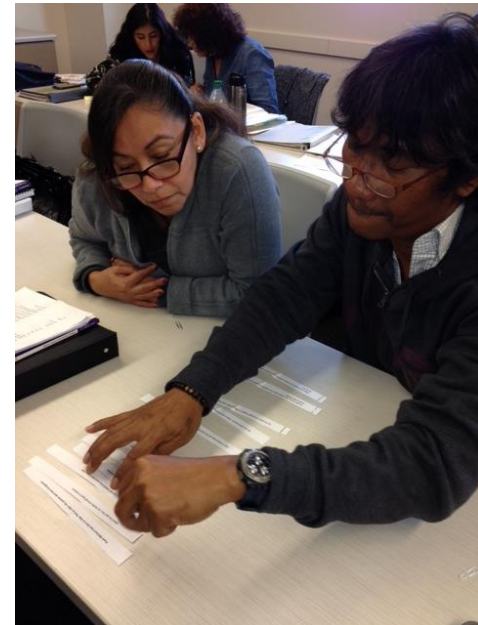
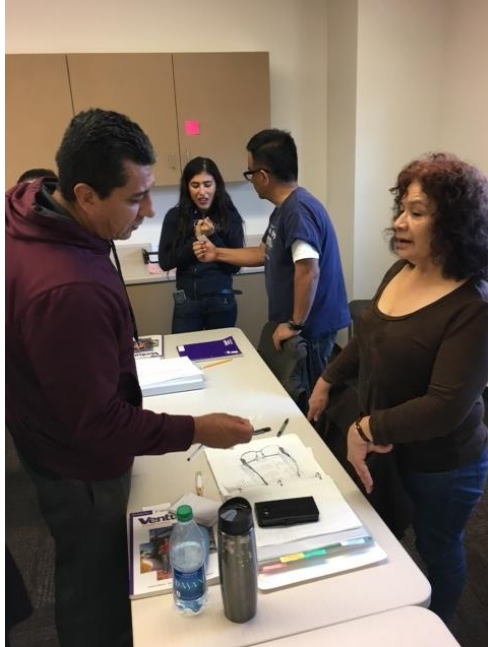


Revitalize your ESOL Class with Game-like Activities to Practice Listening, Speaking, Reading and Writing

Donna Price and Alisa Takeuchi

Minnesota LAN August 2026



Agenda

- Background information
- Interactive activities that revitalize your class
 - 1) Conversation Cards
 - 2) Roll the Dice Conversation
 - 3) Scattergories & Stop
 - 4) Student Interviews
 - 5) Bonus: functional phrases and classroom jobs
- Wrap up and Questions

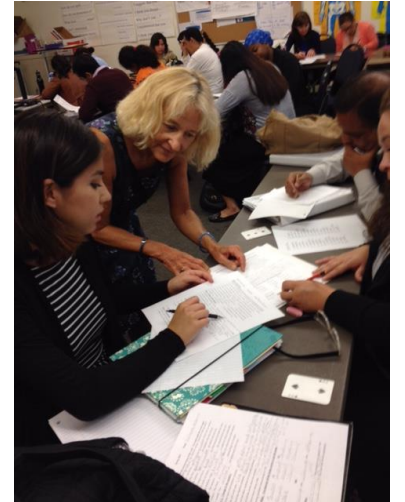


In the chat, please answer these questions so we know more about you:

1) What ESL level do you teach?
(Beginning? Intermediate? Advanced?)

2) Do you teach face-to-face, online, hyflex?

3) What standardized test do you give?
(CASAS? BEST? TABE?)



Useful Phrases

Courtesy: Simple Phrases for Leaving

Casual:

- *It was nice talking to you.*
- *Thanks for your help.*
- *See you later.*

More formal:

- *I look forward to working with you again soon.*
- *It was a pleasure to work with you.*
- *I don't want to take up any more of your time.*

Chat

Polite ways to end a conversation

- 1) It was nice talking to you.
- 2) Thanks for your time.
- 3) I've got to go now.
- 4) It was a pleasure to talk with you.
- 5) See you soon.



Functional 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.
I'm not following you.
How do you spell _____
Would you mind saying that again?

Showing understanding

Now I've got it. I'm with you.

