

Ways with Intermediates Presented by Barbara Kinney Black

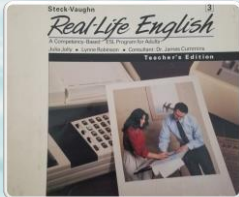
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Ways With Intermediate Students
Presented by
Barbara Kinney Black
Florida Baptist ESL Conference
September, 2019

Slide 2

First year teaching ESL 'advanced' class using a low intermediate text book

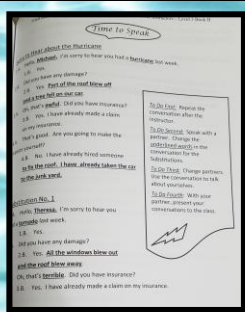
What's my level?



Levels are subjective. They describe the lowest and highest students in any given program.

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Browse the Low Intermediate Level Three textbook examples here and following.



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Is the material
*** TOO EASY**
*** JUST RIGHT**
*** TOO DIFFICULT**
for your Intermediates?

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Will this work for my
ESL Students?



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 1 - Describe the colors you are wearing.



 *Which activity would you choose?*

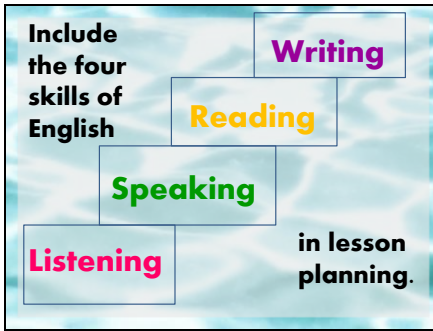
 2 - What's your favorite color?

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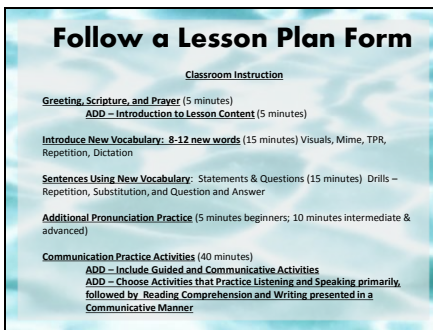
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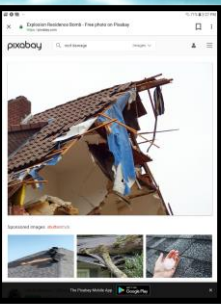
Introduce New Vocabulary



**Visuals
Mime
Draw**

Slide 14

Free images are available for almost any vocabulary word you wish to illustrate on the Internet



Slide 15


Pantomime an action



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Intermediates can participate in learning by illustrating vocabulary through drawing.



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Try your hand at illustrating a vocabulary word
babysitter hair dresser
roofer mechanic

- help wanted sign
- searching the Internet for job openings
- going to an employment agency
- asking a friend where to find a job

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Ask questions about vocabulary words to stimulate conversation.




- Where can you recycle in your neighborhood?
- Does your neighborhood offer recycling pick up?
- Do people recycle in your country? How do they recycle?
- Do you think recycling is good? Why or why not?

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Statements and Questions using new Vocabulary



Statements and Questions practice real functional language.

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Dialogues simulate real language situations and combined with role play are an effective way to practice real life language.



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Use Vocabulary in Statements and Questions that can Utilize Substitutions of Additional Vocabulary

Q - Where are the carrots?
A - The carrots are on Aisle 1.

Q - Where is the milk?
A - The milk is in Aisle 14.

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How Can I Find a Job?

Speaker A: Job Applicant Speaker B: Friend

1.A. How can I find a job?
1.B. Do you have work experience?

2.A. Yes. I was a hairdresser in my country.
2.B. All right. You need a resume of your work experience and skills.

3.A. I have a resume. So, where can I look for a job?
3.B. First, you could look for 'help wanted' signs. Second, you could look on the Internet. Third, you could go to an employment agency. Fourth, you could ask a friend.

4.A. Thanks. I'll look for help wanted signs tomorrow.

**Intermediate Dialogue
with Substitutions Underlined**

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Substitutions
Substitute the underlined words in the dialogue for the Substitutions in the box.

