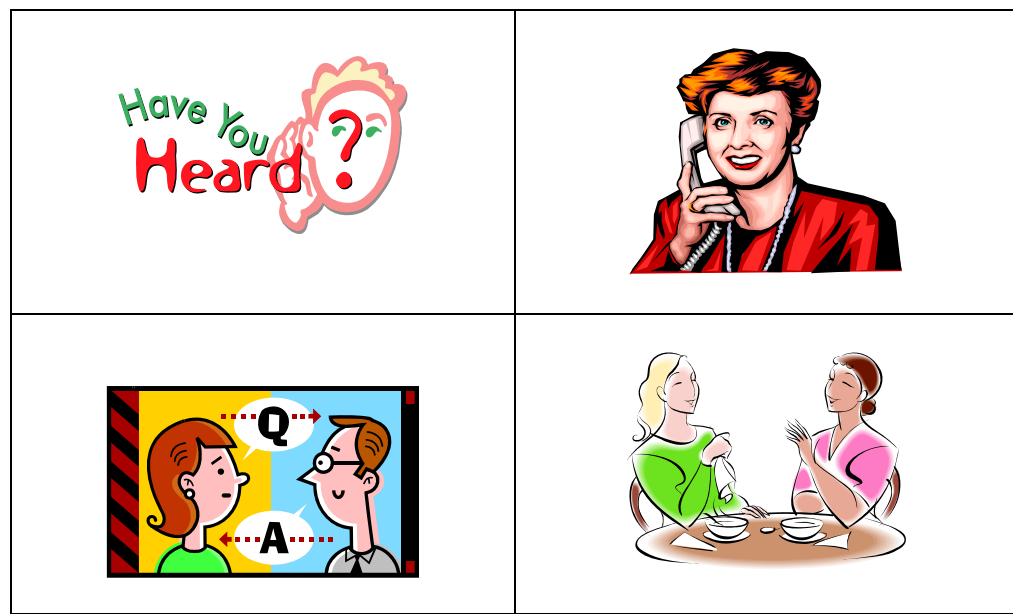


Listening and Speaking Activities for Adult ESL Learners

Aligned with the
BEST Plus Assessment



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Adult Education & Family Literacy

Regional Assessment Trainings
2010

Introduction

Adult ESL learners have countless daily opportunities for listening and speaking in English as they interact as workers, family members, community members, and classroom learners. Some listening is non-face-to-face, such as listening to movies and broadcast media, listening on the phone, and listening to loudspeaker announcements. Most listening, however, combines short bursts of face-to-face listening interspersed with speaking – such as discussions at the workplace, social conversations with neighbors and colleagues, telephone conversations, and conversations with the many service providers encountered daily – doctors, social workers, police officers, store clerks, and school staff.

In each context, learners have a purpose for listening and a communication task. Listeners may listen to obtain facts or to understand the main idea. They may need to distinguish question words and respond appropriately. They may need to follow or give instructions or advice. Adult learners may need to distinguish facts from opinions or express their own point of view. They may need to relate what they hear to visual materials they are looking at. They may want to connect with other people by sharing personal stories.

Many factors can interfere with listening and speaking to create confusions and miscommunications. Misheard sounds and pronunciation errors, inappropriate word choices or wrongly-used grammatical forms can lead to communication breakdowns. Breakdowns can have significant consequences – embarrassment, unintended offense, missed appointments, inaccurate processes, etc.

ESL teachers have the opportunity to help adult ESL learners practice listening and speaking in the safe environment of the classroom. Many textbooks contain listening cassettes or CDs which give learners the opportunity to hear voices from a variety of speakers engaged in conversations on a variety of life skill topics. In addition, teachers can facilitate listening and speaking activities that utilize pair work and group work. Every listening/speaking activity should require a response; the listener should answer a question, follow a direction, choose the correct object from alternatives, write a message, etc.

This packet of listening and speaking activities contains just a few of the hundreds of activities available for classroom instruction. The activities are organized by the three skills of language scored in the BEST Plus assessment: Listening Comprehension, Language Complexity, and Communication. For each activity the description notes the real world purpose, what the learner will listen for, and what the communication task is.

The activities are not tied to any particular learner proficiency level. Activities are listed in each subsection in a general progression from most simple to most complex. It is assumed that ESL teachers can read the description of an activity and know ways to adapt it, if necessary, to the level of learners in her classroom. Some activities are described as whole-class activities led by the teacher. Many are learner-to-learner pair or group activities. Most teacher-led activities are to be read aloud so learners benefit from the visual clues of facial expression and mouth movement. However, these activities optionally can be tape recorded to give learners practice in non-face-to-face listening. The greatest value of using these activities is that listening instruction becomes an intentional focus of classroom instruction.

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Characteristics of an effective listening activity

- the listening “text” is brief (1 – 3 minutes)
- a purpose for listening is identified and shared with learners
- the listening “text” is supported by visual clues
- the listening activity requires a response that
 - indicates comprehension of the listening cue
 - is intermittent with aural cues – not just at the end of the listening
 - is simple, easy to complete
- the listening “text” is repeated several times
 1. to get the gist
 2. first pass on completing the task
 3. second pass on completing the task
 4. check the individual work
 5. debrief with the teacher and classmates
 6. warm up to the next class
- the activity provides immediate feedback
- the activity has elements that contribute to motivation
 - relevancy – life skill topic
 - high interest
 - challenge – puzzle to solve, task to complete
 - is success-oriented to engender confidence

Facilitating listening/speaking activities

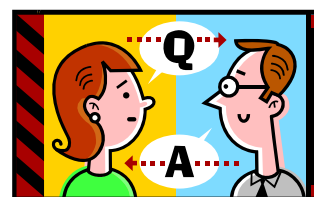
1. Help learners focus their attention
 - a. Introduce the content of the task. Tap learners' background knowledge
2. Set up the activity
 - a. Explain the purpose of the activity
 - b. Explain the process for completing the task
 - c. Model the task for the class
3. Let the learners do the activity (whole class, pairs, groups)
 - a. Observe their progress
 - b. Note their successes and challenges
 - c. Repeat the activity (with new partner, with additional readings of the oral text, etc.)
4. Evaluate the activity
 - a. Provide an answer sheet if appropriate
 - b. Elicit learner feedback
 - c. Provide feedback on learner performance
5. Provide follow up
 - a. Use the listening and/or speaking activity as a lead-in to the next classroom activity, as the basis for a homework assignment, and as the next day's warm-up.

Listening Comprehension

How well does the learner understand the typical daily language of a fluent English speaker?

BEST Plus Teaching Points

- Distinguishing wh-question words and question types
- Listening for details
- Listening to extended speech
- Clarification strategies



Activities to distinguish question words and types:

LC1 ***Answering Simple Questions***

Real-world purpose: *To understand English question words and respond appropriately*

Listen for: *Question words*

Communication task: *Ask and answer questions*

Elicit list of level-appropriate yes/no and Wh-questions that are pertinent to the life skill topic or subject matter currently being studied. Elicit 1-2 possible responses to each question. Put learners in pairs. Pairs ask each other the questions and provide answers.

