



THE INTERNATIONAL LANGUAGE INSTITUTE OF MASSACHUSETTS



2017 International Language Institute of Massachusetts

BEACH BALLS, POKER CHIPS AND DICE

OUR PRESENTERS:

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PRESENT



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2008- PRESENT



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

Say goodbye

Button up your shirt

Adverbs



Cautiously



Cheerfully



Strangely



Sadly



Loudly



Calmly





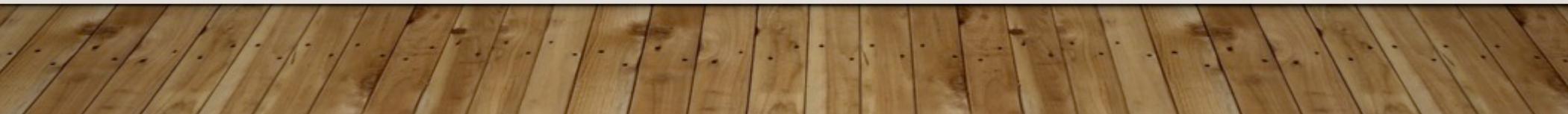


EXTENSION: CHARADES

The 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

1

+

2

+

3

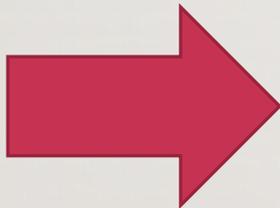
?

Roll for a time:

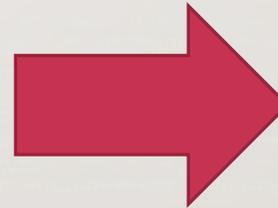
Add a time of day

Add a day of the week

At 8:00
At 9:30
At 1:15
At 11:45
At 6:45
At 4:10



In the morning
In the afternoon
In the evening
At night



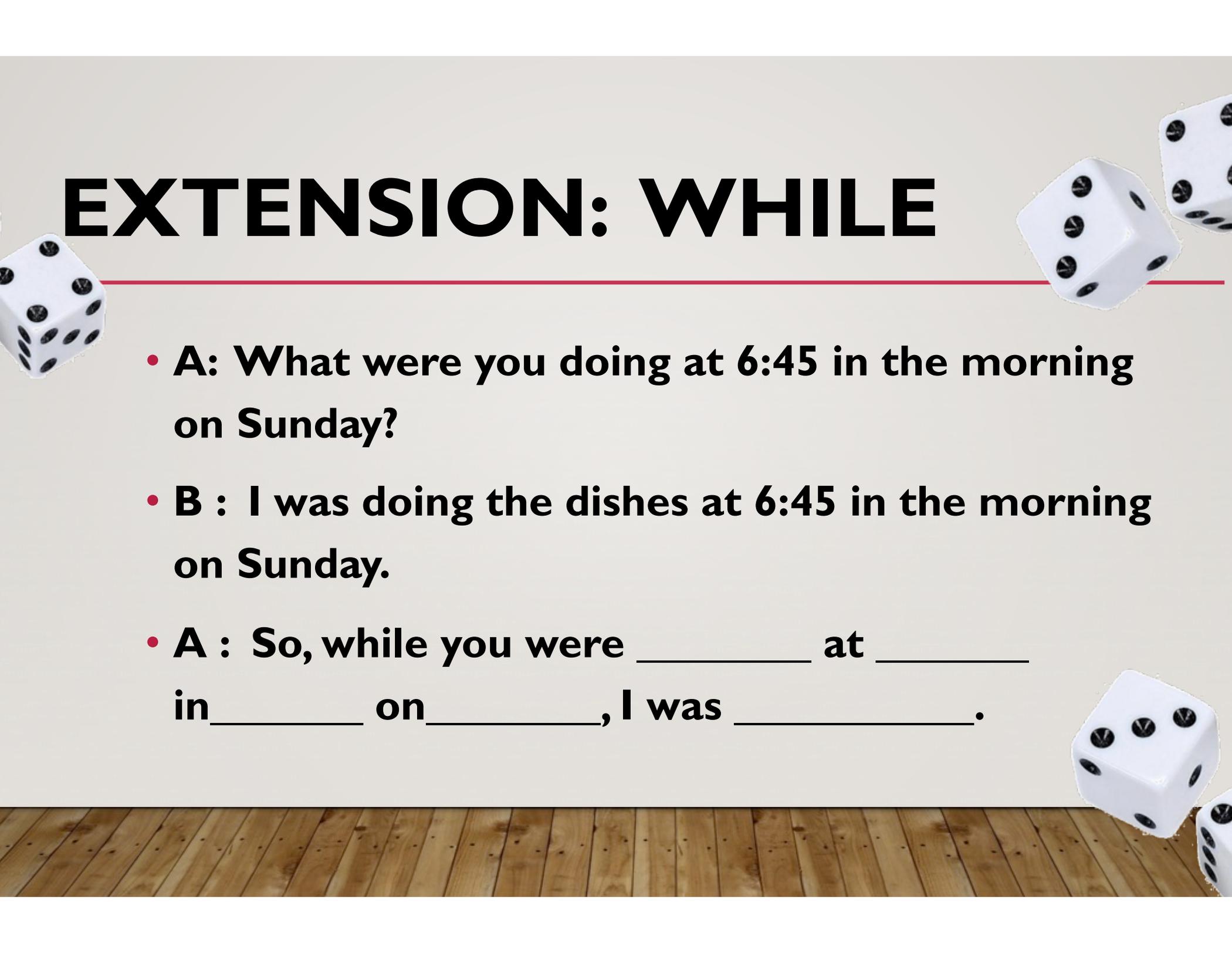
On Friday
On Saturday
On Sunday
On Monday

