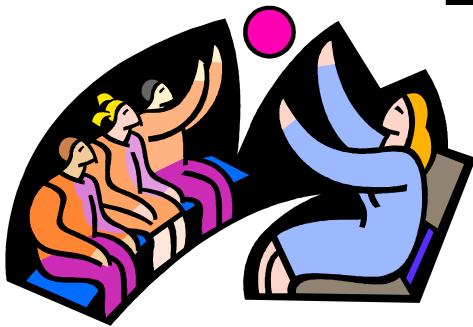
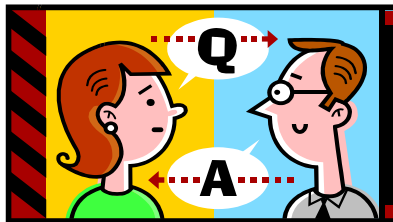
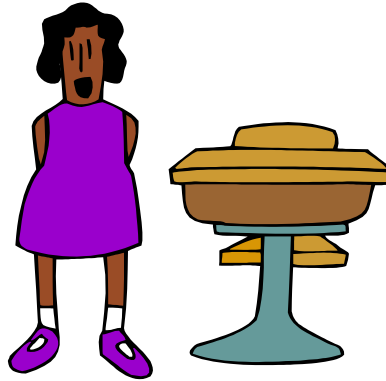


Out of Your Seats!

Interactive Games for the Adult ESOL Classroom



Jane Miller and Pat Kirby
CAEPA/CDE Rendezvous, Denver, CO
April 21, 2005

Copies of this booklet can be downloaded
from the Colorado Department of Education
Adult Education and Family Literacy website:

<http://www.cde.state.co.us/cdeadult/resources.htm>

Out of Your Seats!

Interactive games for the adult ESOL classroom

April 2005

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Denver, CO 80203

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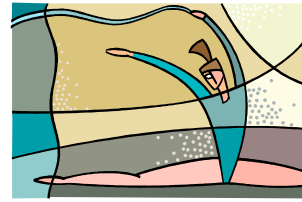
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Introduction

Teachers of English to Speakers of Other Languages are always searching for ways to make teaching and learning English effective and engaging. Learners need to encounter language structures and functions from multiple sources and need a variety of avenues to practice what they have learned. Adult learners strive to put their English to immediate use in practical ways. The activities in this booklet grew out of a desire to make adult ESOL classroom activities more interactive and to expand upon the limited examples provided in standard textbooks.

Out of Your Seats! provides the ESOL teacher with descriptions of seven "routines" for getting adult learners up out of their seats to practice English in interactive communication. A "routine" is an activity structure into which a variety of language functions and content can be placed and practiced. The seven "routines" included are: miming, line ups, races, cocktail parties, round robins, catching games and voting with your feet. Each activity gets adult learners out of their seats to stretch their legs while actively stretching their minds and practicing their English language skills. Instead of communication in the classroom being dominated by teacher-learner and learner-teacher communication, communication with *Out of Your Seats!* activities occurs between pairs of ESOL learners or among groups of learners. The teacher's role is to set up the activity, model it for learners, monitor learner communication, and enjoy watching learners' skills grow.

For each routine in this booklet we include a summary of its primary use, a basic step-by-step procedure, facilitation tips and caveats, suggestions for adapting the routine to multi-level instruction, a description of the activity demonstrated in our session at the 2005 CAEPA/CDE Rendezvous Conference in Denver and some suggestions of additional applications for the routine.

As mentioned, these activities grew out of a desire to make standard textbook activities more interactive. When planning a lesson, consider how you might adapt a textbook activity to one of the *Out of Your Seats!* routines. For example, when a textbook provides a 5-line dialogue and instructs learners to practice with the person sitting next to them, why not change it to a **Line Up** or a **Cocktail Party** so learners can practice the dialogue four times or six? When a textbook provides pictures

suggesting three applications for a language function, why not sketch or clip six more pictures from magazines and use all nine in a **Round Robin** or a **Miming** activity? Learners will get three times the practice and have ten times the fun! When a post-reading activity suggests that the teacher ask a few learners "What would you do in the situation?" why not convert it to a **Vote With Your Feet** activity so all learners are involved expressing their opinions? The adaptations are endless. Once you are familiar with a routine, we know you will think of countless additional ways to use it with the content you and your learners are working with.

Please note that these routines are **not** for introducing new vocabulary, new structures or new functions. Rather, they are for practicing and applying vocabulary, structures and language functions that learners have begun to learn, but in which they need additional practice and authentic application.

Finally, research suggests that by incorporating these routines into your classrooms you can better manage the attention resources of your learners, encouraging both increased engagement and improved performance. Persistence may also improve as learners look forward to the rhythm of activity in their classes. Last but not least, your satisfaction as an educator will likely increase as you watch your learners become more involved in their learning. We hope that after reading this booklet you'll experiment with several of the routines to see which ones work best for you.

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Research Support

Research has shown that in the best of circumstances adult learners have an attention span of about 15-20 minutes. After that time, attention drifts, minds wander, and information may be missed. For ESOL learners, struggling to understand and perform in a different language, the challenge to remain focused and attentive is even greater.