LC2 ***Picture Descriptions***

Real-world purpose: *To understand English question words and respond appropriately.
To relate aural cues to visual information.*

Listen for: *Question words*

Communication task: *Ask and answer questions*

Find a large magazine photo or textbook illustration that shows a specific setting (a city, park, kitchen, school, office, hospital, store etc) and several people engaged in one or a variety of activities. Show the picture to the entire class (or provide each student with a photocopy) and ask a series of Wh-, yes/no, and "or" (choice) questions related to the picture. Elicit responses from learners. Some responses will be based on direct evidence in the picture; other responses will be imagined or inferred. For additional practice, put learners in pairs. Members of the pair each have a turn being the "teacher" who asks questions about a picture and the "learner" who answers the questions.

LC3 ***Class Story Using Language Experience Approach***

Real-world purpose: *To engage in social conversation. To distinguish English question words and respond appropriately*

Listen for: *Question words*

Communication task: *Answer questions*

As a class, or from one learner, elicit an account of a real experience from work, community, family or friends. Using simple sentences, write the account on the board as the learner speaks. When finished, orally ask comprehension questions about the account written on the board. Utilize a variety of WH-information questions, yes/no questions, and "or" (choice) questions.

LC4 ***It Happened Last Week***

Real-world purpose: *To engage in social interactions. To describe one's personal experiences and to inquire about another person's experiences.*

Listen for: *What people did. Names, times of day, location words.*

Communication task: *Get more information by asking past tense questions.*

Elicit question words from learners and write them on the board (*who, what, where, when, why, how, how long, how many/much, how often, do/did, and is/are, was/were*). Explain that you will tell a brief story (1-2 sentences) about something that happened in your life the previous week. Example: *My family went on a trip this weekend.* Tell learners to think of questions to ask you in order to get more details about your story. When finished with all the learners' questions and your answers, put learners in pairs. The first member of the pair talks briefly about something that happened to him/her last week (at work, with their family, with friends, etc.) The second member of the pair listens and asks follow up questions – trying to form a question for each of the six Wh- information question words. The first member answers the follow-up questions, elaborating on the story as initially told. Members of the pair switch roles so each person has a chance to tell a story and answer questions and each person has a chance to ask follow up questions.

LC5 ***My Favorite Gift – 20 questions***

Real-world purpose: *To engage in social interactions. To describe one's personal experiences and to inquire about another person's experiences.*

Listen for: *Names of people and things, descriptions of what happened*

Communication task: *Get more information by asking past tense questions*

Explain that you once received a gift that has become your favorite. Say that you would like learners to ask you questions in order to get details about the gift. Answer each question as you also write the question on the board. Provide additional questions and your answers as needed. When finished, describe the favorite gift in full, including all the answers to the questions as a demonstration of organized, elaborated speech. Then put learners in pairs. The first member of the pair thinks of a favorite gift. The second member of the pair asks questions about the gift using the questions on the board as necessary. The first member answers each

question one by one and finishes by describing the favorite gift in full. Members of the pair switch roles so each person has a chance to ask and answer questions about a favorite gift. For additional practice, conclude by asking certain learners to describe their favorite gifts to the entire class.

Additional themes Pairs can speak about their favorite house, teacher, birthday celebration, trip, etc.

LC6 **Interviews**

Real-world purpose: *To respond to interview questions. To engage in social interactions. To share personal experiences. To complete a task.*

Listen for: *Question words*

Communication task: *Ask and answer questions*

Ask the class to brainstorm a list of 3-5 level-appropriate yes/no, Wh-, and "can" questions that are pertinent to the life skill topic or subject matter currently being studied. When appropriate, yes/no questions should be followed by "Why?" or "Why not?" Provide each student with a grid on which they write the questions. Have learners walk around the classroom, self-selecting partners with whom to interview. Partner A asks the questions and writes Partner B's responses onto the grid. Partners A and B reverse roles. Learners should interview 3-4 different partners.

Sample grid:

Question	Student 1 <i>Elena</i>	Student 2 <i>Hector</i>	Student 3 <i>Natalya</i>	Student 4 <i>Taras</i>
<i>What do you like to do in your free time?</i>	<i>Play with her children</i>	<i>Work on his cars.</i>	<i>Make a garden.</i>	
<i>Do you like to watch TV? Why? or Why not?</i>	<i>No. Not enough time.</i>	<i>Yes because it is relaxing.</i>	<i>Yes. She likes TV stories of families.</i>	
<i>Which sport is your favorite? Why?</i>	<i>Dancing, because it is beautiful and fun.</i>	<i>Car racing. It is exciting</i>	<i>Swimming, because it is relaxing.</i>	
<i>Is there a park near your house?</i>	<i>Yes. She takes her children there every day.</i>	<i>No.</i>	<i>Yes. It's across the street</i>	
<i>Can you ride a bike?</i>	<i>No, she can't</i>	<i>Yes, he can.</i>	<i>Yes, she can.</i>	

LC7 ***In the News***

Real-world purpose: *To understand and discuss current news events.*

Listen for: *Facts. Answers to questions*

Communication task: *Ask and answer questions*

Read aloud a very short news story – 1-2 paragraphs. Ask learners to generate questions about the story, using the WH-question words. Write the questions on the board. Put learners in pairs (or leave as a whole group). Read the story aloud again. Ask learners to ask and answer the questions orally from the board. To give learners practice understanding non-face-to-face speech, record the article on cassette and play the cassette rather than reading the article aloud.



Activities that develop listening for details:

LC8 ***Minimal Pairs***

Real-world purpose: *To hear accurately in order to avoid misunderstanding*

Listen for: *Different sounds at the beginning, middle, and ends of words*

Help learners distinguish between similar sounds at the beginning of words (*pat, bat*), in the middle of words (*lift, list*), and/or at the end of words (*have, has*). Make lists of minimal pair sets (search for "minimal pairs" on the Internet).

Same or Different? Have each learner make two 3" x 3" cards, one labeled SAME, one labeled DIFFERENT. Read a list of word pairs aloud, where some pairs are two different words (minimal pairs) and some are the same word read twice. As you read, each learner holds up their SAME or DIFFERENT card. Read aloud again until all learners correctly identify whether the words are different (minimal pairs) or the same word read twice.

Same or Different Numbers? Follow the same procedure above, using number pairs (*14/40; 90/19, 15/15*)

Odd Word Out Have each learner make three 3" x 3" cards, labeled 1, 2, and 3. Read a list of word trios aloud, where two words are the same and one is different (*pat, bat, pat; lift, lift, list; has, have, have*). As you read, each learner holds up the number card representing which word in the trio was different from the other two. Repeat each trio until all learners correctly identify which of the three words is different.