Jobs
hairdresser
roofer
babysitter
musician

Ways to Find a Job
help wanted signs
look on the Internet
go to an Employment Agency
ask a friend

Write a dialogue if there is none in the textbook

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Practice Pronunciation Problems

- **Individual Sounds**
- **Intonation Patterns**
- **Stress**
- **Rhythm**
- **Reduced and Relaxed Speech**

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Pronunciation Contrasts in English

SOUND	VOICING	DURATION	PASSAGE	ARTICULATOR	POINT OF ARTICULATION
[p]	voiceless	stop	oral	lower lip	upper lip
[b]	voiced	stop	oral	lower lip	upper lip

Languages

- Arabic
- Chinese
- Estonian
- Fijian
- Finnish
- German
- (final)
- Hawaiian
- Indonesian
- (final)
- Korean

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Favorite Pronunciation Book: Small Talk

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How Can I Find a Job?

Speaker A: Job Applicant Speaker B: Friend

- A. How can I find a job?
 - B. Do you have work experience?
- A. Yes. I was a **hairedresser** in my country.
 - B. All right. You need a resume of your work experience and skills.
- A. I have a resume. So, where can I look for a job?
 - B. First, you could look for 'help wanted' signs. Second, you could look on the Internet. Third, you could go to an employment agency. Fourth, you could ask a friend.
- A. Thanks. I'll **look for help wanted signs** tomorrow.

Can you find Five Intonation Patterns in this Dialogue?

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Illustrate Rising and Falling Intonation with Arrows

What time are we eating lunch?


WH-Question **Yes/No Question**

Are you going to class tonight?

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Ways to Practice Intonation Patterns

- Identify Intonation Patterns in a Printed Text
- Students Repeat after Instructor
- Instructor Hums a Pattern; Students Guess
- Student Hums a Pattern; Other Students Guess



kazoo

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Sound Units	Focus Words
Speaking in Sound Units / helps speakers / to be understood / more easily.	Focus Words communicate topic, topic change, answers to questions, and clarification

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English Rhythm Pattern
S-t-r-e-s-s **Compress**
Content **Structure** **Words**
Words **Articles**
Noun **Pronouns**
Verb **To Be Verbs**
Adjective **Modals**
Adverb **Demonstratives**
WH-Question **Conjunctions**

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Sound Units Marked with Slashes

- 1.A. How can I find a job?
1.B. Do you have work experience?
- 2.A. Yes. I was a hairdresser / in my country.
2.B. All right. You need a resume /of your work experience and skills.
- 3.A. I have a resume. So, / where can I look for a job?
3.B. First, / you could look / for 'help wanted' signs.
Second, / you could look / on the Internet.
Third, / you could go / to an employment agency.
Fourth, / you could ask a friend.
- 4.A. Thanks. I'll look for / help wanted signs / tomorrow.

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What To Do With Students – Sound Units

- **Partners mark Sound Units on their Dialogue**
- **Instructor reads Dialogue while Students check the Sound Units**
- **Instructor reads Dialogue in Sound Units; Students Repeat**
- **Partners read Dialogue in Sound Units**



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Sound Units	Focus Words
Speaking in Sound Units / helps speakers / to be understood / more easily.	Focus Words communicate topic, topic change, answers to questions, and clarification

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What To Do With Students – Focus Words

- Partners mark Focus Words on the Dialogue
- Instructor reads Dialogue while Students check the Focus Words
- Instructor reads Dialogue with Focus Words; Students Repeat
- Partners read Dialogue with Focus Words



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Suggested Focus Words in a Dialogue

1.A. How can I find a **job**? [last Content Word first line]
1.B. Do you have **work experience**? [new info]

2.A. Yes. I was a **hairstresser** in my country. [answer question]
2.B. All right. You need a **resume** of your work experience and skills. [new information]

3.A. I **have** a resume. [clarifying a point] So, where can I **look** for a job?
3.B. **First**, you could look for 'help wanted' signs. [identifying points of conversation]
Second, you could look on the **Internet**. [answering a question plus new information]
Third, you could go to an **employment agency**.
Fourth, you could ask a **friend**.

