


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

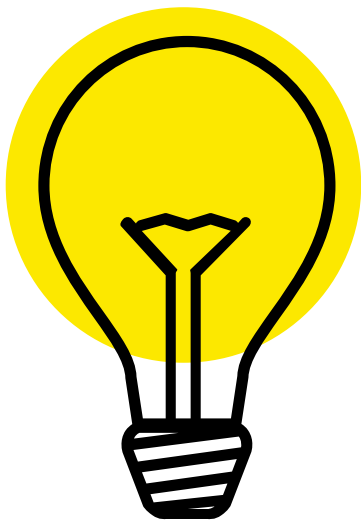
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Strategies for Adult Beginning-Level Classes with Mixed-Level Students



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

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Warm-up Activity

Activity #1: Conversation Openers

Low-Beginning Variation

- 1) Project/write all questions on the board
- 2) Chorus read all questions
- 3) Model answers
- 4) Students converse in pairs

High-Beginning Variation

- 1) Print individual cards with questions for each student
- 2) Put cards on students' desks
- 3) Students read cards and converse in pairs

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?

Example from the classroom: Low Beginning

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)

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Dictation Activity

Activity #2: Dictation

Low-Beginning Variation

** Small class with lots of tutors*

- 1) All students go to the board
- 2) Teacher dictates short sentences
- 3) Tutors help students write until all students succeed
- 4) Students chorus read sentences

High-Beginning Variation

- 1) Teacher dictates a short paragraph
- 2) Students write in notebooks
- 3) Teacher writes paragraph on the board
- 4) Students correct their work
- 5) Teacher highlights grammar, pronunciation, and vocab points
- 6) Students chorus read sentences
- 7) Further grammar & pair exercises with dictation

Example from the classroom: High beginning

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.

Example from the classroom: High beginning

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.

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.

Where do you live?

I live in St. Johns in North Portland.

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.

Where do you live?

I live 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.

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.

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.***

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.

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.***

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.

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.***

Example from the classroom: High beginning

Next step:

Ask your partner these questions.

Write down their answers with "he" or "she"