LC9 ***Dictation***

Real-world purpose: *To hear accurately in order to avoid misunderstanding*

Listen for: *Sounds, words, phrases*

Dictate level-appropriate words, phrases, or sentences to learners. Prepare answer sheets so learners can check their own work. If it is level-appropriate, use dictation as a means to convey announcements about upcoming class activities, program schedules, community activities, etc. The dictation content may be recorded on cassette tape in order to give learners practice in understanding non-face-to-face speech.

LC10 ***Cloze (gapped) Dictation***

Real-world purpose: *To hear accurately in order to avoid misunderstanding. To complete a task.*

Listen for: *Sounds and words in context*

Locate a level-appropriate text that is pertinent to the life skill topic or subject matter currently being studied. You can write the text yourself, find a paragraph from a textbook, or find a brief article in the newspaper. Using the same text, white out certain words, either randomly (every 8th or 10th word) or intentionally-chosen (key content words or words often misheard), to create "gaps". (To help learners distinguish verb tense endings, "gap" some or all the verbs.) As appropriate, make one gap every line or every other line. Before handing out the gapped worksheet, read aloud the complete text while learners listen to get the gist. Next, hand out copies of the gapped text. Read the text aloud a second time while learners fill in the "gapped" words as they hear them. Read the text aloud a third time so learners can check their work. Use a natural pace each time you read aloud. Discuss the answers. The dictation text may be recorded on cassette tape in order to give learners practice in understanding non-face-to-face speech.

LC11 ***Dialogue Dictation***

Real-world purpose: *To hear accurately and to speak clearly in order to avoid misunderstanding. To repair communication breakdowns. To complete a task.*

Listen for: *Words, phrases and sentences*

Communication task: *Read sentences aloud, write sentences. Ask for clarification.*

Prepare (or obtain from a textbook) a short, level-appropriate dialogue that is pertinent to the life skill topic or subject matter currently being studied. Separate the lines of the dialogue into Student A and Student B parts, putting the lines on separate sheets of paper, leaving blank lines between. Put learners in pairs, sitting across the table. Learners alternately dictate their lines of the conversation until both members of the pair have the entire dialogue. Remind learners to use clarification strategies during the dictation (*Could you please repeat that? Please speak slowly. How do you spell that? Is this right?*) Learners then practice the dialogue together.

LC12 ***Past, Present, Future***

Real-world purpose: *To hear and speak accurately in order to avoid misunderstanding.*

Listen for: *Verb endings*

Communication task: *Read sentences aloud with clear pronunciation.*

Prepare short lists of 10-12 level-appropriate sentences that are pertinent to the life skill topic or subject matter currently being studied. The sentences should utilize verb tenses already studied and practiced by learners. On the board, draw the following:

Past	Right Now	Future
Every Day		

Read a sentence from a list. Ask a volunteer to come to the board and point to the word implied by the verb tense used in the sentence. Example: *I walk to work at 7:30. (point to "Every Day") I walked in the park after dinner. (point to "Past")*. Repeat if necessary. Complete one list with the entire class, then put learners in pairs. Give a list of sentences to each Partner A. Ask each Partner B to draw the time line on a piece of notebook paper. Partner A reads each sentence aloud and watches to confirm that Partner B points correctly on the time line. If Partner B is in error, Partner A repeats, attending more carefully to pronunciation. Partners switch roles, so Partner B reads a new list and Partner A listens and points.

LC13 **Picture Story Sequence I**

Real-world purpose: *To hear accurately in order to avoid misunderstanding. To relate aural cues to visual information. To complete a task.*

Listen for: *Key vocabulary, adverbs of time, prepositions of location.*

Locate or create a picture story sequence (6-10 pictures) that is pertinent to the life skill topic or subject matter currently being studied. (The individual pictures are typically 2" x 2" so they can easily be laid out on a single 8" x 11" piece of paper.) Prepare a written story about the sequence using level-appropriate vocabulary and sentences. Make enough photocopies of the picture story sequence for two per learner. Set aside half the copies. With the other half, cut each sequence apart so you have one set of 2" x 2" pictures for each learner. Shuffle each set so the pictures are out of sequence. Before handing out the picture sets, read aloud the complete text using a natural pace while learners listen to get the gist. Next, hand out sets of the pictures. Read the text aloud a second time while learners arrange the pictures in order. Read the text aloud a third time so learners can check their work and make any revisions. Hand out the uncut photocopies so learners can check their work. Gather the cut sets for reuse and let the learners keep the uncut photocopies for review. Learners can write the story sequence for homework and retell the story the next day in pairs.

LC14 **Picture Description – That's Not Right!**

Real-world purpose: *To hear accurately. To repair communication breakdowns. To relate aural cues to visual information. To make appropriate conversation.*

Listen for: *Words and phrases in context.*

Communication task: *Politely correct a person's mistake.*

Find a large magazine photo or textbook illustration that shows a specific setting (a city, park, kitchen, school, office, hospital, store etc) and several people engaged in one or a variety of activities. Have each learner make a 2" x 2" card, labeled "*That's not right!*" Show the picture to the entire class (or provide each student with a photocopy). Pre-teach any key vocabulary. Give learners a few minutes to study the picture. Explain to learners that you're going to describe the picture. If you make any mistakes, they should hold up their "*That's not right!*" card. Orally describe the picture, using level-appropriate vocabulary and sentences, occasionally stating something that is not true about the picture. For example, if the picture has two boys, you might say *three* boys. Or if a person in the picture is running, you might say *swimming*. Learners listen and when they hear a discrepancy between the oral account and the actual picture, they raise their card. Call on learners to say a corrected statement about the picture. Teach the politeness strategies, "*I think you meant to say _____.*" or "*I think you said _____.* *Did you mean to say _____?*"

LC15 ***Altered Texts and Broadcasts***

Real-world purpose: *To hear accurately to avoid misunderstanding. To learn about current events. To complete a task.*

Listen for: *Words and phrases in context.*

Altered Texts Locate a short, level-appropriate text that is pertinent to the life skill topic or subject matter currently being studied. The 1-2 paragraph text can be written by you, obtained from a textbook, or clipped from a newspaper. Make copies of the original text for your learners. On your copy, replace certain words or phrases with synonyms (*explained/said, over/above*) or similar words (*Sunday/Monday, hiking/camping, coworker/neighbor, don't/you shouldn't*). Read the altered text aloud while learners listen to get the gist. Next, give learners the original text. Read the altered text aloud a second time while learners read the original text and circle the locations of altered words or phrases. Read the altered text aloud a third time for learners to write the alterations. Read the text a final time for learners to check their work.

Altered Broadcasts You can also use a brief segment from a taped news broadcast. In this case, give learners the *altered* transcript, since they will be listening to the original text of the broadcast.

LC16 ***Picture Dictations***

In these activities, learners draw a picture as it is being described orally by the teacher.