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

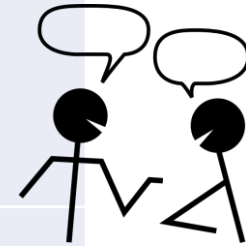
I'd love to continue this conversation, but...
Sorry, but I think I should be going now.
Well, I don't want to take up any more of
your time.
I've got to go now.
Thanks for the information.

Saying goodbye

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

Games phrases

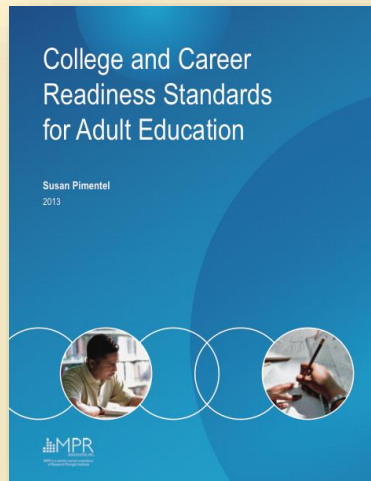
Your turn.
My turn.
Who's next?
I'm next. You're next.
I agree. I don't agree.



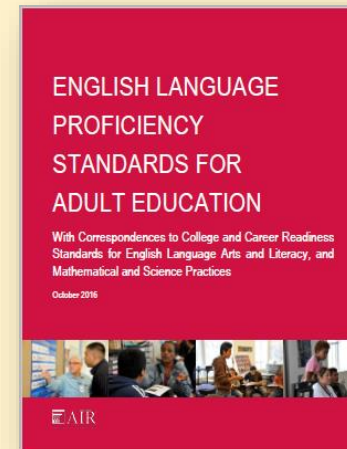
p. 7 in handout

Identifying Standards

- Most standardized tests are aligned with standards.
- Most (all) ESL core textbooks are aligned with standards.
- Our game-like activities that we are going to share today are aligned with standards.



**Complexity
Evidence
Knowledge
2013**

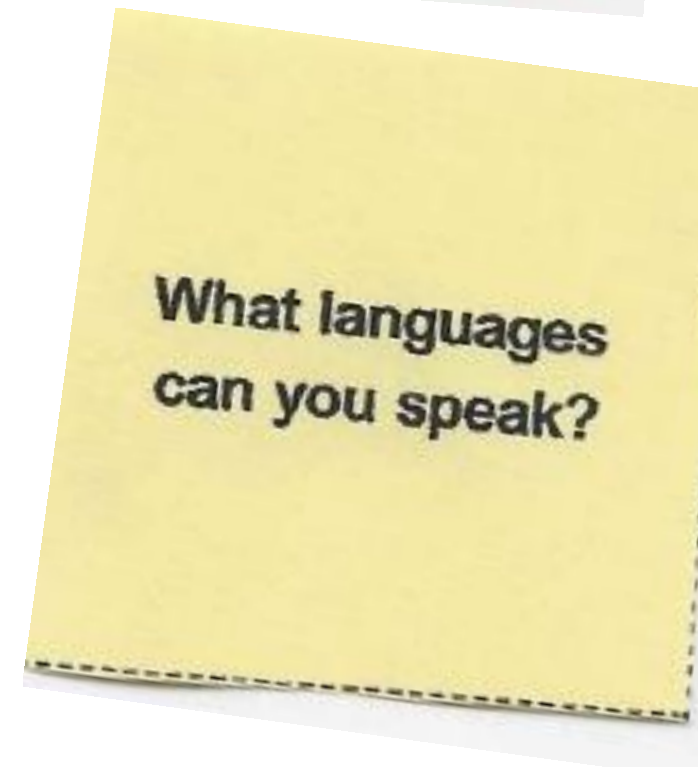
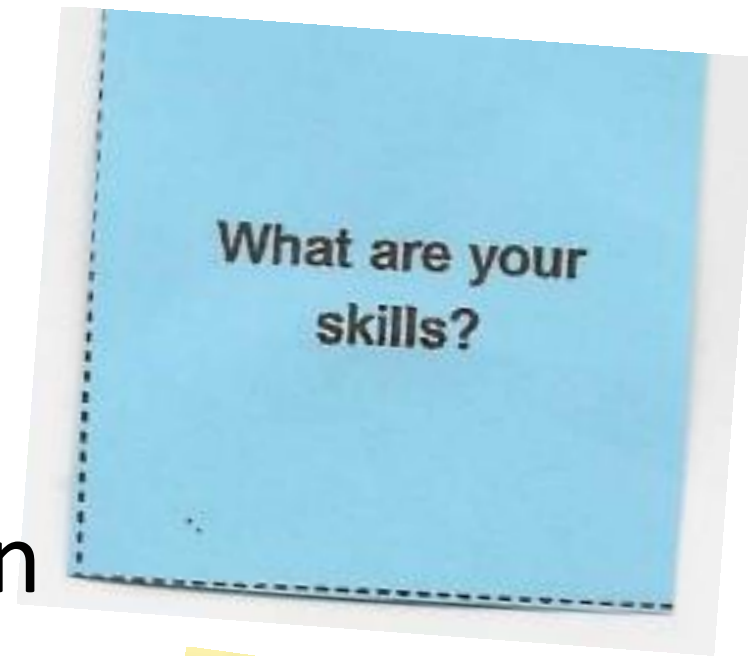