1

2

3

EXTENSION: WHILE



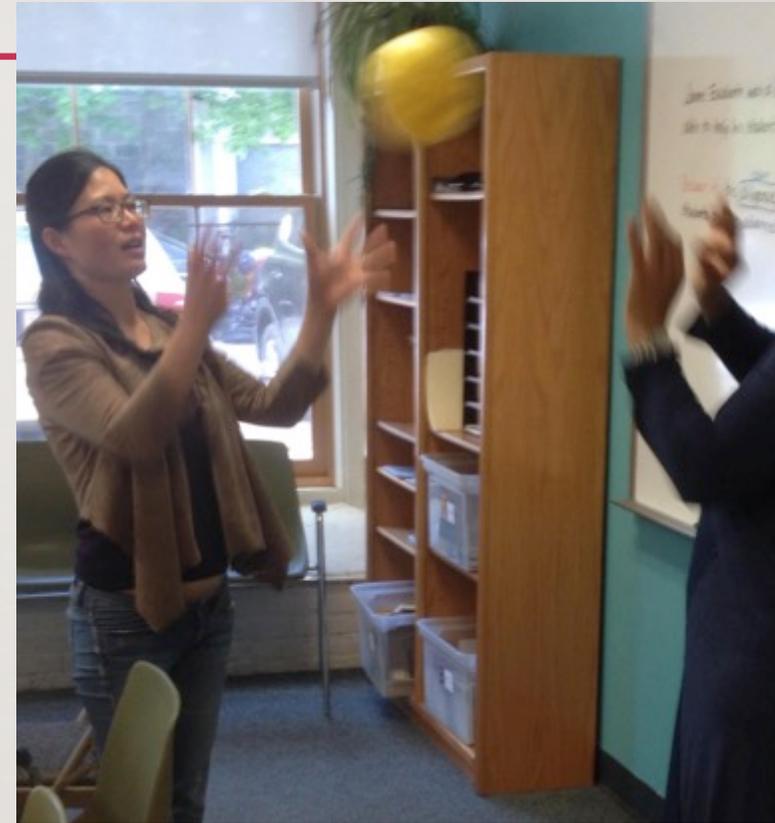
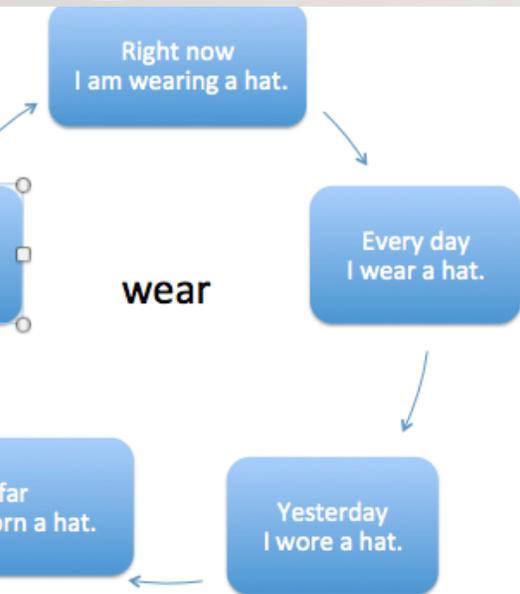
- **A: What were you doing at 6:45 in the morning on Sunday?**
- **B : I was doing the dishes at 6:45 in the morning on Sunday.**
- **A : So, while you were _____ at _____ in _____ on _____, I was _____.**