Real-world purpose: *To hear accurately to avoid misunderstanding. To relate aural cues to visual information. To complete a task.*

Listen for: *Nouns, verbs, description words, prepositions of location.*

Draw This Picture Find a large magazine photo or textbook illustration that shows a specific setting (a city, park, kitchen, school, office, hospital, store etc) and several people engaged in one or a variety of activities. Don't show learners the picture. Pre-teach any unfamiliar vocabulary you will use to describe the picture. Orally describe the picture, using level-appropriate sentences, and pausing between lines to allow learners to draw the picture (on a clean, 8" x 11" paper) while you describe it. Include some negative statements such as "*The*

woman isn't wearing a hat." and confirm that learners don't draw in response. Describe the picture a second time to allow learners to check their work. When finished, learners compare their pictures to the original and to each others' pictures.

Unit Summary Picture At the end of a life skill unit of study, use the words and phrases learned in the unit to write a story that can be visually depicted. Read the story aloud at a natural pace while learners listen to get the gist. Next, give learners a blank sheet of paper and a pencil. Read the text aloud a second time, line by line. Learners draw what they hear (and don't draw in response to negative statements). Read the text aloud a third time for learners to check their illustrations. When finished, learners share their illustrations.

LC17 ***Just the Facts***

Real-world purpose: *To hear accurately in order to avoid misunderstanding. To understand current news events.*

Listen for: *Words, numbers*

Fill in the Answers Find a level-appropriate text on a topic of interest in the newspaper, a source book of interesting information such as an almanac or book of world records. Prepare a "fact sheet" of 5-10 questions that can be answered by learners while listening to you read the text aloud. Pre-teach any key vocabulary. Before handing out the fact sheet, read the text aloud at a natural pace while learners listen to get the gist. Next, give learners the fact sheet. Read the text aloud a second time while learners listen and write the answers to the questions. You may allow learners to interrupt with clarification strategies such as "*Could you please repeat that?*", "*How do you spell that?*", and "*Did you say _____ or _____?*" Read the text aloud a third time for learners to check their answers. Short articles about baseball games give many opportunities to hear both cardinal and ordinal numbers. To give learners practice understanding non-face-to-face speech, record the article on cassette and play the cassette rather than reading the article aloud.

Choose the Correct Answer Rather than ask learners to listen to the text and write an answer for each question, prepare the worksheet with a set of three, multiple-choice options, for each question. The multiple-choice options should be similar in sound. For example, if a crime occurred at 340 Marsh St., the choices could be a) 314 Marsh St. b) 340 March St. c) 340 Marsh St. Learners listen to the text and circle A, B, or C for each question.

LC18 ***Maps and Grids***

Real-world purpose: *To hear accurately in order to avoid misunderstanding. To follow directions. To relate aural cues to visual information. To complete a task.*

Listen for: *Prepositions, names, numbers, clock times, phrases*

Communication task: *Use clarification strategies to check understanding.*

Maps Provide learners a level-appropriate birds-eye-view illustration of a town, a shopping center, or a building floor plan, with a few of the locations marked. Read a story that identifies

the locations of other buildings, stores, or rooms. Learners listen a second time and label the illustration. You may allow learners to interrupt with clarification strategies such as *"Could you please repeat that?"*, *"How do you spell that?"*, and *"Did you say _____ or _____?"* Read the text aloud a third time for learners to check their answers.

Grids Create a grid with rows and columns. Label the columns and, if appropriate, the rows. For example, if the topic is travel plans, the rows might include names of three travelers and the columns could be labeled as follows: destination, departure date, flight number, departure time, arrival time, hotel name, length of stay. Write a story that includes all the information needed to complete the grid. Before handing out the grid, read the story aloud at a natural pace while learners listen to get the gist. Next, give learners the blank grid. Read the text aloud a second time while learners listen and write the answers on the grid. You may allow learners to interrupt with clarification strategies such as *"Could you please repeat that?"*, *"How do you spell that?"*, and *"Did you say _____ or _____?"* Read the text aloud a third time for learners to check their answers.



Activities that develop listening to extended speech:

These activities listed above provide learners opportunities to listen to extended speech:

- LC4 *It Happened Last Week*
- LC9 *In the News*
- LC13 *Picture Story Sequence I*
- LC14 *Picture Description - That's Not Right!*
- LC15 *Altered Texts and Broadcasts*
- LC16 *Just the Facts*

Additional activities are below.

LC19 ***News Quips and Questions***

Real-world purpose: *To hear accurately in order to avoid misunderstanding. To understand current news events.*

Listen for: *Facts. Names, numbers, places, days of week, times of day, actions*

Locate a short, level-appropriate newspaper story that is pertinent to the life skill topic or subject matter currently being studied. Prepare a set of 4-6 comprehension questions based on the article. Read the story aloud at a natural pace while learners listen to get the gist. Next, give learners the set of comprehension questions. Read the text aloud a third time for learners to write their answers and a final time for learners to check their answers. To give learners practice understanding non-face-to-face speech, record the article on cassette and play the cassette rather than reading the article aloud.

LC20 ***Flyswatter Vocabulary***

Real-world purpose: *To develop speed in aural word recognition.*

Listen for: *Words, phrases, sentences*

Prepare a list of 12-15 vocabulary words learners have recently been studying. Using many colors of board markers, and using large script, randomly scatter the words across the board. Count off learners into two teams. Line the teams up, each person standing behind the next, with the first person in the line facing the board, standing about six feet away. Give the first person of each team a plastic flyswatter. Read aloud a definition or description of each word. The first person to swat the correct word on the board with their flyswatter earns a point for his/her team. Learners can swat the word as soon as they figure out which word it is. After each word, the learners with flyswatters hand their flyswatters to the person behind them and rotate to the back of the line.

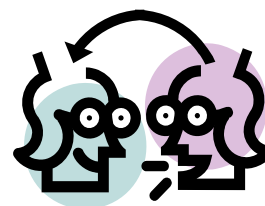
LC21 ***What's in the Bag?***

Real-world purpose: *To respond to and to produce circumlocution. To draw a conclusion from aural clues.*

Listen for: *Description words, phrases*

Communication task: *Describe something when you don't know its name in English.*

Locate 4-6 objects for which learners know the vocabulary words. Place each object in a separate brown paper bag. In the manner of a riddle, give learners a series of clues about each object as its bag is displayed, (Examples: what color it is, what it is made of, what it is used for, who uses the object, how much it usually costs, what it weighs, etc. If there is a "dead giveaway" clue, save it for last.) When learners have heard all the clues, they guess what the object is. To extend the activity, have each learner bring from home an object in a bag. Put learners in pairs. Each partner describes the object in their bag.



Activities that develop clarification strategies:

LC22 ***I Say, You Say***

Real-world purpose: *To repair communication breakdowns.*

Listen for: *Moments of confusion*

Communication task: *Use clarification strategies to check understanding.*

Display small posters around the classroom, each with a separate level-appropriate clarification strategy (or one large poster with all the strategies in a list). Strategies can include:

- *Please repeat.*
- *Could you please say that again?*
- *Please speak slowly.*
- *How do you spell that?*
- *Is this right?*
- *Did you say _____ or _____?*
- *What's the word for this in English?* (pointing to an object)

Prepare a list of sentences to say that will elicit a given strategy. Explain to the class, "When I say this, what would you say?" Examples: *I say "The bank is on Oconomowoc Street." You say, "Could you please say that again?" or "How do you spell that?" I say, "That's \$5.14." You say, "Did you say 14 or 40?" I say (rapidly), "His phone number is 3034289374" You say, "Please speak slowly." etc.*

In addition to specific class time allotted to *I Say, You Say*, point to the posters throughout the class whenever a situation arises when the strategy would be appropriate. Elicit the strategy from the learner.