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.***

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Speaking Activity

Activity #3: Speed Dating

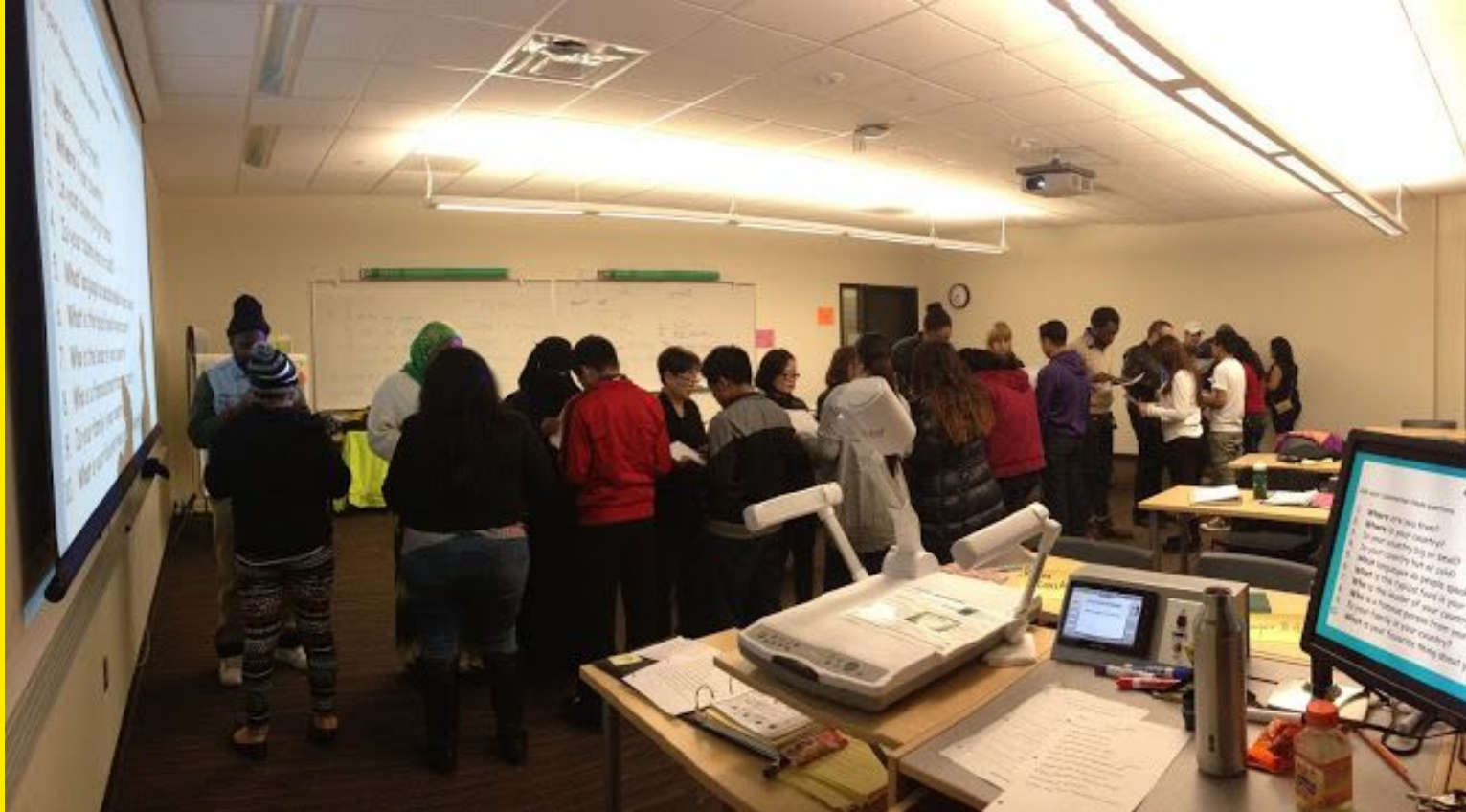
Low-Beginning Variation

- 1) Teacher gives students a list of questions relating in theme & grammar to the current unit.
- 2) Students form two lines and stand across from a partner.
- 3) Students discuss questions in pairs for a specific time (2-5 minutes).
- 4) An alarm sounds when time is up.
- 5) Students rotate and ask the same questions to the next partner.

High-Beginning Variation

- 1) Students learn how to form questions.
- 2) Students generate & write down questions they want to ask each other.
- 3) Teacher collects & compiles questions into one list.
- 4) Students follow speed-dating procedures outlined to the left.

Example from the classroom!



Example from the classroom: Low Beginning

My Country: Speaking

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.

A Part-Time Job

© Bow Valley College 2010



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://est-literacy.com/readers/>



Fazil is a student.

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://est-literacy.com/readers/>

Saturday, Feb. 19, 2010

Classifieds

JOBS

He looks for a job.

Bow Valley College 2010

JOBS

Part Time Work 306

Help Wanted

He looks for a part-time job.

Example from the classroom: High beginning.

Story from Bow Valley College <https://esl-literacy.com/readers/>



He looks in the newspaper.



He looks for an ad for a job.

Example from the classroom: High beginning.

Story from Bow Valley College <https://est-literacy.com/readers/>

Part Time Work 306

Help Wanted

Downtown Housekeeping.
Weekend Work.
Phone 403-555-1788

Clothing Store
PT \$10.50/hr

Phone 403-555-1626

Earn \$\$\$\$ from home
Phone 1-800-555-3102

Clothing Store

PT \$10.50/hr

Phone 403-555-1626

The job is part-time.

Fazil finds an ad for a job.

6 Example from the classroom: High beginning.
Story from Bow Valley College <https://est-literacy.com/readers/>

Part Time Work 306

Help Wanted
Downtown Housekeeping.
Weekend Work.
Phone 403-555-1785

Clothing Store
PT \$10.50/hr
Phone 403-555-1626

Earn \$\$\$\$ from home
Phone 1-800-555-3102

The job is at a store.



The job is good for Fazil.

Example from the classroom: High beginning.

Story from Bow Valley College <https://est-literacy.com/readers/>



Fazil goes to the store.

Calgary Clothing

Job Application

NAME

First Last

ADDRESS

Street City

Prov Postal Code

He fills out an application.

Example from the classroom: High beginning.

Story from Bow Valley College <https://est-literacy.com/readers/>



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/>

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Final Presentations

Activity #6: Final Presentations

Low-Beginning Variation

- 1) Content familiar from unit
- 2) Questions answered verbally and in writing in prior classes
- 3) Presentation given to small group

High-Beginning Variation

- 1) Can expand on unit content
- 2) In computer lab, students learn basics of Powerpoint
- 3) Opportunity to give presentation to whole class
- 4) Students ask original questions of other presenters
- 5) Practice note-taking during presentations

Example from the classroom!



Example from the classroom!



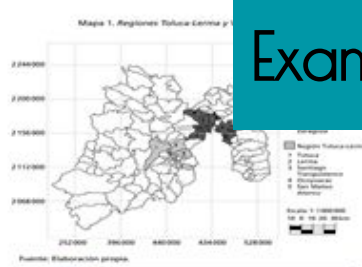
Example from the classroom!

MY LIFE IN THE UNITED STATES

I work at a laundromat , Monday to Friday.
I am an english student at Pcc .



Example from the classroom!



Hello Good evening !
My presentation.

My life in the United states

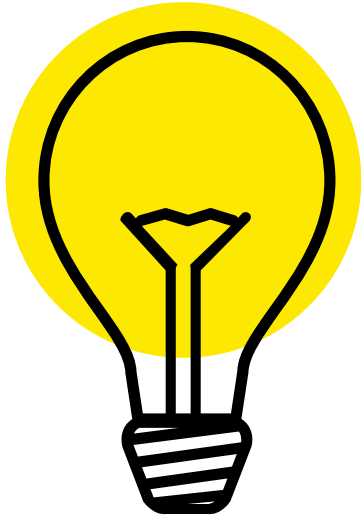
My name is Maria. I from Mexico. My state is
and my city is San Miguel Tecamachalco.



I came to Portland in 1999, 16 years ago.
I came to Portland because my husband
worked in Portland. His work is baking.



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



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Link for Presentation:



Do you have a different favorite
beginning-level activity that works for
students at multiple levels?

Activities that Work for Adult Beginning-Level Classes with
Mixed-Level Students