**Language Lift
to meet
CCR Standards
2016**

Game-like Activity #1: Conversation Cards

Actively listen to others; participate in short conversations; present simple information; respond to simple yes/no questions and some –wh questions.

From ELP Speaking & Listening Standard 2, Level 1
From CCR Speaking & Listening Standard Anchor 1



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.

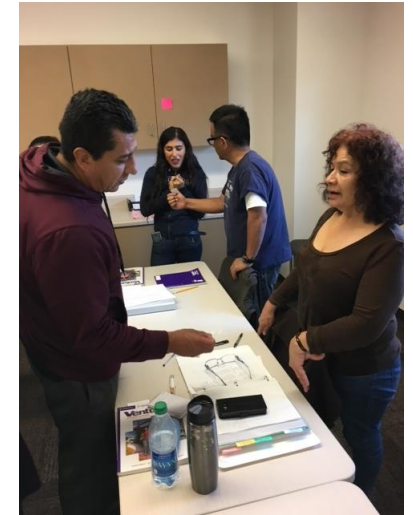
p. 1 in handout

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?



Ventures Book 2,
Unit 1 Collaborative
Cambridgeone.org

Useful Phrases

Courtesy: Simple Phrases for Leaving

Casual:

- *It was nice talking to you.*
- *Thanks for your help.*
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Chat

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- 1) It was nice talking to you.
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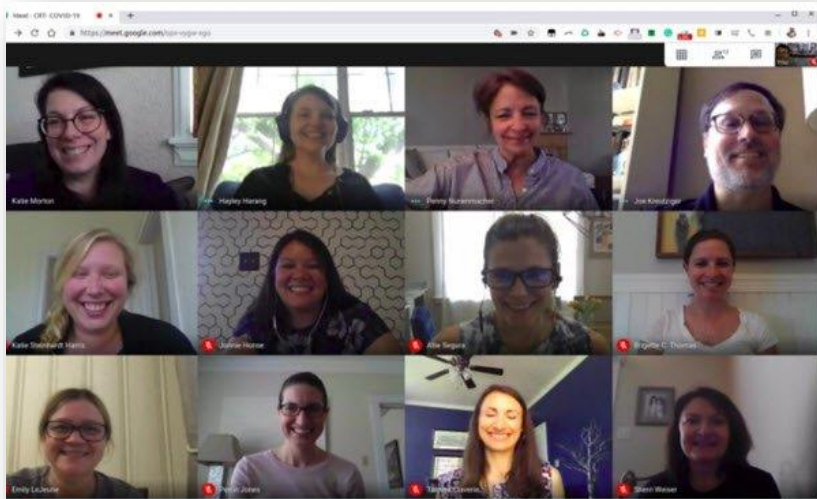
p. 7 in handout



Conversation Cards Online

Zoom Gallery view:

- Teacher posts the questions in chat box. In chain drill fashion, students ask each other the questions.