Two researchers meticulously recorded student behavior in over 90 college lectures, recording breaks in student attention. The first lapse of attention occurred 10-18 minutes into the class and as the lecture proceeded, the attention span became shorter, falling to 3-4 minutes toward the end of class. They concluded:

Teachers who adopted a varied approach . . . and deliberately and consistently interspersed their lectures with . . . short problem solving sessions, or some other form of deliberate break . . . usually commanded a better attention span from the class, and these deliberate variations had the effect of postponing or even eliminating the occurrence of an attention break. (Johnstone & Percival, 1976)

Getting ESOL learners up out of their seats for interactive communication is an effective way to help them maintain attention while reinforcing the English they are learning. Another scholar who investigated the research base underlying seven principles of quality instruction states:

When the goal is to foster higher level cognitive or affective learning, teaching methods which encourage student activity and involvement are preferable to more passive methods. (Sorcinelli, 1991)

Furthermore,

*By making the classroom a social learning experience instead of a solitary one, instructors can reduce student passivity . . . Research confirms that breaking down the walls of anonymity promotes learning.
(Sorcinelli, 1991)*

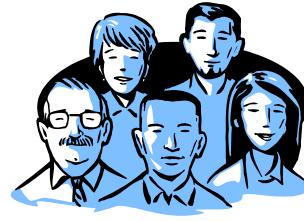


Best Practices Support

ESOL best practices also support the use of interactive activities with adult learners. The *Standards for Adult Education ESOL Programs* (2003) prepared by the Teachers of English to Speakers of Other Languages (TESOL) identifies standards which top practitioners nationwide agree represent components of a quality adult ESOL program. In the section on instruction, TESOL identifies the following standards.

- C. Learners take active role in learning process
- D. Focus on acquisition of communication skills
- E. Integration of four language skills
- F. Varied activities according to different learning styles
- G. Variety of grouping strategies and interactive tasks
- H. Activities accommodate multilevel groups of learners

Using interactive activities such as those described in *Out of Your Seats!* conform to these TESOL standards on instruction.



Use in Multi-Level Instruction

Since multi-level classrooms are the rule rather than the exception in ESOL instruction, each routine described in this booklet has suggested adaptations. Because the exercises suggested are accomplished either in pairs or groups, standard multi-level practice applies: set up pairs or groups which are either single or multilevel, and vary roles and tasks accordingly.

When pairs or groups are multileveled, leadership roles can be assigned to the upper level learners. For example, the highest proficiency learner may be the captain who elicits responses from the other group members rather than providing responses him/herself. Or, if groups correct each other's work, the upper level learners can be instrumental by making corrections.

When pairs or groups are unilevel, different groups can be assigned leveled tasks. High-level pairs or groups are typically provided fewer cues for the exercise, or receive proportionately less share language. For interview routines, for example, give low-level learners worksheets with complete questions, while high-level learners receive worksheets with blanks in the question sets, or key words only, so questions must be self-generated.




Tips for Teachers – Managing Interactive ESOL Activities


Interactive communication activities may be a new learning approach for ESOL learners. Many ESOL learners come from countries where sitting in class listening to the teacher and learning by rote are the norms. It may take time for learners to see the benefit of leaving their desks behind and communicating authentically without the security of textbooks and notepads. Don't give up on a routine if there are some rough edges the first time you use the routine in your classroom. With time and repeated experience, learners understand the process and intention of the routines. As they become familiar with *how* to do the routine, learners are able to focus their efforts exclusively on practicing the language target.

The following are some tips for managing *Out of Your Seats!* Activities:

- Before turning the entire class out of their seats, explain the activity clearly and model it with a volunteer/learner so that all learners understand the process and the expected outcome of the activity.
- Don't be distressed by a noisy classroom - noise indicates that all your learners are actively communicating in English. To end an *Out of Your Seats!* activity, flick the lights or ring a small bell a few times to get everyone's attention.
- You may want to encourage participation with some wholesome bribery. Since research demonstrates that eating about once per hour actually promotes learning, try handing out chocolate kisses or crackers at the end of an activity as a "performance reward"!

Name of Routine:	 Miming
When to use:	To review, reinforce and/or recall previously-learned vocabulary or grammar.
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the vocabulary or grammar point until learners are familiar with it, but need more practice. 2. Put learners in groups of 3-4. 3. Groups receive prompts (e.g. a stack of cards, each with one vocabulary word, or a phrase, or a sentence) 4. One learner draws a prompt, silently reads the prompt, stands up, and mimes the word or phrase. 5. Other group members guess the word or phrase. Alternately, group members can write the word or phrase. 6. Miming task rotates through all group members. 7. Teacher monitors, doesn't participate.
Facilitation Tips:	<ol style="list-style-type: none"> 1. Model for all learners before forming small groups. 2. Mimes can make sounds, but not say words. 3. Introduce the phrase "I give up" and its use.
Multi-level instruction:	Divide learners into small groups based on proficiency. Give groups different sets of level-appropriate prompts.
Caveats:	Do not use this activity to introduce vocabulary, phrases or grammar unknown to learners.
Activity demonstrated at Rendezvous 2005	A Morning Story <ol style="list-style-type: none"> 1. Give each team one copy of a story that describes in specific detail an individual's morning routine - waking, getting ready, going to work. The mime reads the story and acts it out step-by-step, pointing after each step to one of the team members who writes the step just mimed. When the miming is finished and the entire story has been written, the team members write a title for the story. For beginners, a simple

	<p>story, written in the present continuous tense is appropriate. For intermediate learners, more complex actions, with adverbs, written in the past tense is challenging and fun. (E.g. "She looks at the alarm clock with surprise. She brushes her teeth frantically. She slams the door noisily.)</p>
Additional applications:	<p>Present Continuous Verbs</p> <p>1. Prompts/word strips are -ing verbs that can be acted out: swimming, reading, fixing a sink, etc. For low proficiency learners, the prompts are phrases in the present continuous tense. For intermediate learners, the prompts can be past tense verb phrases. For higher level learners, the prompts can be past participles denoting performing of services (e.g. She's getting her hair cut. He's getting his tire fixed. She's having her house painted.)</p> <p>Emotions/Feelings</p> <p>1. On small strips of paper write level-appropriate vocabulary words for emotions.</p> <p>2. Follow Basic Procedure described above.</p> <p>Occupations</p> <p>Prompts/word strips are occupation words that can be acted out: chef, electrician, housekeeper, landscaper, nurse, etc.</p> <p>Prepositions of Location</p> <p>Prompts/word strips are phrases using nouns and prepositions of location: the book is on the chair, the shoes are under the table, the pencil is next to the notebook, etc.</p> <p>A Cast of Characters</p> <p>Use a story that includes 2-3 characters (these can be people and animals). One learner on the team is the reader. The other team members are each assigned a character role to act out. The reader reads the story aloud line by line. The characters listen and act out their parts as read.</p>