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Communication Practice Activities




- **Conversational in Nature**
- **Address Varying Learning Styles: Auditory, Visual, Kinesthetic**
- **Combine English Skills: Listening, Speaking, Reading, Writing**
- **Also Grammar & Pronunciation**
- **Include Guided & Communicative**

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Guided Activities

- **guided by the instructor**
- **only one correct response**
- **incorrect responses should be corrected**
- **used to assess comprehension**



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Communicative Activities



- **introduced by the instructor; guided by the student**
- **responses are not predictable**
- **no single correct response**
- **do not correct errors because...**
- **students are practicing fluency**

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Types of Communication Activities for Intermediates

1. **Cloze Passage** – Students listen to the instructor read a text and write missing words on the lines.

Type: Guided
Skills: Listening, Reading, Writing
Learning Styles: Auditory, Visual, Kinesthetic

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Example of a Cloze Passage

advisory category hurricane watch
m.ph. maximum sustained winds

This is the 6 a.m. _____ issued from the National Hurricane Center. As of 6 a.m., a _____ has been issued for Miami. Hurricane Bonnie was located at 70 degrees west longitude and 31 degrees north latitude and moving in a westerly direction. _____ are 125 _____ making Hurricane Bonnie a very strong _____ 3 hurricane. Once again, Hurricane Bonnie was located at 70 degrees west longitude and 31 degrees north latitude.

This is the 6 a.m. _____ issued from the National Hurricane Center. As of 6 a.m., a _____ has been issued for Miami. Hurricane Bonnie was located at 70 degrees west longitude and 31 degrees north latitude and moving in a westerly direction. _____ are 125 _____ making Hurricane Bonnie a very strong _____ 3 hurricane. Once again, Hurricane Bonnie was located at 70 degrees west longitude and 31 degrees north latitude.

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Types of Communication Activities for Intermediates

2. **Caret Passage** – Students listen to the instructor read a text & mark location of missing words with a slash.

Type: Guided
Skills: Listening, Reading
Learning Styles: Auditory, Visual, Kinesthetic

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Example of a Caret Passage

The Automatic Teller Machine or ATM has changed the way people get. With an ATM card, you don't have to wait until the bank is open to get.

To use an ATM machine, you must have a card and a Personal Identification Number (PIN). It's very important to keep your PIN number a secret. Memorize your PIN number and do not write it on your bank card. If you give your number to somebody, they can steal your card and get all your from your bank.

When you want to use the ATM machine, you must insert your card into the machine. Then you must put in your PIN number on the keyboard and press the enter key. Next, you must select your transaction and press enter key.

You may choose from these:



The Automatic Teller Machine or ATM has changed the way people get. With an ATM card, you don't have to wait until the bank is open to get.

To use an ATM machine, you must have a card and a Personal Identification Number (PIN). It's very important to keep your PIN number a secret. Memorize your PIN number and do not write it on your bank card. If you give your number to somebody, they can steal your card and get all your from your bank.

When you want to use the ATM machine, you must insert your card into the machine.

Then you must put in your PIN number on the keyboard and press the enter key. Next, you must select your transaction and press enter key.

You may choose from these:

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Answer Key for Caret Passage

The Automatic Teller Machine or ATM has changed the way people get **money**. With an ATM card, you don't have to wait until the bank is open to get **cash**.

To use an ATM machine, you must have a **bank** card and a Personal Identification Number (PIN). It's very important to keep your PIN number a secret. Memorize your PIN number and do not write it on your bank card. If you give your **PIN** number to somebody, they can steal your card and get all your **money** from your bank.

When you want to use the ATM machine, you must insert your card into the **ATM** machine. Then you must put in your PIN number on the keyboard and press the enter key. Next, you must select your transaction and press **the** enter key.

You may choose from these **transactions**:

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Types of Communication Activities for Intermediates

3. **Reading for Information – Students follow along as instructor reads a text. Students answer instructor's questions about text.**

Type: Guided & Communicative

Skills: Listening, Reading, Speaking

Learning Styles: Auditory, Visual

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Example of Reading for Information

Roberto needed a job. His friend, Alex, told him about the Number One Employment Agency. So, Roberto decided to go on Friday.