Breakout Rooms:

- Teacher posts a file with the questions in the chat box and students open the file.
- Teacher emails or posts questions on learning management system.
- Teacher puts the cards on Flippity. In breakout rooms, one student shares screen.

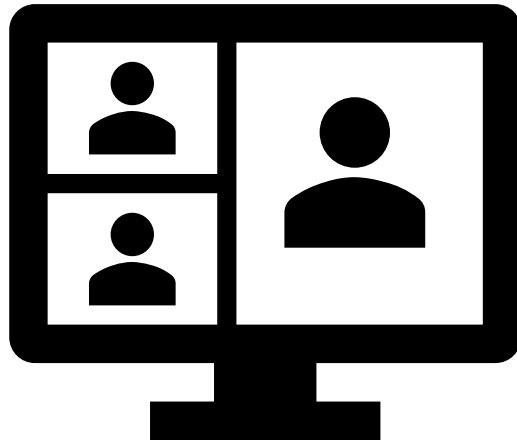
Chat

From Me to

Everyone: 1. What do you do when you feel stressed?
2. What do you do when you feel tired?
3. What do you do when you have a lot to do?



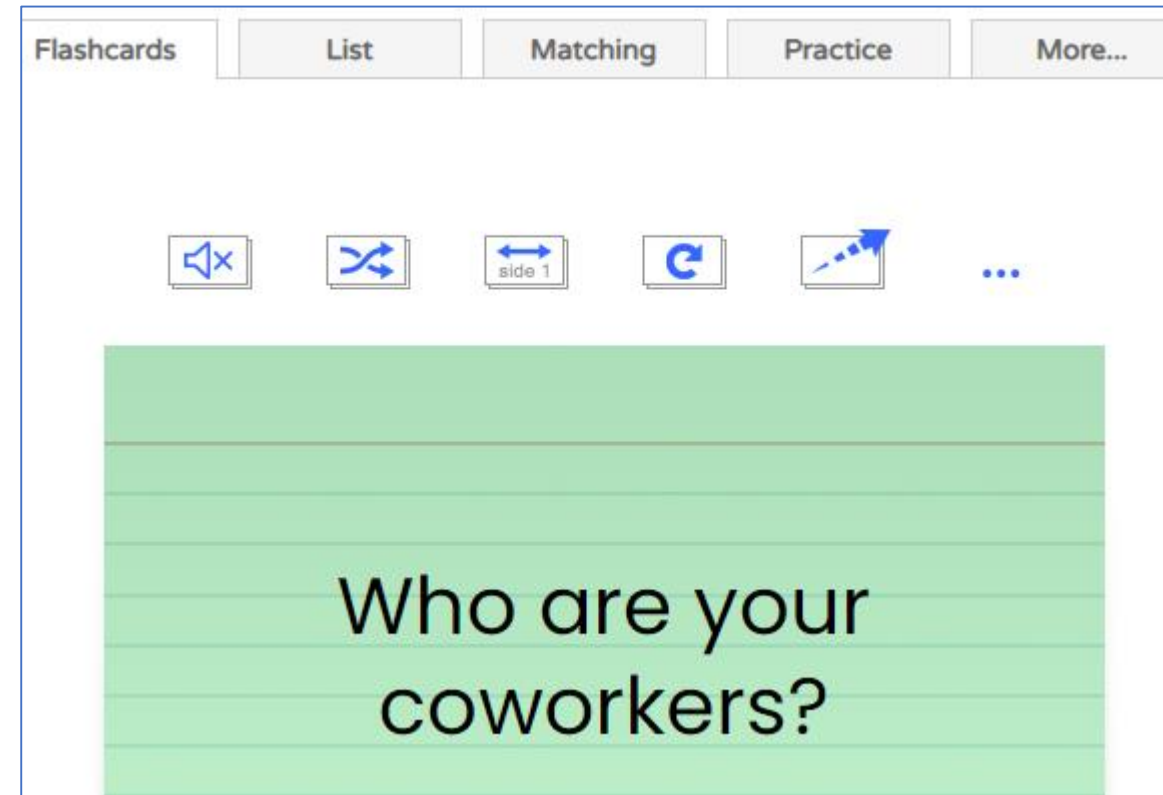
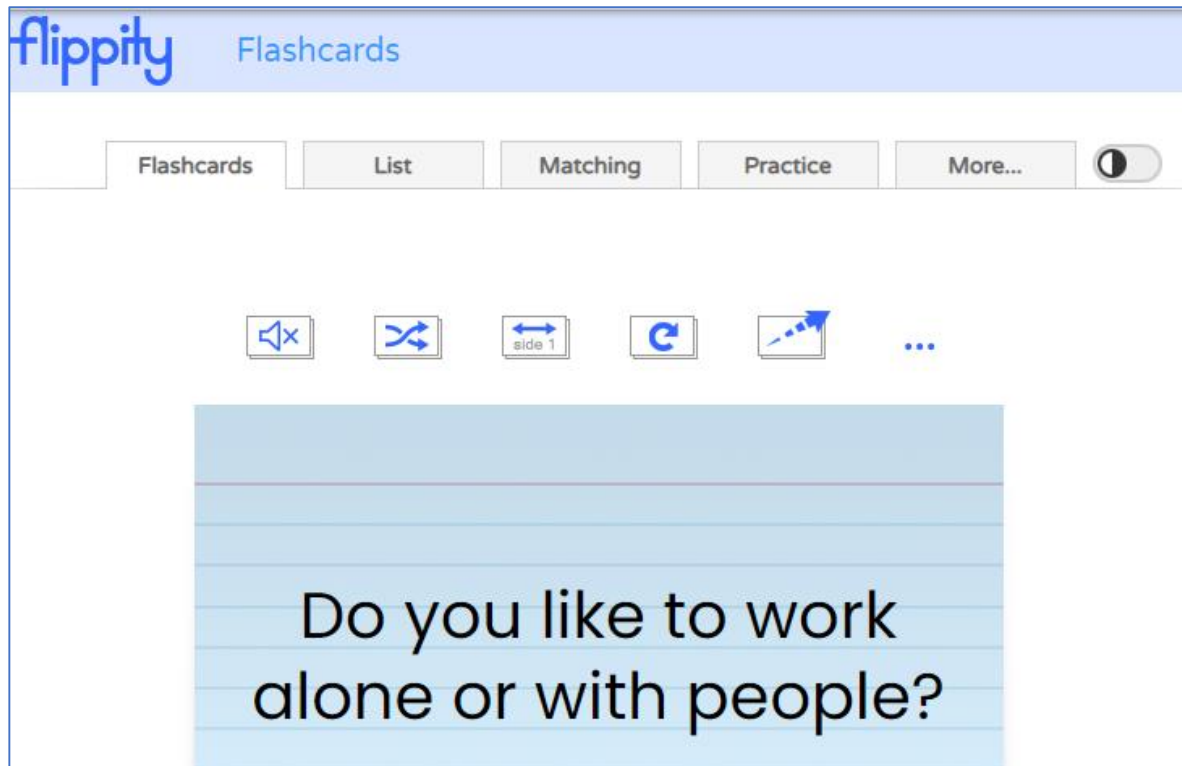
Conversation Cards Online: Assessment