Name of Routine:	 Line up
When to use:	<ol style="list-style-type: none"> 1. Learner-to-learner interviews asking rote or learner-generated questions and providing authentic answers. 2. Allows learners to communicate with 3-4 other classmates. 3. Learners practice speaking, listening, clarification strategies, writing.
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the interview questions and possible responses until learners are familiar with them but need additional practice. 2. Provide interview worksheets/grids for learners. Use worksheets from textbooks, have learners create them, or create ones yourself and copy for learners. Grids typically contain horizontal lines for the interview questions and 3-4 vertical columns where interviewers write each partner's responses. 3. Explain the interview task to learners. Model how to complete the interview worksheet by writing the responses in the squares of the grid. 4. Learners stand, bringing their interview worksheet, pencil/pen, and book/notebook to write on. 5. Position learners in two facing lines, with 4-10 learners per line. Avoid crowding (see Facilitation Tips below.) 6. All learners begin at the same time, interviewing their facing partner. The interviewer asks the question, listens to the response and writes the answer on the worksheet. Partners switch roles. 7. Teacher moves among the pairs to monitor their communication. 8. When the first interviews are complete, teacher gestures for the learner at the end of one line to move to the head of that line. Teacher gestures for all learners in that line to move down one space so they are facing a new partner in the opposing line. 9. Learners repeat Steps 5-7 two-three more times until the interviews are finished and worksheets are completed. 10. Debrief the class to share information gleaned from the

	interviews and review common communication issues that arose during the activity.
Facilitation Tips:	<ol style="list-style-type: none"> 1. Review useful clarification strategies - "Could you repeat that?", "How do you spell that?", "Please speak slowly," etc. before starting the line up. 2. If helpful, draw a schematic of the line up on the board. Use arrows to show movement of the one line. 3. When lining up, tell learners "elbows out" to create 15"-22" of space between learners next to each other in each line. 4. If appropriate, scaffold the interview by writing the target conversation on the board so pairs in the line up can refer to it during the interviews. As the interviews progress, erase parts of the board to progressively reduce the written language available. 5. For more variety, learners in the first line ask one set of interview questions and learners in the opposing line ask a different set of questions.
Multi-level instruction:	<ol style="list-style-type: none"> 1. With very large classes, make separate line ups according to proficiency level. 2. Give low-level learners worksheets with complete questions. Give high-level learners worksheets with key words only. These learners must generate the questions on their own.
Caveats:	<ol style="list-style-type: none"> 1. If there is an odd-number of learners, have two classmates work together side-by-side interviewing their single partner in the opposing line. 2. Remind learners that this is a speaking-listening-writing activity. Don't show the worksheet to the partner. 3. Only <u>one</u> line rotates; the other line remains stationary.
Activity demonstrated at Rendezvous 2005	<p>Where do you Live?</p> <p>Individual learners or pairs write 5-6 questions eliciting basic information about learners' homes/apartments to use in the line up interview.</p>

<p>Additional applications:</p>	<p>Reading Comprehension Questions – (appropriate for higher level learners)</p> <ol style="list-style-type: none"> 1. Assign learners a text to read for homework. Ask them to write 4-6 comprehension questions and bring them to class. 2. Put learners in two opposing lines. Learners ask each other the questions. (Unlike in the Basic Line Up Procedure, there is no grid to complete; learners do not write their partner's responses.) Rotate the line up as described in the Basic Procedure above. <p>NOTE: This activity works even when half the class hasn't written any comprehension questions. Proceed as follows:</p> <ol style="list-style-type: none"> 1. Put all the learners who wrote comprehension questions in the first line. 2. Put all learners who didn't write questions in the opposing line. 3. Learners with questions hand their list of questions across to their partner in the opposing line. 4. Immediately rotate one of the lines so that learners aren't answering their own comprehension questions. Begin the first interview. 5. Rotate the line 2-3 more times. Learners who read the text and wrote questions have the chance to test their own comprehension by answering the questions written by 3-4 classmates. Learners who didn't complete the homework learn about the text content by listening to their partners answer the questions. <p>Personal/Family Information</p> <p>Individual learners or pairs write 5-6 questions eliciting basic personal or family information to use in the line up interview.</p> <p>Housing Information</p> <p>Individual learners or pairs write 5-6 questions eliciting basic information about learners' homes/apartments to use in the line up interview.</p>
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Employment Information

Individual learners or pairs write 5-6 questions eliciting basic information about learners' jobs to use in the line up interview.

Would you rather _____ or _____?

Individual learners or pairs write 5-6 "Would you rather . . . or . . .?" questions and use them in the line up interview.

Encourage interviewers to ask "Why?" and gather additional details about the partner's stated preference.

Do you like/like to . . . ?

Individual learners or pairs write 5-6 "Do you like . . . ?" and/or "Do you like to . . . ?" questions and use them in the line up interview. Encourage interviewers to ask "Why?" or "Why not?" and gather additional details about the partner's response.

Have you ever . . . ?