VERB TENSE CYCLE

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 _____.

Right now I am _____.

Yesterday I _____.

To go out

So far today I have _____.

Tomorrow, I'm going to _____.

Yesterday I am VS

Yesterday I VS

So far today I have VS

ISP Error Key

- ADJECTIVE
- GENERAL
- VERB
- ARTICLE
- PREPOSITION



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 going to _____ later?

Are you _____
right now?

Do you _____
every day?

**Eat
Lunch**

Have you _____
yet today?

Did you _____
yesterday?

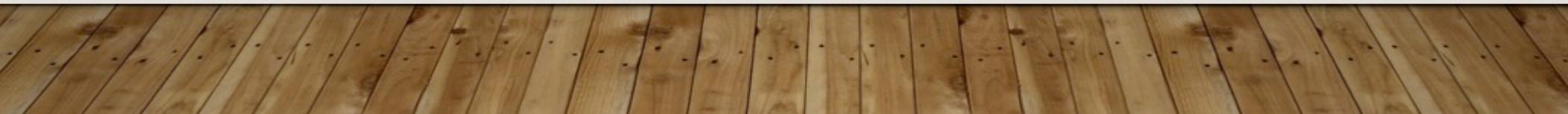
Handling Error Correction

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

or this to whatever you're
working on in class now.

