Connecting Textbook Lessons and Games to the English Language Proficiency Standards
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Lessons, games and the ELPS

1) Conversation Cards, p. 1, 4
ELPS #2: Actively listen to others; participate in short conversations; present simple information; respond to simple yes/no questions and some –wh questions.
2) Scrambled Questions, p. 2
ELPS #10: Demonstrate command of the **conventions of standard English** to communicate in level-appropriate speech and writing.
3) Dictation Relay, p. 2
ELPS #1: Connect meaning from oral presentations through level-appropriate listening, reading and viewing.
4) Roll the Dice Conversation, p. 2, 5
ELPS #2, 9: Create clear and coherent level-appropriate speech and text.
5) Scattergories Vocabulary Game, p. 3
ELPS #8: Determine the meaning of words and phrases in oral and written text.
6) Student Interviews, p. 2, 6
ELSP #5: Conduct research and evaluate and communicate findings to answer questions.

Useful Language Phrases, p. 7
Commitment and References, p.8
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Conversation Cards

Procedure:
1) Teacher cuts up questions from a set of theme-related (daily routine, work, family, etc.), or grammar based *(Do you? What are? What time? Where? etc.)* conversation questions which students ask and answer.
2) Teacher gives every student a question from the set and students walk around and ask each other their questions and then exchange questions and move on to someone else.
3) A variation: teacher gives half the class a question and the students who have a card must ask someone who doesn't have one. After the person has answered, the question is given to him/her to ask someone else. This way students may be concentrating on the speaker rather than thinking about the question they have.
Conversation cards from Ventures Book 2, Unit 1 Collaborative on cambridgeone.org

Scrambled Questions

Procedure:

1) Teacher writes each word from a question on a separate piece of large paper.
2) Teacher says a sentence. Students think of the question. This must be a review of questions and answers that have been studied.
3) Students make a line in front of the class holding up their papers in the correct order of the question.
4) Or, students make a line in front of the class in scrambled order and the students who are seated direct the location of each student holding a word.

Questions from Ventures Book 1

Dictation Relay

Procedure:

1) Teacher posts a list of words or sentences on the wall in several places.
2) Students are divided into groups of 4. Each student has a job.

Student #1: Runner Student #2: Repeater
Student #3: Checker Student #4: Timekeeper

3) One member of each group (the runner) goes to the wall to read the word or sentence. The other group members stay seated. The runner only reads one sentence.
4) The runners must then walk back to the group and dictate what they read to their group--no yelling! If necessary, the runner goes back to the wall to check.
5) Students alternate jobs. Student #1 becomes #2, #2 becomes #3, etc., so everyone has a chance to be the runner.
6) The student checker checks the papers as they write or at the end.
7) The first to complete all the words or sentences accurately wins.

List of words from Ventures Book 1, Unit 5
List of sentences from Ventures Basic, Unit 9

Roll the Dice Conversation Practice

Procedure:

1) Teacher gives groups of 2-4 students conversation questions and one dice.
2) A student rolls the dice once and finds the category below. The student rolls the dice a second time and finds the specific question # in that category.
3) Adapt the categories and questions as needed for level. Categories: Food: What do you eat for breakfast, lunch, etc., neighborhood category: pictures of places in the neighborhood or questions about where you shop, do laundry, etc.

Student Interview

Procedure:

1) Teacher distributes worksheets to small groups of students.
2) First, students ask and answer questions.
3) Then students create a graph with their group based on the information they have collected.
4) Students share their information orally with the whole class.

Student interview activities are from www.cambridgeone.org in the Collaborative Activities. The one in this workshop is from Ventures Book 4, Unit 9, Lesson F.

Scattergories (vocabulary game)

Procedure:

1) Divide class into teams with 2-4 students in each team. Each team needs a piece of paper.
2) Give students three vocabulary categories with vocabulary that you want students to reinforce and review.*
3) Each team divides their paper into three columns and writes the categories at the top of the columns.
4) Give the students a letter of the alphabet.
5) The teams have two minutes to write as many words as they can in each vocabulary category beginning with that letter.
6) When the time is up, the teams swap papers and check each other's answers. The team with the most valid words in each category gets a point. You could also have students write the words on the board or you could write as they read their list.
7) For subsequent rounds, repeat with a different starting letter.
8) The team with the most points at the of the game win.

Ideas for categories: food, jobs, places around town, shopping, verbs, adjectives

*Try choosing categories that you have studied recently to test your students' knowledge.