Individual learners or pairs write 5-6 "Have you ever . . . ?" questions and use them in the line up interview. Encourage interviewers to ask follow-up questions and gather additional details about the partner's experience whenever the partner answers "yes".

Name of Routine:	<div data-bbox="1214 191 1419 352" data-label="Image"> </div> <h2 data-bbox="516 300 695 359">Races</h2>
When to use:	<p>To reinforce spelling, grammar, and sentence structure through writing.</p>
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the spelling, grammar, or sentence patterns until learners are familiar with them, but need more practice. 2. Explain to the class that they will practice the spelling, grammar point, or sentence pattern through having a race. 3. Assign learners to groups of 3 to 5 people so that the groups are roughly equally competitive. 4. Post flip chart paper at stations around the room, or down the length of a hall, far enough away so that groups working on them won't interfere with each other. 5. Tell groups that they will generate as many sentences as possible using the grammar point. Tell groups to assign a secretary to write down the sentences using a marker. Alternately, tell groups that the marker must be passed to a different learner after each sentence so all learners get an opportunity to write. Tell groups that they'll get prizes according to the number of correct sentences they produce. 6. Set a time limit. Have groups begin, reminding them at intervals how much time is left. Monitor the groups. 7. After the competition, collect all the posters and correct them, keeping a tally of the number of correct responses for each group. (Alternatively, have the groups rotate and correct another group's work.) 8. Debrief the class, selecting some results from each group and sharing them with the entire class. 9. Award the prizes. Each group comes up to collect their prizes and the rest of the class applauds as they do.
Facilitation Tips:	<ol style="list-style-type: none"> 1. Model the activity first on a whiteboard or overhead, eliciting at least one example of the grammar point from each of the assigned groups.


	<p>2. Ensure the groups are equally balanced for same task assignments.</p> <p>3. It may also be useful to tell groups to assign a captain whose job it is to elicit responses from all the members.</p>
Multi-level instruction:	<p>1. In mixed-level groups, assign the highest proficiency learner to be the captain who elicits responses from the other group members and does not provide responses her/himself.</p> <p>2. If groups correct each other's work, the upper level learners can be instrumental by making corrections, and by explaining to the other learners why the correction is necessary.</p> <p>2. For same-proficiency groups, give upper-level groups an advanced version of the task.</p>
Caveats:	<p>1. There is some risk that lower-level learners will not participate but let higher-level learners lead. To avoid this, spend some time fostering cooperation at the beginning, either through assigning a captain who will "tease out" the ideas of their classmates, or through encouraging total participation. Teach the phrase: <i>What about you?</i></p> <p>2. A strict time limit may be stressful for low-level learners. Consider decreasing an emphasis on speed.</p> <p>3. You may choose to give everyone a prize, with the top performing team getting a larger share (e.g., two pieces of candy each instead of one).</p>
Activity demonstrated at Rendezvous 2005	<p>Possessive Pronouns</p> <p>1. Each team writes sentences using the set of possessive pronouns: my, his, her, your, our, and their. One point for each correct sentence and 10 points for each full set. Restriction: each statement must be true. Also, no two statements can be alike (e.g. My name is Olga. His name is Juan. Her name is Ala, etc. would not earn points.)</p>

<p>Additional applications:</p>	<p>Building Sentences Learners build sentences using a subject, verb, and complement. For basic level work, you can restrict the verb to "to be."</p> <p>In Our School, In Our Town Learner groups practice prepositions by writing sentences based on a floor plan of their school or a real map or textbook map of a town, (e.g. Room 201 is across from Room 202. The post office is between the bank and the theater.)</p> <p>Expanding Sentences Each group starts out with the same simple sentence such as "Jack is happy," and makes it longer and longer with each rewrite adding prepositional phrases and compound elements (e.g. Jack is happy with his new job. My neighbor Jack is happy with his new job as a bricklayer.)</p> <p>What's the Question? Give each group a list of answers. The group captain reads each answer and group members write any question that is appropriate for the answer (e.g. A: It's on the table. Q: Where is my homework? A: Anna Romero. Q: Who is that woman? or Q: What's her name?)</p> <p>Gerunds and Infinitives Give each group a list of verbs, some which take gerunds only (I enjoy . . .), some which take infinitives only (I want . . .), and others that can take both (I like . . .) Do not indicate which verbs take which form. Groups write sentences using the verbs and the correct form - gerund or infinitive or both. (e.g. I like to cook; I like cooking.)</p>
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Spelling Numbers, Spelling Words

1. Numbers: Give each group captain a list of numbers. Give each group one marker and flip chart paper. The captain dictates the list of numbers to the other members. Explain that the marker must be passed to a different group member each time the captain dictates a new number. (In this way, all group members have a chance to participate.) Groups earn a point for each number correctly transcribed.

2. Words: Give each group captain a list of words. Give each group one marker and flip chart paper. The captain dictates the list of words to the other members. Explain that the marker must be passed to a different group member each time the captain dictates a new number. (In this way, all group members have a chance to participate.) Groups earn a point for each word correctly transcribed.