LC23 **Poetry Dictation**

Real-world purpose: *To hear accurately and to speak clearly in order to avoid misunderstanding. To repair communication breakdowns. To learn about culture.*

Listen for: *Words, phrases, rhyming words*

Communication task: *Use clarification strategies to check understanding.*

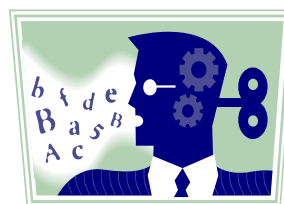
Select a level-appropriate poem whose topic is of interest to learners. Separate the lines of the poem, putting odd numbered lines on one sheet of paper and even numbered lines on another, leaving blank lines between the lines for writing. Make copies for learners. In class, pre-teach vocabulary as necessary. Put learners in pairs, sitting across the table, giving each learner the odd or the even numbered lines. Learners alternately dictate their lines of the poem until both members of the pair have the entire poem. Remind learners to use clarification strategies during the dictation (*Could you please repeat that? Please speak slowly. How do you spell that? Is this right?*) Read the poem aloud to the class, modeling pronunciation and intonation. Have learners do choral reading, then reading aloud in pairs.

Language Complexity

How well does the learner organize and elaborate a spoken response?

BEST Plus Teaching Points

- vocabulary development
- sentence complexity (connectors, subordination, clauses, prepositional phrases)
- elaboration (variety and number of ideas conveyed, amount of detail)
- organization and cohesion



Activities that develop vocabulary:

LX1 ***Flashcards and Vocabulary Journal***

Real-world purpose: To expand vocabulary.

Flashcards Learners create vocabulary flashcards while learning key words pertinent to the life skill unit being studied. The word is on the front of the card; the reverse contains the translation into the first language, an illustration, or a definition. Learners study the cards individually or in pairs. (Although flashcards may seem unfashionable, there is much research indicating that flashcards are efficient and effective.)

Vocabulary Journal Using a spiral notebook or 3-ring binder, learners prepare a page for key words they are learning pertinent to the life skill unit being studied. Entries in the journal include: word, definition in English, translation into first language, a sentence using the word in context, multiple forms of the word (noun plurals or verb tense forms), idiomatic phrases using the word, related words in the word family (verb, noun, adjective, adverb), an illustration depicting the word, synonyms/antonyms etc.

LX2 ***Matching/Concentration***

Real-world purpose: To expand vocabulary.

Locate or create 2" x 2" matching cards – with the word on one card and an illustration (or definition in English) on the other. Groups of 2-3 learners select 6-10 matching sets and turn them all face down on the table, swirling them to randomize the matches. Learners take

turns turning over two cards simultaneously, looking for the match of the word and the picture. Learners get a point for each match they find and remove from the “pool”.

LX3 **Vocabulary Bingo**

Real-world purpose: *To expand vocabulary*

Listen for: *Phrases, sentences*

Provide, or have learners draw, blank 4 x 4 or 5 x 5 bingo grids with squares large enough to easily write vocabulary words. Write on the board, or dictate aloud, a list of 16 or 25 key vocabulary words the learners have been studying within the given life skill unit or topic of study. Show learners how to randomly distribute the words through their grid. Give each learner a small handful of dried beans to use as markers. Remind learners that this is a silent game – they shouldn’t call out or whisper the words to classmates. Display pictures, call out definitions of each word, or read sentences in which the target word is a gap (*When I have a _____ I go to the dentist.*) When learners have 4 or 5 beans in a row, they call out “Bingo”. Have the learner read aloud their words so you can monitor pronunciation. Do not stop the game after the first person gets a bingo. Continue playing while everyone is engaged and until all or almost all learners have had a chance to read aloud a bingo.

LX4 **Odd Word Out**

Real-world purpose: *To expand vocabulary. To exchange information. To justify choices.*

Communication task: *Give descriptions, reasons, explanations*

Create a worksheet with 6-8 rows of level-appropriate words, three or four words per row, using key words learned in the life skill unit. Two (or three) words in the row are related to a certain context; one word is unrelated. For example: *bowl, table, spoon, cup*. Be sure to alter the position of the “odd word” so it varies from the first, second, and third or fourth positions. Learners work in pairs to identify which word doesn’t belong in each series. Learners must explain why the two/three words *are* related and why the “odd” word *doesn’t* belong in the series. With advanced learners the distinctions between words can be made more challenging: *running, soccer, diving, weightlifting* (all are sports, but only soccer requires a team).

LX5 **Flyswatter Vocabulary**

See LC20.

LX6 **Retelling**

Real-world purpose: *To increase vocabulary. To share information. To improve fluency.*

Communication task: *Share facts and tell a story.*

After working on a reading passage (up to 200 words) that incorporates new vocabulary, learners retell the passage to a partner, using the new vocabulary. *3/2/1 Technique:* Learners

who are retelling the story do so with three partners to improve fluency. They are given three minutes to retell with the first partner, two minutes with the second partner, and one minute with the third partner. If needed, allotted times can be 4, 3, and 2 minutes.



Activities that develop sentence complexity:

LX7 **Sentence Word Order**

Real-world purpose: *To improve word order in order to avoid misunderstanding. To complete a task.*

Communication task: *Use newly learned sentence structures.*

Using a large font (14-16) type level-appropriate questions and statements that are pertinent to the life skill topic or subject matter currently being studied. Make enough copies for one copy per 1-2 learners. Cut each sentence apart – into individual words or logical word chunks. (Small envelopes or plastic baggies for containing each sentence are helpful.) Give cut up sentences to pairs of learners who practice putting the words in order. Low level learners work to master simple SVO (Subject-Verb-Object) sentences. Higher level learners work on subordinate clauses, adverbial phrases, etc. Learners then practice asking and answering the questions and/or altering the sentences through substitution (*I work in a hotel. He works in a hotel. He works in a factory.*) Practice word order of affirmative and negative sentences (*I like swimming. I don't like swimming.*)

LX8 **Model Dialogues**

Real-world purpose: *To convey ideas.*

Communication task: *Use newly learned grammar and sentence structures.*

Teach a new level-appropriate grammar point within the context of a model dialogue. Have learners practice the model dialogue in pairs. If appropriate, pairs can perform the dialogue for the class. Reinforce the model dialogue through written homework or in-class role play, etc.