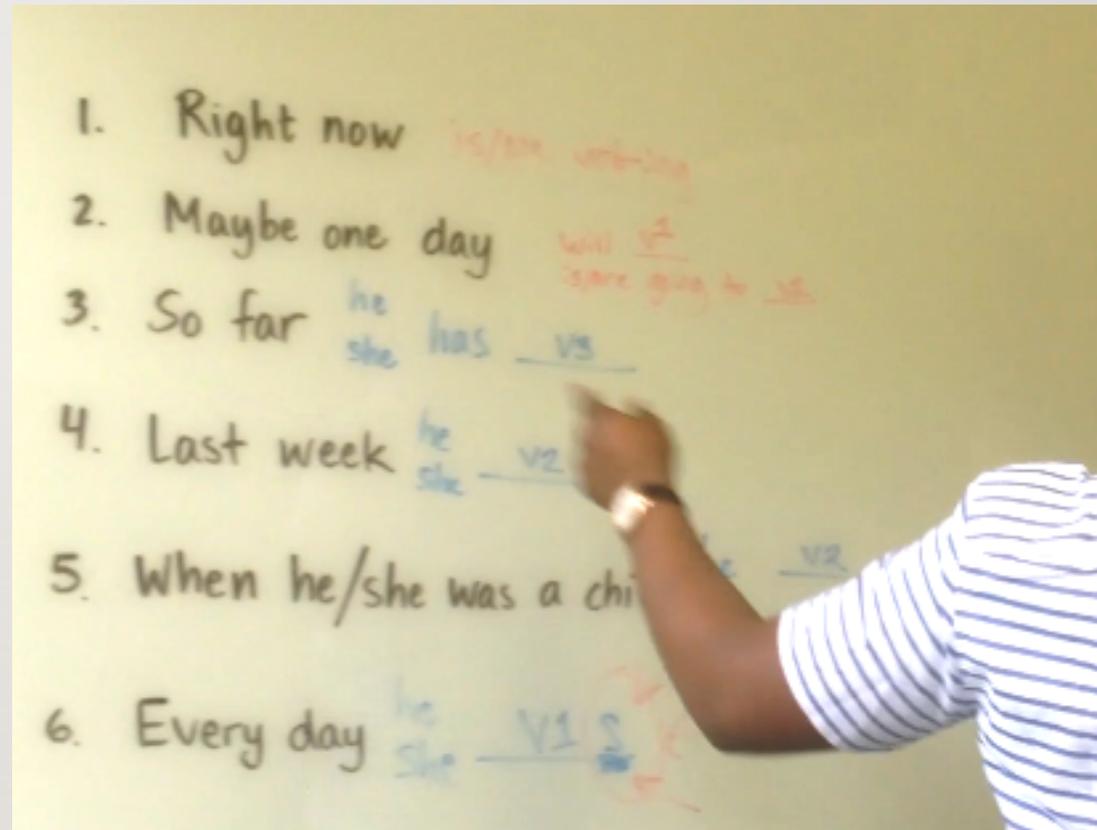
Remember your beach ball.

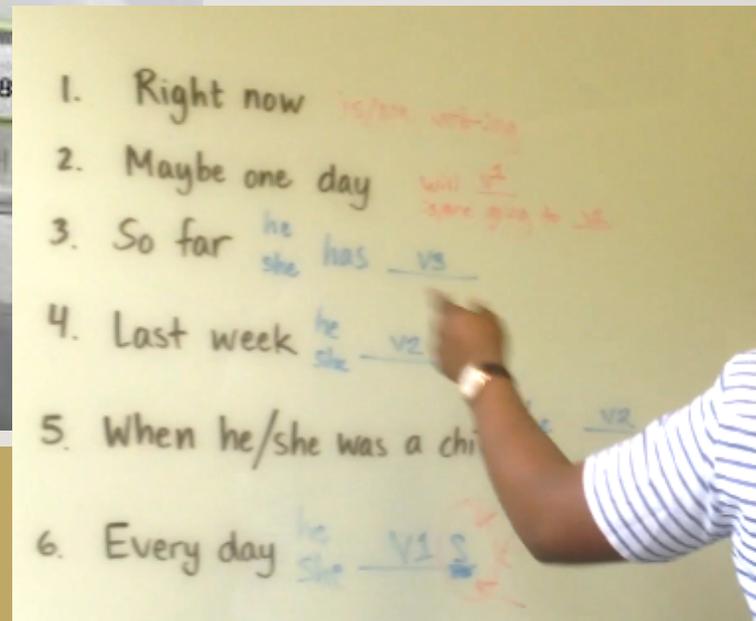
Remember your board.

Ideas on your board will

respond with the numbers on

your beach ball.