- After students come back to the whole group **from breakout rooms**, ask, “What did your partner say about....”
- After students ask and answer **in gallery view**, teacher asks about students’ answers, for example, “What can Maria cook? Who remembers? What languages does Bin speak?”
- For homework, students can write out the answers to the questions and submit them to their teacher. Students can also practice the questions and answers orally at home.

Conversation Cards created on **flippity.net**

Lesson created by:
Holland MacFallister, LAUSD



https://www.flippity.net/fc.php?k=1kEpCzJaxy8EJcVCSs8sjinbfCzFcVOCUwQKk-H8_V7s#/

Conversation Cards created on **wordwall.net**

Lesson created by:
<https://wordwall.net/teacher/4205944/elatriseacademy>



Conversation Wheel: Hobbies & Interests



<https://wordwall.net/resource/28712906/esl/conversation-wheel-hobbies-interests>

Game-like Activity #2: Roll the Dice Conversation Practice

Communicate basic information about an event or topic; recount a short sequence of events in order

ELP S/L Standard 9: recount a short sequence of events in order

ELP S/L Standard 2: participate in oral exchanges of information and ideas

CCR S/L Standard Anchor 4: present information such that listeners can follow the line of reasoning



Dice Game Conversation Practice



Procedure:

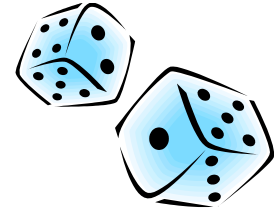
- 1) Roll the dice once; find the category below.
- 2) Roll the dice a second time and find the specific question # in that category.
- 3) Talk about the question.