LX9 **Stating a Preference and Giving Reasons**

Real-world purpose: *To exchange information. To talk about oneself and learn about others. To engage in social interactions.*

Listen for: *Question words, words and phrases*

Communication task: *Talk about things you like and give reasons.*

Create decks of 15-25 cards, one set per 3 learners, on which are written level-appropriate words and phrases of things people like/don't like and/or like/don't like to do. (Examples: *swimming, snow, to drive, my neighbors, my job, fish, teenagers, my child's school, fast food, my mother-in-law, reading*, etc.) Below the word or phrase, include the words "Why?" and "Why not?" Demonstrate to learners how to take turns drawing a card, reading it and responding. The learner who draws the card makes a statement about themselves and then asks the other partners for their responses. *"I like snow in winter. What about you, Jose? Do you like snow?" "No, I don't" "Why not?" "I don't like snow because it is too cold. Also, the streets are dangerous in the snow."* Encourage learners to state 2-3 reasons for each preference.

LX10 **Which One in Which Square?**

Real-world purpose: *To give, follow, and clarify instructions. To relate aural cues to visual information. To complete a task.*

Listen for: *Description words, adjective clauses, prepositions of location.*

Communication task: *Give and repeat instructions using description words, adjective clauses and prepositions of location.*

Create a large 3 x 3 grid on an 8" x 11" paper. Make enough copies for one per learner. Find 9 small illustrations or pictures (approx 2" x 2"). The pictures should all be women, or all men, or all houses. Cut the pictures apart into sets, one set per learner. To model this activity, draw a large grid on the board. Hold up large photos clipped from magazines and elicit several identifying statements about each picture. Example: *"This is the man who has a moustache. He's a man who is wearing a business suit."* Tape the picture onto the grid. Repeat with the next picture and place it on the grid, saying, for example, *"This is the guy that is carrying a briefcase. He's below the man who has a moustache."* Put learners in pairs, across the table. Partner A randomly distributes her pictures onto the squares of the grid. She then describes each picture and its location. Partner B listens to the description, locates her copy of the picture and places it on the grid according to Partner A's instructions. Partner A uses adjective clauses to distinguish each picture. Example: *"Find the woman who is reading a newspaper. Put her below the woman who is sitting at a desk and writing a message. She's left of the woman who is playing golf."* Encourage Partner B to clarify by repeating the instructions. *"OK, here's the woman who is reading a newspaper. I'll put her left of the woman playing golf. Is that right?"* When the grids are completed, Partner A asks questions to help Partner B check her work. Example: *"Where is the woman who is playing golf?"* Answer: *"She's in between the woman writing the message and the woman who is holding the cake."*

LX11 **Expanding Sentences**

Listen for: *Phrases and sentences.*

Communication task: *Increase the complexity of a sentence.*

Make a list of 5-10 very simple sentences. As a whole class, or in groups of 4-5, ask each learner in turn to add a word, phrase, or clause to the sentence so it gradually expands and becomes more complex. After a certain period of time, or when groups are unable to expand the sentence further, ask each group to write their final sentence on the board. Model this activity with the whole class before asking groups to expand sentences on their own. Possible starters: Jose is happy. In the morning. I live downtown.

Example:

Vera is a teacher.

My sister Vera is a teacher.

My older sister Vera is a teacher in Denver.

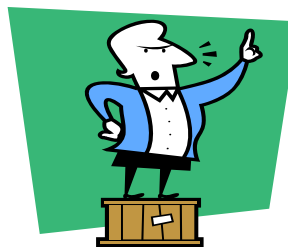
My older sister Vera, is a high school math teacher in Denver.

My older sister Vera, who lives in Arvada, is a high school math teacher in Denver.

My older sister Vera, who lives in Arvada, has been a high school math teacher in Denver for 10 years.

My older sister Vera, who lives in Arvada, has been a high school math teacher in Denver for 10 years but she is quitting.

My older sister Vera, who lives in Arvada, has been a high school math teacher in Denver for 10 years but she is quitting because she doesn't like the new principal.



Activities that develop elaboration:

LX12 **Describing a Picture**

Real-world purpose: *To share information.*

Communication task: *Describe a picture in detail.*

Find a large, high interest magazine photo or textbook illustration that shows a specific setting (a city, park, kitchen, school, office, hospital, store etc) and several people engaged in one or a variety of activities. Show the picture to the entire class (or provide each small group with a photocopy). Moving around the group, ask each person to say something different about the picture. It is not necessary, as in some similar games, for each person to repeat all the statements that precede their own statement. However, one option to conclude the activity is for a spokesperson to summarize the group's statements. Put learners in groups of 3-4. Give each group a photo. Group members say as many things as they can about the picture. When finished, one spokesperson describes the photo to the entire class, using the sentences offered by the group members.

LX13 ***A Day in the Life of my Paper Friend***

Real-world purpose: To give information.

Communication task: Describe one's daily routine.

Find large magazine photos of people at work (housekeeper, nurse, homemaker, farmer, mechanic, cashier, teacher, waitress, etc.) – more than enough for one per learner. Model for the class by selecting a photo and describing the routine daily activities of that “paper friend”. Let each learner select one photo they would like to be their “paper friend”. Give learners a simple daily timeline – 6:30 a.m., 7:00 a.m., 8:30 a.m., 10:00 a.m., 12:00 p.m., 3:30 p.m., 5:00 p.m., 6:00 p.m., 9:00 p.m., 10:30 p.m. Give learners time to prepare to describe what their paper friend does daily at those times. Put learners in pairs. Have each partner orally describe the daily life of their paper friend. For additional practice, create new pairs or select certain learners to describe their paper friends to the entire class.

LX14 ***How Did You Learn to Do That?***

Real-world purpose: To give information. To share personal experiences.

Listen for: Questions.

Communication task: Describe your abilities and explain how you learned things.

Prepare 4 x 4 square grids or packs of 16-20 cards. In each square or on each card write a skill/ability that adults are likely to do. Examples: *use a computer, operate a sewing machine, repair cars, decorate a cake, operate a cash register, iron clothes, sing and dance, operate a lawn mower, build stairs, drive a car, do CPR, play a musical instrument, grow vegetables or flowers, swim, milk a cow, install plumbing, change a diaper, fix a broken lamp, ride a bike, etc.* Include any special abilities or talents you have overheard from your learners. Be sure your learners are familiar with the vocabulary used on the grid/cards. Model the activity with one or two learners before having learners interview each other – either by circulating around the room and completing the grid, or by sitting in groups of 3-4 and drawing cards. The person with the grid, or who draws the card, asks their partner(s) “*Can you _____?*” If the answer is yes, the first learner asks, “*How did you learn to do that?!*” in order to elicit a more elaborate response. Encourage partners/group members to use follow-up questions.

LX15 ***A Favorite Gift***

See activity LC5.

LX16 ***Which Would You Rather Do?***

Real-world purpose: To share personal information. To engage in social interactions.

Listen for: Questions, activity words

Communication task: Describe things you like to do.

