Pre-Presentation Warm-Up Questions

Turn to the person next to you and discuss these questions before we begin our presentation:
1. What is your name?
2. Where do you teach?
3. What are some challenges you’ve faced in multi-level classes?
4. What is your favorite beginning-level activity?
Activities that Work for Adult Beginning-Level Classes with Mixed-Level Students

Jen Sacklin and Margi Felix-Lund

11/18/2016 ORTESOL 2016 Fall Conference
Pre-Presentation Warm-Up Questions

Turn to the person next to you and discuss these questions before we begin our presentation:

1. What is your name?
2. Where do you teach?
3. What are some challenges you’ve faced in multi-level classes?
4. What is your favorite beginning-level activity?
Strategies for Adult Beginning-Level Classes with Mixed-Level Students

1. Build classroom community
2. Create a class routine
3. Use activities accessible for all students
4. Be patient with all students and with yourself
Warm-up Activity
### Activity #1: Conversation Openers

<table>
<thead>
<tr>
<th>Low-Beginning Variation</th>
<th>High-Beginning Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Project/write all questions on the board</td>
<td>1) Print individual cards with questions for each student</td>
</tr>
<tr>
<td>2) Chorus read all questions</td>
<td>2) Put cards on students’ desks</td>
</tr>
<tr>
<td>3) Model answers</td>
<td>3) Students read cards and converse in pairs</td>
</tr>
<tr>
<td>4) Students converse in pairs</td>
<td></td>
</tr>
</tbody>
</table>
Ask your classmates:

1. Hi. How are you?
2. What is your name?
3. Where are you from?
4. What do you do every morning?
5. How was your weekend?
6. What did you do?
1. Hi. How are you?
   Hi. I am _______. (fine, ok)
2. What is your name?
   My name is _________.
3. Where are you from?
   I am from _________.
4. What do you do every morning?
   Every morning, I ___________ (take a shower, eat breakfast).
5. How was your weekend?
   My weekend was _______. (good, bad)
6. What did you do?
   I _________. (worked, cooked, ate, slept)
2

Dictation Activity
### Activity #2: Dictation

<table>
<thead>
<tr>
<th>Low-Beginning Variation</th>
<th>High-Beginning Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Small class with lots of tutors</td>
<td>1) Teacher dictates a short paragraph</td>
</tr>
<tr>
<td>1) All students go to the board</td>
<td>2) Students write in notebooks</td>
</tr>
<tr>
<td>2) Teacher dictates short sentences</td>
<td>3) Teacher writes paragraph on the board</td>
</tr>
<tr>
<td>3) Tutors help students write until all students succeed</td>
<td>4) Students correct their work</td>
</tr>
<tr>
<td>4) Students chorus read sentences</td>
<td>5) Teacher highlights grammar, pronunciation, and vocab points</td>
</tr>
<tr>
<td></td>
<td>6) Students chorus read sentences</td>
</tr>
<tr>
<td></td>
<td>7) Further grammar &amp; pair exercises with dictation</td>
</tr>
</tbody>
</table>
Dictation: Week 1, Neighborhood theme:

My name is Jen.
I live in St. Johns in North Portland.
I live in an apartment.
I like my neighborhood.
Further grammar & pair exercises with dictation:

What is your name?  
My name is Jen.
I live in St. Johns in North Portland.
I live in an apartment.
I like my neighborhood.
Example from the classroom: High beginning

Further grammar & pair exercises with dictation:

What is your name?  
My name is Jen.

Where do you live?  
I live in St. Johns in North Portland.  
I live in an apartment.  
I like my neighborhood.
Further grammar & pair exercises with dictation:

What is your name?  My name is Jen.
Do you live in a house or an apartment?
  I live in an apartment.
  I like my neighborhood.
Further grammar & pair exercises with dictation:

What is your name?  My name is Jen.
Do you live in a house or an apartment?  I live in an apartment.
Do you like your neighborhood?  I like my neighborhood.
Further grammar & pair exercises with dictation:

What is your name?“My name is Jen.”
WRITE: → Her name is Jen.


Do you live in a house or an apartment?I live in an apartment.

Do you like your neighborhood?I like my neighborhood.
Further grammar & pair exercises with dictation:

What is your name?  “My name is Jen.”
WRITE: → Her name is Jen.

WRITE: → She lives in St. Johns in North Portland.

Do you live in a house or an apartment?
I live in an apartment.

Do you like your neighborhood?
I like my neighborhood.
Example from the classroom: High beginning

Further grammar & pair exercises with dictation:

What is your name?
“\text{My name is Jen.}”
WRITE: $\rightarrow$ \text{Her name is Jen.}

Where do you live?
“I live in St. Johns in North Portland.”
WRITE: $\rightarrow$ \text{She lives in St. Johns in North Portland.}

Do you live in a house or an apartment?
“I live in an apartment.”
WRITE: $\rightarrow$ \text{She lives in an apartment.}

Do you like your neighborhood?
I like my neighborhood.
Example from the classroom: High beginning

Further grammar & pair exercises with dictation:

What is your name?  "My name is Jen."
WRITE: → **Her name is Jen.**

WRITE: → **She lives in St. Johns in North Portland.**

Do you live in a house or an apartment?  "I live in an apartment."
WRITE: → **She lives in an apartment.**

Do you like your neighborhood?  "I like my neighborhood."
WRITE: → **She likes her neighborhood.**
Example from the classroom: High beginning

Further grammar & pair exercises with dictation:

**What is your name?**

“*My name is Jen.*”

WRITE: → *Her name is Jen.*

**Where do you live?**

“I live in St. Johns in North Portland.”