Name of Routine:	 <h2 style="text-align: center;">Cocktail Party</h2>
When to use:	<ol style="list-style-type: none"> 1. Learner-to-learner interviews asking rote or learner-generated questions and giving authentic answers. 2. Alternately, for review of vocabulary 3. Allows learners to communicate with 3-6 other classmates. 4. Learners practice speaking, listening, clarification strategies, writing.
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the interview questions and answers until learners are familiar with them but need additional practice. 2. Provide interview worksheets/grids for learners. Use worksheets from textbooks, have learners create them, or create ones yourself and copy for the class. 3. Explain the interview task to learners. Model how to complete one line (or grid square) of the interview worksheet. 4. Learners stand, bringing their interview worksheet, pencil/pen, and book/notebook to write on. 5. Learners circulate freely around the room, pairing randomly with classmates for the interviews. The teacher can be interviewed by learners, but does not interview others. 6. Interviewers ask the questions, listen to the response and write the response on the worksheet. Partners switch roles. 7. Teacher moves among the pairs to monitor their communication. 8. As pairs complete the first interviews they separate and find new partners. 9. Learners repeat Steps 5-8 until the interviews are finished and worksheets are completed. 10. Debrief the class to share interesting information gleaned from the interviews and review common communication issues that arose during the activity.
Facilitation Tips:	<ol style="list-style-type: none"> 1. Review useful clarification strategies - "Could you repeat that?", "How do you spell that?", etc. before starting the

	<p>cocktail party.</p> <p>2. If appropriate, scaffold by writing the target interview questions on the board so pairs can refer to them during the interviews. As the interviews progress, erase parts of the board to progressively reduce the written language available.</p> <p>3. For more variety, learners can ask different sets of questions.</p>
Multi-level instruction:	<p>1. With very large classes, make separate cocktail parties according to proficiency level.</p> <p>2. Give low-level learners worksheets with complete questions. Give high-level learners worksheets with key words only. They must generate the questions on their own.</p>
Caveats:	<p>1. Remind learners that this is an activity for speaking, listening, clarifying, and writing. Don't show the worksheet to the partner.</p> <p>2. Be attuned to how learners are circulating and pairing up. If a pair is asking each other all the interview questions, encourage them to move to find new partners.</p>
Activity demonstrated at Rendezvous 2005	<p>Would you rather _____ or _____?</p> <p>Learners ask 4-6 partners to respond to 5-6 questions such as: Would you rather take a plane or a bus? Would you rather read a book or watch a movie? Would you rather do laundry or wash dishes? After the initial response, interviewers also ask "Why?" and write the classmates' responses. All learners use the same list of questions, or half of the class uses a different set from the other half, or each learner uses a unique list they have written. When finished, debrief the group about interesting things they learned about their classmates.</p>
Additional applications:	<p>Find Someone Who . . .</p> <p>In this classic "cocktail party" activity, learners are given a 16-20-square grid in which are typed a variety of prompts such as "speaks 3 languages, likes to grow vegetables, has two sons, has been in the U.S. more than 5 years, works as a</p>

housekeeper, etc". Learners must create complete English questions from the prompts (Can you speak three languages? Do you have a daughter?). Learners circulate in the cocktail party, asking each classmate 2-3 of the questions and writing the classmates' names in any squares that are true for the classmates.

Can you?

Learners use sets of "Can you . . .?" questions to interview classmates. (Examples: Can you . . . touch your toes, play the piano, drive a motorcycle, understand TV news, fix a toilet, bake bread, etc.) All learners use the same list of questions, or half of the class uses a different set from the other half, or each learner uses a unique list they have written.

Words and their Definitions

Write vocabulary words that learners are learning on a set of cards, one word per card. Write the definitions on separate cards. Have enough for each learner plus a few extra. Randomly distribute the cards to learners; some learners get word cards, some get definitions. Give learners time to memorize their cards. Learners leave their cards on their desks, then stand and circulate in a Cocktail Party seeking to match the words with correct definitions. Continue to hand out cards as matches are made until all words are matched with their definitions.

Questions and their Answers

Write questions that learners are learning on a set of cards, one question per card. Write the answers on separate cards. Have enough for each learner plus a few extra. Randomly distribute the cards to learners; some learners get answer cards, some get questions. Give learners time to memorize their cards. Learners leave their cards on their desks, then circulate in a Cocktail Party seeking to match the questions and answers. Continue to hand out cards as matches are made until all questions are matched with their answers.

Line Up Topics used for Cocktail Parties

The same content of Line Up activities can be used in the Cocktail Party format. See the Line Up activity description on pages 13-14 for the following additional applications:

Personal/Family Information

Housing Information


Employment Information

Do you like/like to . . .?

Have you ever . . .?

Picture Halves

1. Select 8-10 large pictures from magazines - enough for 1 picture per two learners. For low-level learners select pictures where there is a clear relationship between the objects in the left half of the picture and the objects in the right half. For high-level learners select pictures that, when cut down the middle, the left half has just a few hints or minor elements from the right half.
2. Cut each picture in half and tape each picture half onto a square of black construction paper.
3. Pass the picture halves out to learners. You may pass them out randomly or you may intentionally (but covertly) give all the left sides to speakers of one first language (all the Spanish speakers, for example) and all the right sides to speakers of other first languages.
4. Give learners time to study their assigned picture half. They should NOT show their picture half to any other classmate. Learners prepare to describe the details of their picture half.
5. Learners turn their picture halves face down on their desks, black paper side showing.
6. Learners circulate in a Cocktail Party. Each person describes the details of his/her half picture to their partner. The pair decides if they have both halves of the same picture. If not, each person moves on to find another partner.
7. Repeat step 6 with additional partners. As pairs find their partners, they retrieve their picture halves and sit together. Pairs write a paragraph describing their picture.