Create decks of 10-15 cards, one set per 3 learners, (or create a 11' x 14" paper board game) on which are written level-appropriate pairs of phrases of contrasting things people do (Examples: *swim – play tennis, watch TV – read a magazine, get up early – sleep late, go to a*

party – stay home alone, own a dog – own a cat, plant a vegetable garden – plant a flower garden, vacation at the beach – vacation in the mountains, etc.) Demonstrate to learners how to take turns drawing a card (or rolling a single die and moving a marker around a board), asking a question and responding. The learner who draws the card asks the other partner(s) which they would rather do and why. “Would you rather go to a party or stay home alone?” “I’d rather stay home alone.” “Why?” “Because a party is too noisy and too crowded. I am tired at night and a party is late. When I go to a party, I am nervous with new people. I like being in my quiet home with my family.” Encourage learners to state 3-4 reasons in their response.

LX17 **The Essentials**

Real-world purpose: *To share opinions. To make appropriate conversation in social groups. To support a point of view. To come to consensus.*

Listen for: *Reasons in support of a point of view.*

Communication task: *Support your point of view. Agree as a group.*

Create a scenario that is pertinent to the life skill topic or subject matter currently being studied and a list of 8-10 items that may or may not be considered essential for the scenario using level-appropriate vocabulary. Examples: 1) *Items in a purse (scissors, driver license, pencil, cash, social security card, candy, toothpicks, nail polish, notepad, wallet, photos of children, etc.* 2) *Successful job interview (arrive early, bring resume, shake hands, chew gum, speak only when asked questions, bring salary history, bring letters of reference, look employer in the eyes, ask your own questions, etc.)* 3) *Packing a suitcase for a 3-day summer trip (swimsuit, sandals, coat, coffee, shorts, shirts, first aid kit, cold medicine, fruit, hairdryer, toothbrush, silverware, pillow, pajamas, shoes, books, etc.)* Put learners in teams of 3-4. Explain that they are to decide which items are essential to include. They cannot accept everything on the list. They must discuss each item and decide whether it will be accepted or rejected and why. Teach politeness strategies such as, “I understand why you . . . but I . . .” and “I can see why . . . but . . .” When teams are finished, a group spokesperson can read the group’s results and compare it with other groups’ results.

LX18 **Dictations for Discussion**

Real-world purpose: *To exchange information. To engage in social interactions. To share opinions. To make appropriate conversation in social groups. To support a point of view. To disagree politely.*

Listen for: *Words, phrases, sentences. Reasons in support of a point of view.*

Communication task: *Support your point of view. Disagree politely.*

Locate or write a brief (1 paragraph) text on a high-interest topic about which learners would have differing opinions. Separate the alternating sentences of the text into Part A and Part B, putting the sentences on separate sheets of paper, leaving blank lines between. At the bottom of each page, write four discussion questions (use the same questions on both Part A and Part B). Put learners in pairs, sitting across the table. Learners alternately dictate their sentences of the paragraph until both members of the pair have the entire paragraph. Remind learners to use clarification strategies during the dictation (*Could you please repeat that?*)

Please speak slowly. How do you spell that? Is this right?) Next, combine two pairs. Assign each learner to be the discussion leader for one of the four discussion questions. Make a poster or write on the board some politeness strategies for agreeing and disagreeing (*"I get your point, but I think . . ."* *"I understand what you're saying, but I disagree."* *"That's a good point."* *"We have different opinions about this."* *"I see where you're coming from, but from my point of view . . ."*) As a group of four, learners discuss the questions, using the text as a basis.

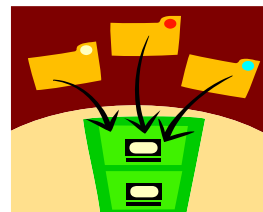
LX19 **Thought Provokers**

Real-world purpose: *To engage in social interactions. To support a point of view.*

Listen for: *Reasons in support of a point of view.*

Communication task: *Support your point of view with several reasons.*

Create decks of 10-15 cards, one set per 3-4 learners, (or create an 11" x 14" paper board game) on which are written level-appropriate thought-provoking statements or questions. (Examples: "Children should be paid for doing work around the house," "Do you think it is easier to be a father or a mother? "At what age do you think a child should be allowed to go out on a date?" "It's better to live in the countryside, not in the big city.") Demonstrate to learners how to take turns drawing a card (or rolling a die and moving their piece on the board), reading the prompt aloud and stating their opinion. Learners must justify their opinion with at least three supporting statements.



Activities that develop organization and cohesion:

LX20 **Tell Me a Story**

Real-world purpose: *To share information.*

Listen for: *Events, "time" words*

Communication task: *Describe an event in your life using time phrases.*

Model this activity by telling a level-appropriate story about a recent event in your life. Use connecting phrases such as *"to start out, first, after that, the next thing, in the middle of, before, finally, in the end"*. Write the connecting phrases on the board. Ask learners to retell your story to a partner using the connecting words. Give learners time to prepare to tell a story about a recent event in their lives. They may write brief notes, if needed. Put learners in pairs. Ask each partner to tell their story. Encourage partners to ask follow-up questions. For additional fluency practice, create new pairs and have learners repeat their stories, or debrief the class as a whole, asking members to retell their partner's story.

LX21 *A Day in the Life of My Paper Friend*

See LX13.

LX22 *Describing a Process*

Real-world purpose: *To describe a process. To give instructions.*

Listen for: *Sentences, phrases of time.*

Communication task: *Describe the steps in a process. Connect the steps with time phrases.*

Bring to class a small, portable appliance whose operation can be demonstrated in approximately 5-6 simple steps. Identify the parts of the appliance. Ask for a volunteer to operate the appliance based on your oral instructions. While describing the process, use connecting phrases such as "*to start out, first, after that, the next thing to do is, the next step is, don't . . . yet, before, finally, the last step is, the last thing to do is*". Occasionally, leave out a critical step or reverse two steps to demonstrate the importance of clarity and organization. Encourage the volunteer to repeat your instructions while following them. Have learners select a process to describe (individually or in pairs). They could choose to describe a procedure at their worksite, the operation of a small appliance or hand tool, or the preparation of a favorite recipe. Allow time (possibly as homework) for learners to prepare, using the connecting phrases. Have learners describe their process to other learners in pairs or small groups.

Possible small appliances to describe: coffeemaker, hairdryer, lawnmower, microwave oven, coin-operated washing machine, vending machine, DVD player, overhead projector, cassette tape player, cell phone, mixer.

Communication

How clearly does a learner communicate meaning? (How well does a typical native English speaker understand the responses spoken by the learner?)

BEST Plus Teaching points:

- appropriateness of vocabulary
- pronunciation and intonation
- grammatical accuracy
- fluency



Activities that improve appropriateness of vocabulary:

CM1 ***The Wrong Word***

Real-world purpose: *To use appropriate words in order to prevent misunderstandings.*

Listen for: *Words that are wrong for the sentence.*

Prepare a series of level-appropriate statements that are pertinent to the life skill topic and vocabulary currently being studied. In each statement, include one word or phrase that is not right for the context. Read one or two statements aloud to the class. Ask learners to identify the word that is wrong and to provide the correct word. Sometimes the sentence can be altered in several ways. Put learners in groups of three. One partner reads the sentences aloud. The others listen, identify the errors and correct them.

