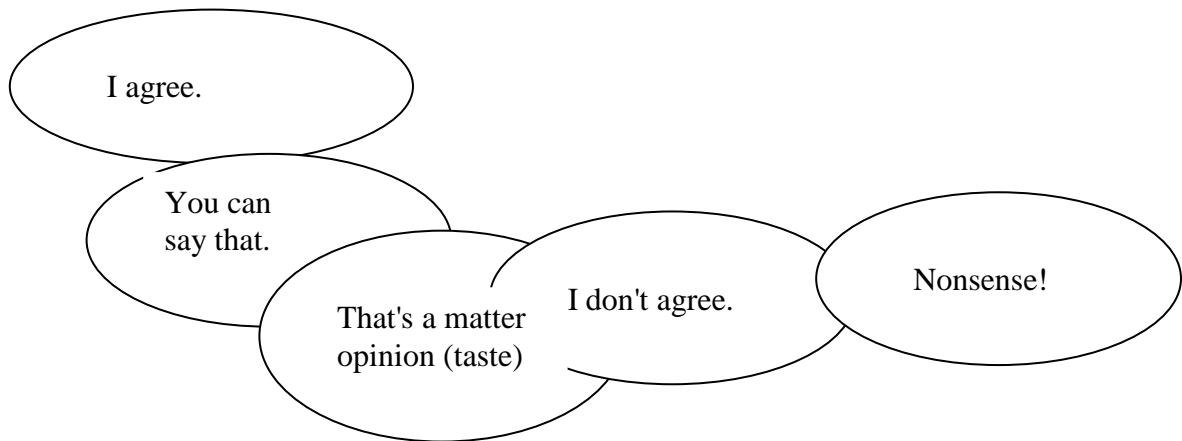
[Sources of Gambits: Curtain, 1992; Kagan, 1989; Keller & Warner, 1988, Winkler, 1991]

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Teaching chunks of meaningful language as a “continuum” makes sense to many language learners. “How are you feeling?” elicits the range:



Here's a continuum (positive to negative) for indicating where you stand on an issue:



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Live audio

Excellent listening opportunities are right around the corner ... of the entire world, that is, thanks to internet access to broadcasts in a multitude of languages. Download a free version of "Real Player" and witness your students becoming more independent learners!

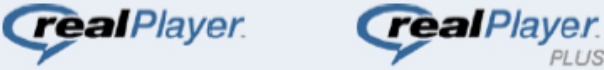
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QuickTime™ and a QuickDraw decompressor are needed to see this picture.

Resource Navigation

- || [Overview & Music Library](#)
- || [Portable Device Management & CD Burning](#)
- || [Video Player, Real Guide, Fun & Tips](#)
- || [Download RealPlayer](#)

RealPlayer Introduction

If you're here to download a copy of RealPlayer to manage music or watch RealPlayer videos, you're in for a treat because this software can do much more. We are here to guide you through the features and give you some tips on how to maximize your experience with RealPlayer.

As mentioned before, most of you want the RealPlayer to watch RealPlayer videos or use it for music library management. Lets start off with the music management.

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Once the software is on your computer, locate web sites that broadcast in the target language. One excellent source: Live Broadcasts WorldWide <http://broadcast-live.com/>

Home **Web Phone**

Television | News | Music | Sports | Foreign | Language | Newspaper | Support

Menu

- Television
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- Broadband
- Getting Started
- Search Site
- Free Software
- Get Broadband
- Link to Us
- About Us
- Privacy Policy

News Broadcasts

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Music Broadcasts

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Sports News

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- Other Webcasts

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Web Television

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- Hebrew
- Italian
- Japanese
- Korean
- Portuguese
- Russian
- Spanish
- Other

Radio Broadcasts

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- Chinese
- French
- German
- Portuguese
- Russian
- Spanish
- Other

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- Asia
- Australia / NZ
- Britain
- Canada
- France
- Europe
- Germany
- USA
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- Medical
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