Roberto slept late on Friday morning. He didn't get up until 10 a.m. His friend, Juan, called. Everyone was playing soccer in the park, so Roberto went to the park. While they were playing soccer, it started to rain. Roberto's team was losing, so they continued to play in the rain. They wanted to win! Finally, the other team gave up and everyone went home. Roberto looked at his phone. It was already 4 p.m. He still needed to go to the Number One Employment Agency. Roberto rushed over and got there at 4:25 p.m. The office was closing at 4:30, but they interviewed Roberto anyway.



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Questions for Student Pairs to Answer

1. What do you think? Can Roberto get a job with Number One Employment Agency? Why or why not?
2. What should Roberto have done before he went to the job interview?
3. What could Roberto do to improve before he goes on another job interview?

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Types of Communication Activities for Intermediates

4. **Pair, Square, Share** – Pairs share stories with each other. Pairs form Squares (4). Original pairs summarize each other's story.

Type: Communicative


Skills: Listening, Speaking, Summarizing

Learning Styles: Auditory

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Instructions for Pair, Square, Share

1. Work with a partner. Partner 1 asks: "What is your favorite recipe? Tell me how to make it."
2. Partner 2 answers.
3. Partner 2 asks: "What is your favorite recipe? Tell me how to make it."
4. Partner 1 answers.
5. When both partners have shared a recipe, listen for the instructor's directions.



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Form a Square – Two Pairs Together

Original partners share their partner's recipe with the group.



4 minutes only

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Types of Communication Activities for Intermediates

5. **Role Play – Persuasion – pairs take turns persuading each other to an opinion or decision.**

Type: Communicative


Skills: Listening, Speaking

Learning Styles: Auditory

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Example of a Persuasion Role Play

1. Partner 1-Sales Clerk. Partner 2-Customer. Sales Clerk-persuade Customer to purchase a particular product. Customer-resists.
2. Use 2 similar items in the room: clothing, furniture, or items from your person.
3. Use Comparative Adjectives: better than, larger than, more attractive than, cheaper than, uglier than, better quality than, more practical than.....



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Types of Communication Activities for Intermediates

6. Dictation Relay – Groups of 1 Reader and 2-3 Writers. Reader dictates a hidden text to Writers.


Type: Guided

Skills: Listening, Speaking, Reading, Writing

Learning Styles: Auditory, Visual, Kinesthetic

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Example of a Dictation Relay

1. Make groups of 4. One is Dictator; three are Writers.
2. Dictator goes out of room to read passage.  **NO** notes/photos.
3. Dictator returns; dictates to Writers. Dictator goes out as often as needed.
4. First group finished; ALL correct wins.

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Types of Communication Activities for Intermediates

7. Scrambled Sentence – groups unscramble a sentence.

Type: Guided

Skills: Speaking, Reading

Learning Styles: Auditory, Visual, Kinesthetic




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Example of a Scrambled Sentence
Put in order – No looking at Bible!!
break in and steal. / in heaven, where
rust and /riches here on earth, /
worms cannot destroy, and / Matthew
6:19-21 “Do not save / destroy, and
robbers / break in and steal. / where
rust and worms / your riches are.”/
Instead, save riches / robbers cannot /
For your heart will / always be where /


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Scrambled Sentence Answer Key
Matthew 6:19-21 “Do not save / riches
here on earth, / where rust and worms /
destroy, and robbers / 
break in and steal. /
Instead, save riches /
in heaven, where rust and / worms
cannot destroy, and / robbers cannot /
break in and steal. / For your heart will
/ always be where / your riches are.”

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Conclude your Lesson Plan with:

- **Vocabulary Review**
- **Homework Review**
- **Homework Assignment**
- **Prayer**



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Sign the list to receive a sample Level 3 Intermediate lesson plan from Tried and True ESL Lessons



FREE

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Questions?

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Please only take a five minute break as there's **LOTS more fun and creative stuff to do with Intermediates coming right up!!**



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