Stop: (like Scattergories for lower levels)

Procedure:

1) Divide class into teams with 2-4 students in each team. Each team needs a piece of paper.
2) Each team divides their paper into 4-6 columns and writes the categories at the top of the columns.
3) Give the class a letter of the alphabet and then shout, "Go!"
4) The students have to write one word in each vocabulary category as quickly as possible. Each word has to begin with that letter.
5) When a team has completed the columns, they shout, "Stop!" The other teams must stop writing.
6) When the time is up, the teams swap papers and check each other's answers. The team that called "Stop!" first who has correct words in each category gets a point. You could also have students write the words on the board or you could write as they read their list.
7) For subsequent rounds, repeat with a different starting letter.
8) The team with the most points at then of the game win.

Lesson **C**

What are you doing right now?

Conversation cards

A Everyone takes a card.

B Find a classmate. Ask your question. Your classmate answers. Change cards.

C Find another classmate. Ask your new question. Your classmate answers. Change cards again.

What are you wearing today?	What are you doing right now?	What do you do every Sunday?	What do you drink every morning?
What do you usually eat for dinner?	What do you do every afternoon?	What do you usually wear to class?	What am I wearing today?
What is the teacher doing right now?	What time do you usually go to bed?	What do you usually do after class?	What do you do every day?
What do you usually do every night?	What do you usually watch on TV?	What do you usually do on Friday?	What is the teacher wearing today?

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Roll the Dice Conversation Practice (adapted from Beth Bogage)

Roll the dice once; find the category below. Roll the dice a second time, and find the specific question # in that category. Talk about the question.

1 FEELINGS

1. What kind of weather do you like? Why?

2. What do you enjoy doing when you have spare time on the weekends?

3. Talk about a moment recently when you felt especially happy. What happened?

4. What makes you feel frightened?

5. What do you do to handle stress?

6. Talk about a moment recently when you felt thrilled, excited, or especially happy. What happened?

2 LEISURE ACTIVITIES

1. Describe your favorite meal.

2. What is your favorite restaurant?

3. What is your favorite kind of music? Do you listen to different types of music depending on your mood?

4. What is your favorite place to go in your city? Why?

5. What is your favorite movie? Why?

6. What is your favorite television program? Why?

3 FRIENDS & FAMILY

1. How many brothers and sisters do you have? Where do they live?

2. Who was the most influential person in your life when you were a child?

3. Who is your favorite relative? Describe this person.

4. Do you have any friends from other cultures or other countries? Describe one of them.

5. Describe your hometown. What is something you really miss about it?

6. Describe your best friend. What would he/she say about you?

4 EDUCATION

1. Why did you decide to enroll in classes here? How did you learn about this school?

2. How often do you speak and listen to English outside the classroom? In what situations or with whom do you speak?

3. What is one of your future educational goals?

4. What is a future work-related goal that you have?

5. Would you rather practice grammar or vocabulary during English class? Why?

6. How often do you read and write English outside the classroom? Where do you do that?

5 DECISIONS

1. Talk about a time recently when you had to make an important decision.

2. Do you have any bad habits that you would like to quit or give up? Explain.

3. Do you plan to live the rest of your life in the U.S.? or would you like to return to your native country someday?

4. Do you plan to stay in this city? What is a benefit or advantage to living in this city? What is a disadvantage of living here?