Name of Routine:	 Round Robin
When to use:	Learners practice a short dialogue multiple times based on a variety of visual or physical object prompts.
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the chosen dialogue until learners are familiar with it but need additional practice. 2. Create 8 - 12 picture or word prompts on separate pieces of 8" x 11" paper. Tape the prompts on the walls, evenly spaced around the circumference of the classroom, thereby forming "stations". (Alternately, the prompts can be placed on table tops around the room.) 3. Choose a learner to be your partner. Stand together at one station and model the dialogue, showing learners how the picture prompt is used as the focus of the dialogue. Walk with your partner to the next station and indicate that you would repeat the dialogue a second time using the new picture prompt. 4. Put learners in pairs. Assign each pair to stand at a different picture prompt. Thus, one pair begins at the first prompt, a second pair begins at the 2nd prompt, one pair starts at the final prompt, etc. (This method avoids bottlenecks.) 5. Signal all pairs of learners to begin at the same time, practicing the dialogue at their first assigned picture prompt. 6. Teacher moves among the pairs to monitor their communication. 7. When the first dialogues are complete, pairs move clockwise to the next prompt. Learners repeat the dialogue at the next picture prompt. 8. Pairs repeat step 7 until they have moved to all the stations around the room, thereby practicing the dialogue 8-12 times with the 8-12 prompts.
Facilitation	<ol style="list-style-type: none"> 1. Tape large, block numbers next to each station to indicate the clockwise progression from 1 - (8-12).

Tips:	<p>2. If helpful, draw a schematic of the round robin on the board. Use arrows to show movement to all the stations. For low level learners, a simple instruction "Eight pictures, eight conversations," helps to explain the process.</p> <p>3. If appropriate, scaffold the dialogue by writing the target conversation on the board so pairs in the round robin can refer to it during the activity. As the round robin progresses, erase parts of the board to progressively reduce the written language available. Alternatively, have learners write their half of the dialogue on paper to carry with them through the stations. Use blanks in the dialogue to indicate where the picture/object prompt is used and where the learners originate authentic responses. (See examples below.)</p>
Multi-level instruction:	<p>1. Pairs can be multi-level so that advanced learners can help low-level learners.</p> <p>2. Alternately, pairs can be learners at the same proficiency level. For high-level pairs, provide a more challenging set of picture prompts. Alternately, provide or a more complex dialogue that can still be used with the low-level picture prompts.</p>
Caveats:	<p>Make sure that all pairs move clockwise and move to all the stations. If one pair is "stuck" at a station, other pairs can skip that station and move to the next one to prevent jams.</p>
Activity demonstrated at Rendezvous 2005	<p>Workplace Warning Signs</p> <p>1. Create level-appropriate picture prompts with typical workplace warning signs (SPL 1-2: Private, No Smoking, Out of Order, Danger, Keep Out, etc. SPL 4-5: Fragile - Store Upright, Keep Refrigerated, Danger - High Voltage, Flammable, Store Away From Temperature Extremes, etc.) For higher level learners, ask them to copy signs from their own workplaces to use in the round robin.</p> <p>2. For SPL 1-2 learners, practice the dialogue: A: Wait! B: What's wrong? A: The sign says _____. (Out of Order, Keep Out, etc.) Don't _____ (e.g. . . . use the phone, . . . go in</p>

	<p>there, . . . touch that, . . . use the washer, . . . open the door., etc.)</p> <p>3. For SPL 4-5 learners, practice the dialogue:</p> <p>A: Wait!</p> <p>B: What's wrong?</p> <p>A: The sign says _____. You're not supposed to _____. You have to _____.</p> <p>(e.g. The sign says "Flammable". You're not supposed to smoke near this can of gas. You'll have to go outside to smoke.")</p> <p>B: Thanks for warning me.</p>
Additional applications:	<p>What's this word in English? How do you spell that?</p> <p>1. At 8-10 stations around the room, place useful objects whose words are unknown to the learners. (SPL 1: pencil sharpener, trash basket, stapler, paper clip, etc. SPL 4: heat register, mini-blind, fluorescent light, circuit breaker box, overhead projector, etc.)</p> <p>2. Choose a learner to stand at each station. Give each of those learners an index card with the word of the object at their station. Quietly coach each of them how to pronounce their word. These learners (Learners B) do not move through the round robin.</p> <p>3. Remaining learners (Learners A) number a piece of lined notebook paper 1-(10 - or however many stations you have.) Assign each remaining learner to begin at one of the stations to practice the following conversation:</p> <p>A: What's this word in English? (pointing to the object)</p> <p>B: It's "pencil sharpener".</p> <p>A: Excuse me? (or "Please repeat.")</p> <p>B: Pencil sharpener.</p> <p>A: How do you spell that?</p> <p>B: p-e-n-c-i-l s-h-a-r-p-e-n-e-r</p> <p>A: (writes the word on the notebook paper)</p> <p>Thank you.</p> <p>4. When learners have moved through all the stations reverse</p>

the activity. Learners who moved through the round robin are assigned to stand at one of the stations. Learners who stood at stations move through the round robin.

I need to return this shirt.

1. At 8-10 stations around the room, place objects that show some type of damage (a dented can, a rusty tool, a scratched wooden picture frame, a torn skirt, a stained towel, a broken toy, a shirt with a missing button, a cracked cup, a chipped bowl, etc.)

2. Pairs rotate together to the stations and take turns being a customer and customer service representative to practice the following dialogue:

A. Can I help you?

B. Yes, I need to return this _____. It's _____ (describes the damage).

A. OK. How do you want to handle this?

B. I'd like _____ (to exchange it, my money back, a store credit, etc.)

How much is this _____?

1. At 8-10 stations around the room, place common household objects. Label each object with a price - some too high, some too low, some just right.


2. Pairs rotate together to the stations and take turns practicing the following dialogue:

A: How much is this _____? (are these _____?)

B: It's/They're _____ (reads the price)

A: Oh, that's _____! (expensive, cheap, a good price.)