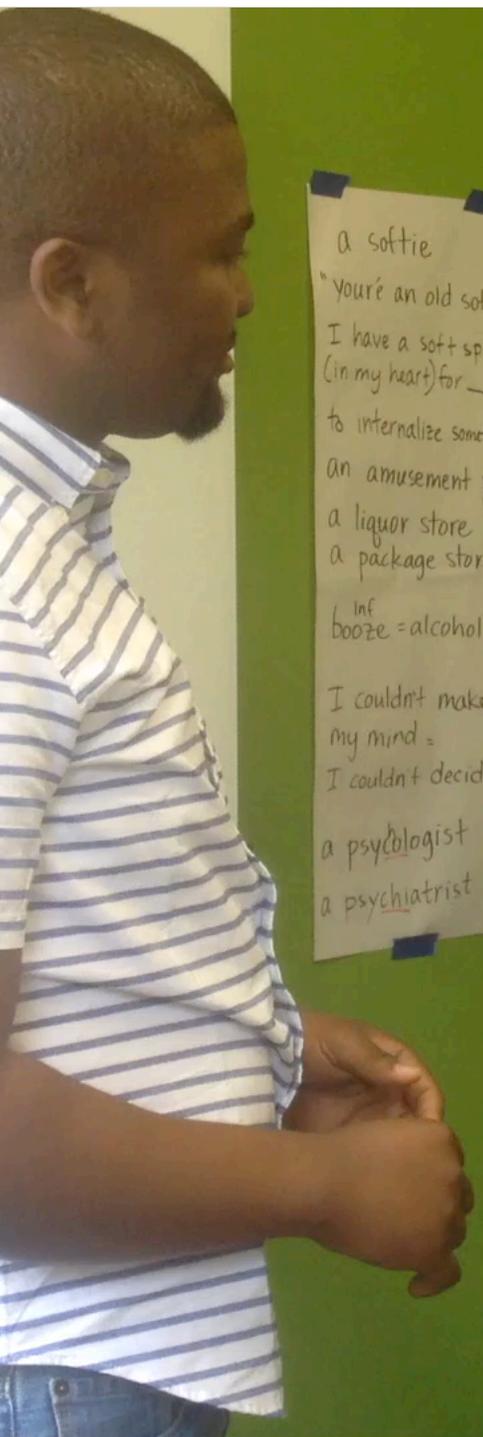
ents will throw the ball and make questions about
photo of the airport first. After a bit, the picture will
ge to something new and they will continue.

a softie
"you're an old softie"
I have a soft spot
(in my heart) for _____
to internalize something
an amusement park
a liquor store =
a package store
inf
booze = alcohol
I couldn't make up
my mind =
I couldn't decide
a psychoblogist
a psychiatrist

green tea	purple shirt	blue moon
silver pin	white shirt	white shirt
red dress	red dress	brown cow
white	black	olive



MATH



SOME ILI FAVORITES.



now

Something you
are good at

Your favorite
food

NOW...
EVERY DAY...
YESTER...

usted
La Señora
Gomez
yo

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:

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.

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.

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 ~~to~~ shopping yesterday?

Did you exercise ~~at~~ yesterday?

Did you talk to anybody yesterday?

Did you watch your TV ~~last day~~ ^{last night}?

Did you drive yesterday? ✓

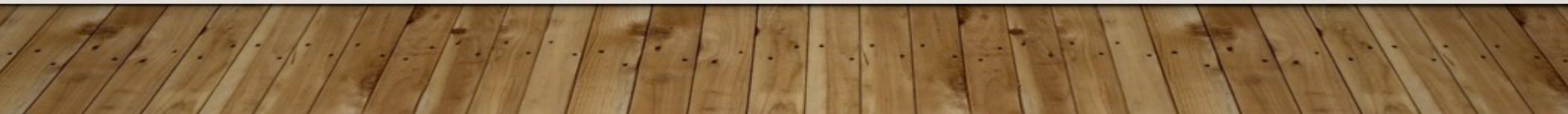
GROUP SHARE AT THE END OF QUESTION STACK (TEACHER CAN CORRECT ERRORS AS NEEDED.)

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.

Useful 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



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Thank You!
Questions?

The power point and a handout
be uploaded to the MATSOL site
For a copy of today's power point
email: janelle@ili.edu

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