<u>1 Feelings</u> 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?	<u>2 Leisure Activities</u> 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?
<u>3 Friends & Family</u> 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?	<u>4 Education</u> 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 a future educational goal that you have? 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?
<u>5 Decisions</u> 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?	<u>6 Work & Travel</u> 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. From Beth Bogage

Roll the dice conversation game

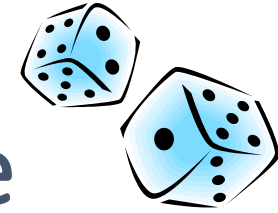
p. 4 in handout

How can you adapt Dice Game Conversation
Practice for lower levels?



Put ideas in the chat.

Adapting Dice Game Conversation Practice



1. Use **categories** for lower levels and be specific:

Personal information: What's your first, last, middle name, zip code, birthday, height, etc.

Food: What's your favorite food? What do you eat for lunch, breakfast, snack, etc.

Neighborhood: Where do you go grocery shopping? Do laundry? Where's the library? etc.

2. Basic level: Use **pictures** for feelings (happy, sad, surprised, etc.) health (cold, sore arm, headache, etc.) .

Roll the dice conversation game for low beginning levels

1 Personal information

1. What's your first name?
2. What's your last name?
3. What's your middle name?
4. What's your nickname?
5. What's your address?
6. What's your zip code?

Roll the dice conversation game for beginning levels

1 Personal information

1. What's your first name?
2. What's your last name?
3. What's your middle name?
4. What's your nickname?
5. What's your address?
6. What's your zip code?

2 Food

1. What do you eat for breakfast?
2. What do you eat for lunch?
3. What do you eat for dinner?
4. What do you eat for dessert?
5. What is your favorite food?
6. What's your favorite snack?

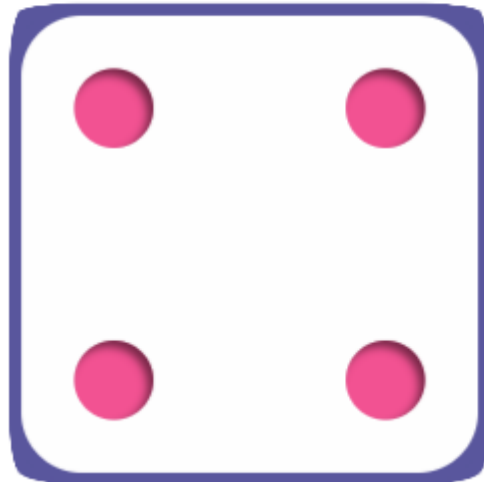
Free online dice roller

<https://flipsimu.com/dice-roller/>



DICE ROLLER

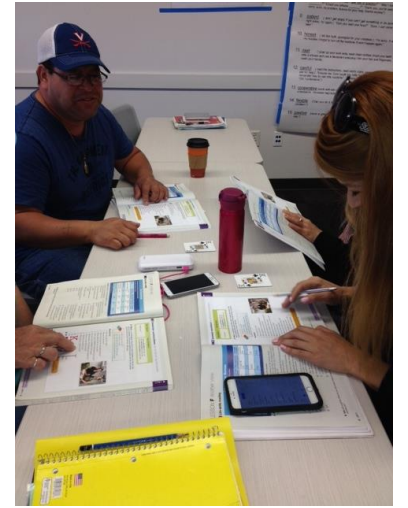
Roll a die with online virtual dice



Game-like Activity #3: Scattergories and Stop

Recognize [recall] the meaning of
frequently occurring words about
familiar topics, experiences or events.