B: OK, _____ buy it. (let's, let's not)

Name of Routine:	 <h1>Catching Games</h1>
When to use:	<p>To practice quick thinking, quick spoken responses and speaking fluency.</p>
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the questions/prompts and responses until learners are familiar with them but need additional practice. 2. Learners stand in small circles of 5-8. 3. Model the activity: hold a small, soft toy (like a stuffed animal) and say a prompt. The prompt can be rote or original, a question or a statement. Toss the toy across the circle to a learner. That learner catches the toy and responds quickly to the prompt. 4. Give the toy to a learner who begins the activity. 5. The learner with the toy says a prompt and tosses the toy across the circle to another learner who must quickly respond. 6. The learner who now holds the toy repeats the prompt (or generates an original prompt) and tosses the toy to another learner. 7. Teacher monitors but does not participate. 8. Repeat until everyone in the circle has caught and tossed the toy. 9. Debrief the class.
Facilitation Tips:	<ol style="list-style-type: none"> 1. Model for all learners before forming the circles. 2. If appropriate, scaffold the game by writing the prompt and/or target conversation on the board or a floor poster so learners in the circle can refer to it during the activity. As the activity progresses, erase parts of the board (or remove the floor poster) to progressively reduce the written language available.
Multi-level instruction:	<ol style="list-style-type: none"> 1. Circles can be multi-level or same-level. 2. Encourage higher-level learners to give extended responses.

Caveats:	<ol style="list-style-type: none"> 1. Do not use a ball, as it bounces if dropped and it could hit an unsuspecting learner. Also, language practice time will be wasted chasing the ball. 2. If it will be difficult for learners to say a variety of prompts off the top of their heads, let them prepare 3-4 in advance to bring to the circle.
Activity demonstrated at Rendezvous 2005	<p>"You're late today!": Apologies, Excuses, & Future Remedies</p> <ol style="list-style-type: none"> 1. Review with learners the 3-step response to a supervisor's critical comments: offer an apology, explain the reason for the problem, and offer a plan to remedy the situation should it arise in the future. 2. Learners stand and make circles of 5-8 people. 3. Following the basic procedure described above, the learner with the toy takes the role of supervisor and says a typical critical comment (e.g. "You were 20 minutes late today," "You didn't finish your work," "You left work early yesterday," "This isn't put together correctly," "You left your tools out again".) 4. The learner who catches the toy responds with the 3-part response (see Step 1).
Additional applications:	<p>Tag Questions</p> <p>When learners hold the toy, they make a statement and toss the toy. The person who catches the toy adds the "tag" to the question. Examples:</p> <p>A: This game is fun . . . B: . . . isn't it? B: We have class on Monday . . . C: . . . don't we? C: The movie was boring . . . D: . . . wasn't it? E. They can't speak Swedish . . . F: . . . can they?</p> <p>If it will be difficult for learners to make statements off the top of their heads, let them prepare 3-4 statements in advance. Learners can bring their written statements to the circle to use as prompts.</p>

Why Should I Hire You?

Learners come to the circle prepared to ask several level-appropriate questions typically asked in job interviews (e.g. Can you work the night shift? What are your job duties now?) For advanced level learners, it is especially challenging to use tough questions (e.g. Why did you leave your last job? What are your strengths? Why should I hire you?). The person who tosses the toy is the "employer" and asks an interview question. The person who catches the toy is the job seeker and answers the question.

Weekly Schedules

Learners ask each other questions about their weekly schedules using day and time-of-day questions, e.g. "What do you do on Monday afternoons?" or "What are you going to do on Saturday morning?"

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Name of Routine:	<div data-bbox="1230 191 1401 363" data-label="Image"> </div> <h2 data-bbox="521 310 1149 373">Vote with Your Feet</h2>
When to use:	<p>Learners decide from among several correct or preferred options and then explain their choice to the class.</p>
Basic Procedure:	<ol style="list-style-type: none"> 1. Teach the grammar point or language responses until learners are familiar with them but need additional practice. 2. On 8" x 11" papers write the 2-3 options in large letters, one option per piece of paper. 3. Tape the papers on the classroom walls in locations easily reached by all learners. These are the "voting stations". 4. Teacher reads a prompt. 5. Learners walk to the "voting station" with the option they support. 6. Teacher selects 1-2 learners standing at each station to explain why they chose that option. 7. Repeat Steps 4-6 until all prompts are used. 8. If the choices represent "correct" responses (as for grammar points) award points/prizes to individuals or teams.
Facilitation Tips:	<ol style="list-style-type: none"> 1. This activity can be used with options where one choice is correct (as in a grammar point), or for options that represent a choice among several possible opinions. 2. Model for all learners before beginning the activity. Particularly, model the options for "voting" - individual voting as (Step 5 above), or team voting (Steps 3, and 4 below). 3. If the simultaneous movement of all learners in the class is problematic, learners can be divided into teams. When the teacher gives the prompt, each team sends just one "runner" to vote for the team. That runner explains the team's choice. With every prompt, teams send a different runner so that all learners participate. 4. Alternately, learners can be counted off into teams - one team per option. In this method, there is just a single "voting station". When the teacher reads the prompt, the team that matches the "correct" option moves to the voting station;