Examples:

- *I'm going to see the dentist yesterday. (I went to see the dentist yesterday. OR I'm going to see the dentist tomorrow.)*
- *My sister looks at my children when I come to English class.*
- *I'll ask my employee if there are any job openings.*
- *I eat lunch at 6:30 in the morning.*
- *My son lost his first teeth yesterday.*
- *His bedroom is upstairs in the basement.*
- *She didn't see the thief come up in front of her.*



Activities to practice pronunciation, stress and intonation:

CM2 ***Minimal Pairs***

See LC8 Rather than the teacher reading the minimal pairs, put learners in pairs across the table from each other and have one learner read the pairs aloud.

CM3 ***Poetry Dictation***

See LC23.

CM4 ***Just the Facts***

See LC17. Rather than the teacher reading the news article, put learners in pairs across the table from each other and have one learner read while the other jots down the answers on the fact sheet.

CM5 ***Movie Lines***

Real-world purpose: *To speak accurately in order to avoid misunderstanding*
Listen for: *Differences in sounds, pitch, stress and rhythm.*
Communication task: *Repeat actors' lines in the same manner the actors speak them.*

Select a brief, high-interest, level-appropriate scene from a feature film, TV show, or TV advertisement. Transcribe a few key (model) lines in the order they occur in the scene. Choose lines that demonstrate typical intonation patterns, contractions, reduced speech, stress patterns, or any pattern with which learners have difficulty. You don't need to transcribe the entire scene – just a selection of key lines. Ask students to say the selected lines and assist them with intonation, stress and meaning, as necessary. Play the tape segment once to set the scene and for learners to listen and identify where the model lines occur. Play the tape a second time, stopping after each model line to discuss the pronunciation, stress and intonation. Play the tape again, stopping *before* each model line. Ask learners to say the line in a manner as similar to what they heard on the tape as possible (not just to repeat the line for language practice.) For higher level learners, select lines that demonstrate how intonation expresses a speaker's mood, attitude or urgency.



Activities that improve the use of grammar:

CM6 ***Model Dialogues***

See LX8.

CM7 ***Card Games, Board Games, Interview Grids***

Grammar points at all levels of learner proficiency can be practiced orally by using card games, board games or interview grids. For card games, create card decks where each card has a cue word, phrase, or sentence the response to which compels the use of the target grammar point. Learners in groups of 3-4 take turns drawing a card, reading the cue, and responding to the cue or directing the cue to another player for a response. For board games, the cues are placed on squares drawn around the perimeter of an 11" x 14" piece of paper. Players are taught how to roll a single die, move a marker (buttons work well) around the squares, and respond to the cue. For interview grids, a small selection of cues are typed onto the grid rows or columns. Learners interview classmates, deliver the cues, and write the partners' responses on the grid. Card games, board games and interview grids provide learners multiple opportunities to use the grammar point with a variety of cues in a challenging and fun venue. Usually, 20-25 minutes is sufficient time to play the game and get substantial practice.

CM8 ***Who and Whose?***

Real-world purpose: *To use appropriate words in order to prevent misunderstandings.*

Listen for: *Pronouns and possessive adjectives*

Communication task: *Describe the steps in a process. Connect the steps with time phrases.*

Write the possessive adjectives on the board (*my, his, hers, your, our, their*). Using textbooks and other activities, have learners learn and practice pronouns and their possessive adjectives. "*She lost her purse.*" "*They own their house.*" "*The boy likes his school.*" Tell the class a few things you did the past weekend, each of which includes a possessive adjective. Examples: "*We visited my mother. I washed our car. My daughter Sophia played tennis with her friend.*" Call on learners to retell what you did, converting the pronoun and possessive adjectives as necessary, "*They visited her mother. She washed their car. Her daughter played tennis with her friend.*" Give learners a minute to prepare a statement about their weekend. In round robin fashion the first person retells one of your weekend activities and then makes a statement about her/his weekend activities. Each subsequent person retells a statement of each preceding person and adds a new statement.

CM9 **Picture Story Sequence II**

Real-world purpose: *To hear accurately in order to avoid misunderstanding. To relate aural cues to visual information. To complete a task.*

Listen for: *Key vocabulary, pronouns, action words.*

Communication task: *Describe pictures so a classmate can put them in order.*

Locate or create a picture story sequence (6-10 pictures) that is pertinent to the life skill topic or subject matter currently being studied. (The individual pictures are typically 2" x 2" and can easily be laid out on an 8" x 11" piece of paper.) A sequence that features two characters, rather than one, is preferable. Make enough photocopies of the picture story sequence for one per learner. Set half of the photocopies aside. Cut the other sequences apart and shuffle each set so the pictures are out of sequence. Put learners in pairs, sitting across the table. Partner A has the complete sequence but may not show it to Partner B. Partner B has a set of shuffled pictures. Partner A describes the pictures in the sequence while Partner B arranges the pictures in order. Partner A must be clear about which character is doing what in order for Partner B to put the pictures in the correct sequence. When completed, Partner B checks his/her work by retelling the sequence of the pictures.

CM10 **Friends and Families**

Real-world purpose: *To use appropriate words in order to prevent misunderstanding.*

Listen for: *Pronouns and possessive adjectives*

Communication task: *Describe people in a picture. Draw the picture.*

Find a selection of magazine pictures that show 2-3 women, or 2-3 men, or members of a family engaged in an activity that relates to the life skill topic currently being studied. Give all learners pencils and blank paper. Describe one of the pictures in detail, asking learners to draw the picture as you describe it. Be exact as you talk about who is standing where, wearing what, doing what, etc. in relation to the other people in the picture. When finished, show learners the picture and let them share their renditions. Then, put learners in pairs, sitting across the table. Each Partner A has a magazine picture but may not show it to Partner B. Each Partner B has a pencil and sheet of blank paper. Partner A describes the people in the picture while Partner B draws them. Partner A must be clear about which person is doing what in order for Partner B to draw an accurate picture. Example: *"The man on the left is wearing jeans and a long sleeved shirt. The other man has on shorts and a short sleeved shirt. He has his hand in his pocket."* If Partner A's pronoun references aren't clear, Partner B asks for clarification *"Which man has his hand in his pocket?"*



Activities that improve fluency:

CM11 ***Three, Two, One***

Real-world purpose: *To share personal experiences.*

Listen for: *Names, activities, places, times.*

Communication task: *Talk about a personal experience.*

Give learners time to prepare to speak from a personal perspective about the life skill topic and vocabulary currently being studied. Examples of things to describe: family members, current housing situation, current job duties, neighborhood, a recent trip, weekend plans, etc. Learners may make brief notes of vocabulary. Put learners in pairs to tell their stories/descriptions. While one partner speaks, the other listens; no questions or responses are required. Learners are given three minutes with the first partner, two minutes with the second partner, and one minute with the third partner. If needed, allotted times can be increased to 4, 3, and 2 minutes.

Resources

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