WRITE: → *She lives in St. Johns in North Portland.*

**Do you live in a house or an apartment?**

“I live in an apartment.”

WRITE: → *She lives in an apartment.*

**Do you like your neighborhood?**

“I like my neighborhood.”

WRITE: → *She likes her neighborhood.*

Next step:
Ask your partner these questions. Write down their answers with “he” or “she.”
Speaking Activity
**Activity #3: Speed Dating**

<table>
<thead>
<tr>
<th>Low-Beginning Variation</th>
<th>High-Beginning Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Teacher gives students a list of questions relating in theme &amp; grammar to the current unit.</td>
<td>1) Students learn how to form questions.</td>
</tr>
<tr>
<td>2) Students form two lines and stand across from a partner.</td>
<td>2) Students generate &amp; write down questions they want to ask each other.</td>
</tr>
<tr>
<td>3) Students discuss questions in pairs for a specific time (2–5 minutes).</td>
<td>3) Teacher collects &amp; compiles questions into one list.</td>
</tr>
<tr>
<td>4) An alarm sounds when time is up.</td>
<td>4) Students follow speed-dating procedures outlined to the left.</td>
</tr>
<tr>
<td>5) Students rotate and ask the same questions to the next partner.</td>
<td></td>
</tr>
</tbody>
</table>
Ask your classmates these questions.

1. **Where** are you from?
2. **Where** is your country?
3. Is your country big or small?
4. Is your country hot or cold?
5. **What** languages do people speak in your country?
6. **What** is the typical food in your country?
7. **Who** is the leader of your country?
8. **Who** is a famous person from your country?
9. Is your family in your country?
10. **What** is your favorite thing about your country?
Reading Activity
## Activity #4: Reading

**Activity for Students of All Reading Levels:**

1) **PREPARATION:**
   a) Develop/find multiple readings at different levels
   b) Develop generic comprehension worksheet

2) **IN CLASS:**
   a) Model reading & answering comprehension worksheet with easiest text
   b) Students read texts based on their levels
   c) Students fill out the same reading comprehension worksheet for each text

3) **HOMEWORK:** Give each student the next-harder text to read individually at home.
Reading Comprehension Worksheet for All Texts:
1. Look at the title of the story. Look at the first picture. What do you think this story will be about?
2. Read the first sentence. What do you want to know about this story?
3. What was the story about?
4. Did the same thing happen to you? How is this story similar or different from your life?

Example from the classroom: High beginning.
Before you read the story:

1. Look at the title of the story. Look at the first picture. What do you think this story will be about?

Example from the classroom: High beginning. Story from Bow Valley College [https://esl-literacy.com/readers/]
Before you read the story:

2. Read the first sentence. What do you want to know about this story?

Example from the classroom: High beginning.
Story from Bow Valley College [https://esl-literacy.com/readers/](https://esl-literacy.com/readers/)

Fazil is a student.
Example from the classroom: High beginning.
Story from Bow Valley College https://esl-literacy.com/readers/
Example from the classroom: High beginning.
Story from Bow Valley College [https://esl-literacy.com/readers/](https://esl-literacy.com/readers/)

He looks in the newspaper.

He looks for an ad for a job.
Fazil finds an ad for a job.

Example from the classroom: High beginning.
Story from Bow Valley College https://esl-literacy.com/readers/
Example from the classroom: High beginning.
Story from Bow Valley College [https://esl-literacy.com/readers/](https://esl-literacy.com/readers/)

The job is at a store.

The job is good for Fazil.
Fazil goes to the store.

He fills out an application.
After you read the story:

3. What was the story about?

4. Did the same thing happen to you? How is this story similar or different from your life?

Fazil hopes he gets the job.

Example from the classroom: High beginning. Story from Bow Valley College [https://esl-literacy.com/readers/](https://esl-literacy.com/readers/)
Final Presentations
## Activity #6: Final Presentations

<table>
<thead>
<tr>
<th>Low-Beginning Variation</th>
<th>High-Beginning Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Content familiar from unit</td>
<td>1) Can expand on unit content</td>
</tr>
<tr>
<td>2) Questions answered verbally and in writing in prior classes</td>
<td>2) In computer lab, students learn basics of Powerpoint</td>
</tr>
<tr>
<td>3) Presentation given to small group</td>
<td>3) Opportunity to give presentation to whole class</td>
</tr>
<tr>
<td></td>
<td>4) Students ask original questions of other presenters</td>
</tr>
<tr>
<td></td>
<td>5) Practice note-taking during presentations</td>
</tr>
</tbody>
</table>
Example from the classroom!
Example from the classroom!
I work at a laundromat, Monday to Friday. I am an English student at PCC.
Hello Good evening !
My presentation.

My life in the United states
My name is Maria. I from Mexico. My state is and my city is San Miguel Tecamachalco.

I came to Portland in 1999, 16 years ago. I came to Portland because my husband worked in Portland. His work is baking.
1. Build classroom community
2. Create a class routine
3. Use activities accessible for all students
4. Be patient with all students and with yourself
Jen Sacklin: jmsacklin@gmail.com
Margi Felix-Lund: margi.felixlund@pcc.edu
Link for Presentation:
Do you have a different favorite beginning-level activity that works for students at multiple levels?