ELP Reading Standard 8: recognize the meaning of
frequently occurring words about familiar topics
CCR Reading Standard Anchor 4: interpret words as
they are used in a text



Scattergories: Vocabulary game

ESL Active: <https://eslactive.com/best-esl-games-for-adults/>

Procedure:

- 1) Divide class into teams with 2-4 students in each team. Each team needs a piece of paper.
- 2) Give students 3 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.

<u>SCHOOL</u>	<u>FOOD</u>	<u>HEALTH</u>
---------------	-------------	---------------

- 4) Give the students a letter of the alphabet. (b)
- 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 wins.

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

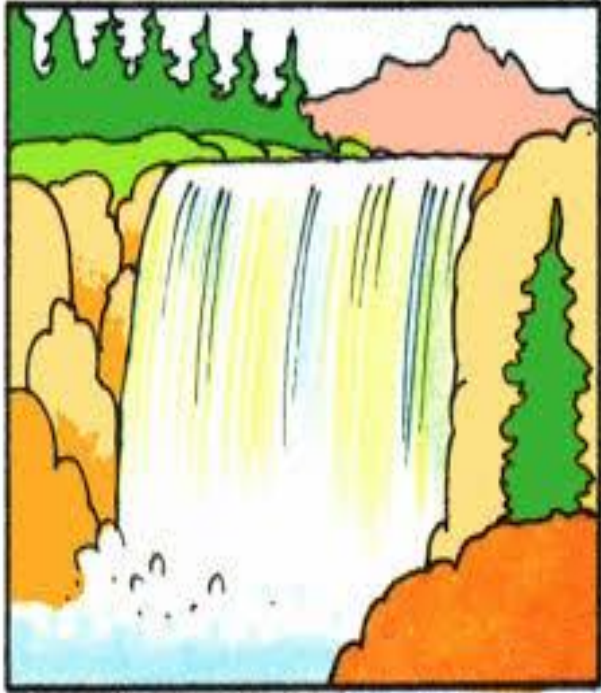
*Try choosing categories that you have studied recently to test your students' knowledge.

Scattergories: Vocabulary game (example)

School	Food	Health

Scattergories: Vocabulary game (example)

School	Food	Health
books backpack break bell	breakfast bagel bread baloney	backache bandage burn bed



Waterfall Chat

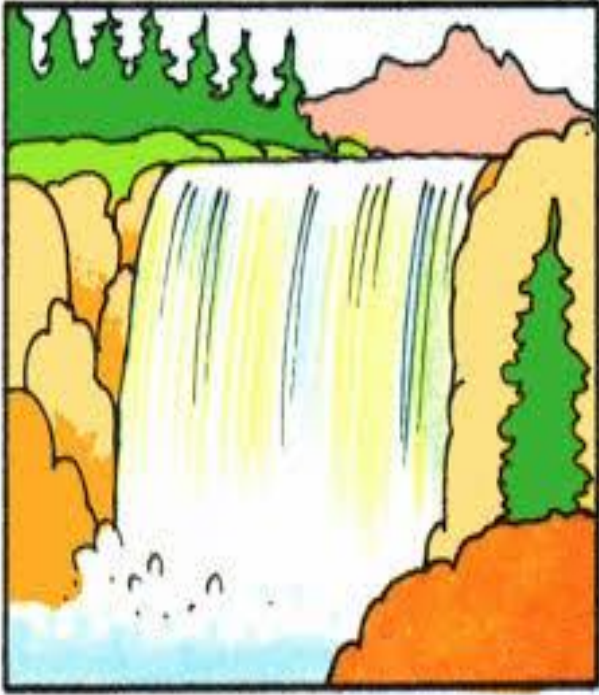
Rationale

The waterfall chat is a fun technique because students are all thinking at the same time, but can't copy each other. In addition, it gives the students who need more time to process information time to type in their answers. Chats are usually very fast. The waterfall chat slows things down.

Procedure

Type your short answer in the chat but **DON'T HIT ENTER!!!** When I say 3, press enter.

Ready? 1-2-3. **Enter.**



Let's practice the Waterfall Chat!
How can you do a "Scattegories" activity in online classes?

Procedure

Think of a food that starts with the letter **D**.

Type your word in the chat but **DON'T HIT ENTER!!!**

When I count to 3, press enter.

Stop: Vocabulary game

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 3-6 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 the of the game wins.