5. What is a big purchase you plan to make?

6. Why did you decide to come to this city?

6 WORK & TRAVEL

1. Would you rather visit Alaska or Hawaii? Why?

2. Would you rather have a part-time or full-time job right now? Explain.

3. Would you rather live in an urban area or in the suburbs?

4. Would you rather visit New York City or San Francisco? Explain your choice.

5. Would you rather live near the ocean or in the mountains? Explain.

6. Would you rather work with people or machines? Give an example of your ideal job.

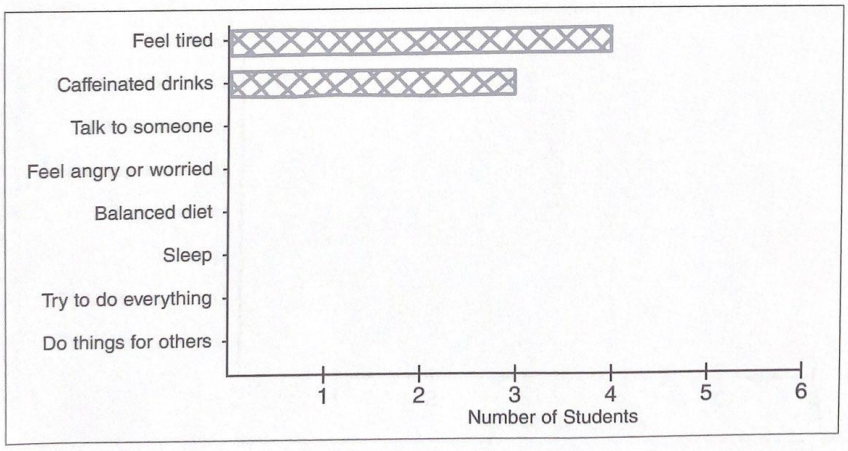
Lesson F Another view

Student interview

A Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. feel tired often?	4	2
2. drink more than three caffeinated drinks a day?	3	3
3. talk to someone when you have a personal problem?		
4. feel angry or worried often?		
5. have a balanced diet?		
6. get less than seven hours of sleep a night?		
7. always try to do everything by yourself?		
8. do things for other people even though you don't want to?		

B Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of *yes* answers for each question.



C Compare your chart with the chart of another group. Answer the questions.

1. How are the charts similar? How are they different?
2. What can your classmates do to reduce the stress in their lives?

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Useful Conversational Phrases

Giving advice/suggestions
If I were you, I'd …
I suggest that you…
I think you should…
Why don't you…
I recommend that you…
I think you'd better…

Bringing in other people
What do you think, (person's name)?
What's your opinion, " " ?
Don't you agree with us, " " ?
You're quiet today, " " .
What are you thinking, " " ?

Checking another person's understanding
Do you follow me?
Have you got it?
Are you with me?
Be sure to ask if you have any questions.

Asking for repetition/clarification
I didn't catch that.
I didn't hear you.
I missed that.
How do you spell _____?
Sorry, I don't see what you mean.
Would you mind saying that again?

Showing understanding
Now I've got it.
I understand.
I'm with you.
Uh-huh.
Um-hmm.

Starting a conversation
Hi, my name is _____
Excuse me, can I talk to you for a minute?
Can I ask you something?
Can I talk to you for a minute?

Ending a conversation
I'd love to continue this conversation, but…
Sorry, but I think I should be going now.
Well, I don't want to take up any more of your time.
I've got to go now.
Thanks for the information.

Saying goodbye
It was nice talking to you.
Thanks for the information.
Talk to you soon.
Take care.
Take it easy.
See you later.

Responding to criticism
Please accept my apology.
It won't happen again.
I apologize.

Games phrases
Roll the dice.
My turn. Your turn.
Who's next?
I'm next. You're next.
I agree. I don't agree.

Commitment Sheet

I will try the following communicative activities that connect to the ELPS in my classroom in the next three months:

1. _____

2. _____

3. _____

References

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- Worksheets, puzzles: http://www.theteacherscorner.net/printable-worksheets/
- Wrigley, H. (2015). *Preparing English Learners for Work and Career Pathways.* https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/preparing-english-learners-for-work-and-career-pathways

Other Resources

- Cathy's Cards, Kathy Diaz, Alta ESL
- *Conversation Inspirations*, Nancy Zelman, Alta ESL
- *Cooperative Learning*, Spencer Kagen, Kagen Publishing
- English Language Proficiency Standards (ELPS) for Adult Education: https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf
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- *Five-Minute Activities*, Penny Ur and Andrew Right, Cambridge University Press
- *Ventures*, Basic 1-4 and Transitions. Collaborative activities in www.cambridgeone.org K. Lynn Savage, Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez, Cambridge University Press
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Classroom Jobs: MATERIALS MANAGERS

Duties:

- Pass out materials.
- Collect materials.
- Be sure materials are organized.

LANGUAGE YOU NEED TO DO THESE JOBS:

Here you go. Here you are.
Did everyone get one (a handout, a sheet, a card)?
Does anyone need one (a handout, a sheet, a card)?
Who needs one?
Please give me back the ….
Who forgot to put back the …?

Classroom Jobs: TRAINERS

Duties:

- Help new students. Ask them to sit with you. Introduce yourself.
- Help the late students get situated.
- Help the students who are confused.
- Help the students feel comfortable.

LANGUAGE YOU NEED TO DO THESE JOBS:

Hi. Welcome to the class. My name is _____
What's your name?

The books and materials are over there in the cabinet. (Show the student).

If you have any questions, please ask me. I can help you.