OUR PRESENTERS:

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2008- PRESENT

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OUR PHILOSOPHY: **WE HAVE TAUGHT IT, CAN THEY USE IT?**

The activities that we discuss today are intended as a fun way to practice or drill content that has already been presented to students before. In other words, students have already had a full presentation on the grammar and vocabulary needed in order to participate successfully in these activities. The time that you spend on these activities will depend on your group.
ADVERB ROLL

Materials: 2 dice per student pair
Prep: 6 verb phrases and 6 adverbs

Show me how to VERB + ADVERB”
Great!”
Not exactly. Try again, I know you can do better.” 😊

Verb Phrases
- Cross the street
- Type on a keyboard
- Answer the Phone
- Enter the classroom
- Wave goodbye
- Button up your shirt

Adverbs
- Cautiously
- Cheerfully
- Strangely
- Sadly
- Loudly
- Calmly
EXTENSION: CHARADES

One student acts out a verb + adverb for the group:

Can you guess what I’m doing right now?

→ “You’re verb-ing + adverb, right?”

→ “Right!”

→ “Not exactly. Let me show you again.”
IN-AT-ON ROLL

- What were you doing _____ + _____ + ____?

Roll for a time:
- At 8:00
- At 9:30
- At 1:15
- At 11:45
- At 6:45
- At 4:10

Add a time of day
- In the morning
- In the afternoon
- In the evening
- At night

Add a day of the week
- On Friday
- On Saturday
- On Sunday
- On Monday
EXTENSION: WHILE

• A: What were you doing at 6:45 in the morning on Sunday?

• B: I was doing the dishes at 6:45 in the morning on Sunday.

• A: So, while you were ________ at _______ in_______ on________, I was ____________.
Materials: One beach ball per pair or small group

Partners stand up. The teacher writes a word or phrase on the board. Partners take turns following the verb tense cycle. The focus here is on accuracy. Students continue making sentences with the same word until the teacher changes it.
Variation: Put a Collocation or Phrasal Verb in the Middle

Every day I ___________.

Yesterday I ___________.

Tomorrow, I’m going to ___________.

So far today I have ___________.

Right now I am ___________.

To go out
EXTENSION: DISCUSSION QUESTIONS BASED ON THE TARGET WORD IN THE MIDDLE

• Do you ever go out by yourself? Where do you go?
• Where have you gone out recently in Northampton? Why?
• Would you rather go out for a nice dinner or stay home and cook a nice dinner? Why?
• Talk about the last time you went out by yourself.
• Who do you wish you could go out with more? Why?
Variation:
Put conditional structures around

If I have time tomorrow, I will _________.

Go grocery Shopping

If I had time right now, I would ____________.

If I had had time last night, I would have ____________.
Variation: Put question forms around.

Are you ________ right now?

Did you ________ yesterday?

Have you ________ yet today?

Are you going to ________ later?

Do you ________ every day?

Eat Lunch
Handling Error Correction

- If their mistakes are structural about the target language and their group or partner is unable to catch and correct them, step in.

- If their mistakes are pronunciation of one of the main words, step in.

- If their mistakes are mixed into additional content, word choice or grammar that they are bringing to the table, capture the sentence with the mistake on an index card.

At the end of the activity, give partner pairs their set of index cards with their mistakes to read and correct together. After a few minutes, you can cycle through and check their corrections or answer any questions that they have.
BEACH BALL: CHOOSE YOUR OWN FOCUS

Number your beach ball. Number your board. The ideas on your board will correspond with the numbers on your beach ball.

1. Right now
2. Maybe one day
3. So far
4. Last week
5. When he/she was a child
6. Every day
Students will throw the ball and make questions about this photo of the airport first. After a bit, the picture will change to something new and they will continue.
a softie
"you're an old softie"
I have a soft spot
(in my heart) for

- internalize something
- an amusement park
- a liquor store
- a package store

inf. boost = alcohol

I couldn't make up
my mind =
I couldn't decide
a psychologist
a psychiatrist
SOME ILI FAVORITES:

* Something you are good at

* Your favorite food

* Usted

* La Señora Gómez
POKER CHIPS: PRACTICE REJOINDERS

This poker chip activity focuses on active listening and turn taking through the use of rejoinders. The poker chips show balance of the conversation as they physically touch.
SAMPLE QUESTION ➔ WHO CAN YOU COUNT ON?

Materials:

- 3 poker chips per student.
- Questions for students to speak about.
- Sometimes we create slide shows with rotating questions, or give them question cards to work with. In each instance, they must give three answers instead of only one.
- A short dialog on the board.

Talk with your partner.

A: Ask your question
B: Answer ➔ ← uh-huh
B: What did I say?
A: You said that...... right
B: Right.
STUDENTS CAN LOOK AT THE BOARD FOR CONVERSATION STRUCTURE:
FOLLOW UP QUESTION STACK

Students write 5 “Did you ___________?” Questions
Teacher corrects the questions.

Students work in pairs. Each student has 5 poker chips to play.

Each conversation will begin with one “Did you ______？”question.
Each conversation will continue with 4 follow-up questions.

Students can play a chip every time they ask or answer a question.
When they reach a stack of 10 chips, they can begin with a new question.

- Did you go shopping yesterday?
- Did you exercise yesterday?
- Did you talk to anybody yesterday?
- Did you watch your TV last day?
- Did you drive yesterday?
GROUP SHARE AT THE END OF QUESTION STACK
(TEACHER CAN CORRECT ERRORS AS NEEDED.)

What did you find out about your partner?

I asked my partner if _____________________ and she said that ________________.

Note: by reporting both questions and answers as daily sharing rituals, students get
regular practice with noun clauses and embedded questions. Once the teacher
introduces this grammar, student increasingly self-correct errors.

Helpful phrases when group sharing: ➡️ “I’ll go.” ➡️ “That’s it.” ➡️ “Who’s next?”
WHAT WE LOVE:

• Flexible content ➞ tailored to language focus and student relevance
• Ritual form boosts student comfort and independence
• Active listening ➞ cultural and interpersonal skills
• Physical action ➞ kinesthetic and tactile engagement
• Conversation balance
• Accuracy focus without compromising fluency
• Drill, drill, drill
Thank You!
Questions?

The power point and a handout will be uploaded to the MATSOL site.

For a copy of today’s power point email: janelle@ili.edu