	<p>other teams remain in place.</p> <p>5. Learners can move directly from sign to sign with each prompt. They don't need to return to a "base" in between prompts.</p>
Multi-level instruction:	<p>1. If teams are used, they can be multi-level or same-level. If same-level, give more difficult prompts to the higher-level teams.</p> <p>2. Higher-proficiency learners can take the teacher's role in stating the prompts.</p>
Caveats:	<p>1. Do not use this activity to introduce new structures.</p>
Activity demonstrated at Rendezvous 2005	<p>Pronouncing the past tense</p> <p>1. Teach the pronunciation of the three past tense sounds. If the word stem ends in "t" or "d", the "ed" ending sounds as a separate syllable; if the stem doesn't end in a "t" or a "d", teach learners to practice saying the word with their hands on their vocal chords (or over their ears) to discern if it's voiced, in which case the ending has a "d" sound, and if it's not voiced, then it's a "t" sound.</p> <p>2. On 8" x 11" papers, write the three pronunciations of regular past tense endings in large, bold letters: -d, -ed, -t.</p> <p>3. Post the 3 papers on the classroom walls.</p> <p>4. Select a learner to model the activity. Read the base form of an English verb. Ask the learner to move to the sign she/he thinks represents the correct past tense pronunciation for that verb. The learner should say the word aloud to test and verify the answer. Ask the class if they agree.</p> <p>5. Have all learners stand (or create teams as described in "Facilitation Tips" above.)</p> <p>6. From a list of regular past tense verbs, read the base forms one by one. Learners move to the sign they believe represents the correct past tense pronunciation for each verb.</p>

<p>Additional applications:</p>	<p>Spelling the plural form of nouns</p> <ol style="list-style-type: none"> 1. Teach the rules for choosing plural endings of nouns until learners are familiar with them but need additional practice. 2. On 8" x 11" papers, write the three plural 3rd person spelling forms: -s, -es, -ies 3. Post the 3 papers on the classroom walls. 4. Select a learner to model the activity. Read the singular form of an English noun. Ask the learner to move next to the sign that represents the correct plural spelling for that noun. Ask the class if they agree. 5. Have all learners stand (or create teams as described in "Facilitation Tips" above.) 6. From a list of common nouns, read the singular forms one by one. Learners move to the sign they believe represents the correct plural spelling for each noun. <p>Job Interview "Do's" and "Don'ts"</p> <ol style="list-style-type: none"> 1. Have learners read about acceptable, unacceptable, and optional behaviors in job interviews. 2. On three 8" x 11" papers, write "Should," "Shouldn't," and "Not Sure" in large, bold letters. 3. Post the papers on the classroom walls. 4. Have all learners stand (or create teams as described in "Facilitation Tips" above.) 5. One by one, read a list of possible job interview behaviors, (e.g. 1. Shake hands with the employer, 2. Chew gum, 3. Look the employer in the eye, 4. Arrive 30 minutes early, 5. Arrive 5 minutes late, etc.) Include some options that are debatable (e.g. Wear a 3-piece suit.) 6. Have learners move to the sign that represents whether a person should or shouldn't do the stated behavior during a job interview. Select some learners to explain their choice.
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"Should" and "Shouldn't"

"Agree" and "Disagree"

1. On two 8" x 11" papers, write "Should" and "Shouldn't" or "Agree" and "Disagree" in large, bold letters. You may also write a third paper, "Don't Know" or "Not Sure".
2. Post the papers on the classroom walls.
3. Have all learners stand (or create teams as described in "Facilitation Tips" above.)
4. One by one, read a list of level-appropriate scenarios related to the content of the class's current study (e.g. "You hear your neighbors arguing. Should you call the police?", or "College education should be free for all people.")
5. Have learners move to the sign that represents their opinion. Select some learners to explain their choice.
6. Ask learners to offer statements for their classmates to respond to.

Infinitive or Gerund?

1. Teach the use of infinitives and gerunds with verbs until learners are familiar with them but need additional practice.
2. On three 8" x 11" papers, write "Gerund (-ing) Form Only", "Infinitive Only", and "Both". Alternately, have only one voting station - "Correct Answer"
3. Have all learners participate, or divide into teams as described in "Facilitation Tips" above.
4. From a list of verbs using infinitives or gerunds or both, read verbs one at a time. Have learners vote by moving to the stations. Select a few learners to use the verb in a sentence.

Count and Non-count Nouns

1. Teach the use of adverbs with count and non-count nouns until learners are familiar but need additional practice.
2. On two 8" x 11" papers, write "Count" and "Noncount". Alternately, write "much" and "many" and "a lot of". ("Much" and "many" are typically used with negative statements, whereas "a lot" is used with positive statements.)
3. Post the 2 or 3 papers on the classroom walls.
4. Select a learner to model the activity. Read a noun from a

list of count and non-count nouns. Ask the learner to move next to the sign that says "count" or "non-count" (or that represents the correct adverb to use with that noun). Ask the class if they agree. You may choose to use the words in a gapped sentence (e.g. "We have _(a lot of)___ milk in the refrigerator." "We don't have ___(much) ___ milk today.")

5. Have all learners stand (or create teams as described in "Facilitation Tips" above.)
6. From a list of common nouns, read the nouns one by one. Learners move to the sign they believe represents the correct category of the noun or correct adverb to use with the noun. Select a few learners to use the words in a sentence.

That's expensive!

1. On three 8" x 11" papers, write "Expensive" and "Cheap" and "A Good Price".
2. Post the 3 papers on the classroom walls.
3. Select a learner to model the activity. Read a statement about a product and its price (e.g. "Bread is \$5.95 a loaf.", "Apples are \$0.59 a pound."). The learner moves next to the sign that represents the learner's opinion about the price.
4. Have all learners stand (or create teams as described in "Facilitation Tips" above.)
5. Say more statements about products and prices. Learners move to the sign that represents their opinion about the price. Select a few learners to explain their choice.
6. Extension: Ask learners to offer their own product/price statements for their classmates to respond to.

Prepositions

1. Teach the correct usage of a selection of prepositions until learners are familiar with them but need additional practice.
2. Write the prepositions individually on pieces of 8" x 11" papers. Post the papers on the classroom walls.
4. Have all learners stand (or create teams as described in "Facilitation Tips" above.)
5. Read cue sentences, leaving out the preposition. Have learners "vote" on the correct preposition for the sentence.

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NOTES AND IDEAS