ESL Active: <https://eslactive.com/best-esl-games-for-adults/>

p. 2 in handout

Stop: Vocabulary game (example)

Around Town	Health	Shopping	Daily Activities

Stop: Vocabulary game (example)

Around Town	Health	Shopping	Daily Activities
street	sore throat	soda	sweep

Game-like Activity #4: Student Interviews

Conduct research and evaluate and
communicate findings to answer
questions or solve problems.

ELP S/L Standard 5: conduct research; evaluate and
communicate findings

CCR S/L Standard Anchor 5: make use of visual
displays of data to express information



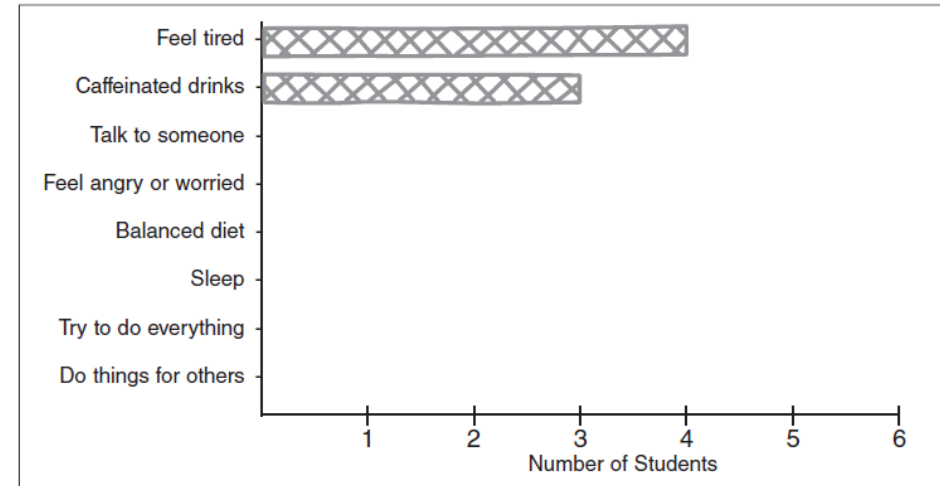
Lesson F *Another view*

Student interview

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

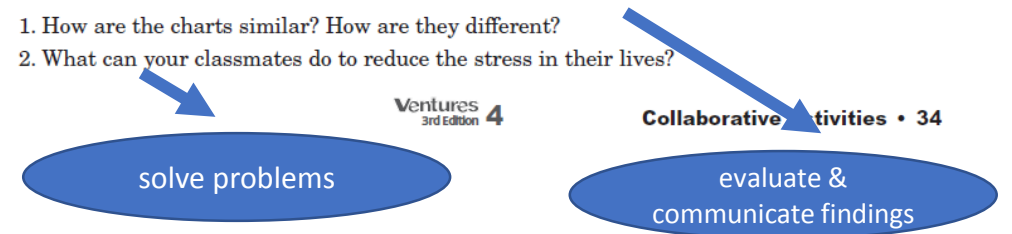
Do you . . .	Number of students	
	Yes	No
1. feel tired often?	4	2
2. drink more than three caffeinated drinks a day?	3	3
3. talk to someone when you have a personal problem?		
4. feel angry or worried often?		
5. have a balanced diet?		
6. get less than seven hours of sleep a night?		
7. always try to 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?



p. 2 & 6 in handout

Game-like Activity #4: Student Interviews

Find Someone Who...

- Students walk around interviewing classmates.
- If a student answers yes, the name is put on the chart.
- After the activity, students report back what they learned about their classmates.

How would you do this activity in an online class?
Share your ideas in the chat box.

Lesson **E** *Writing*

Collaborative Worksheets • UNIT 3

Student interview

A Talk to your classmates. Ask questions. Write their names in the chart.

A Flor, did you do homework yesterday?

B Yes, I did.

Find a student who . . .	Names
1. did homework yesterday	<u>Flor</u>
2. did laundry this week	<u> </u>
3. did the dishes last night	<u> </u>
4. cooked dinner last night	<u> </u>
5. made lunch this morning	<u> </u>
6. took a nap yesterday	<u> </u>

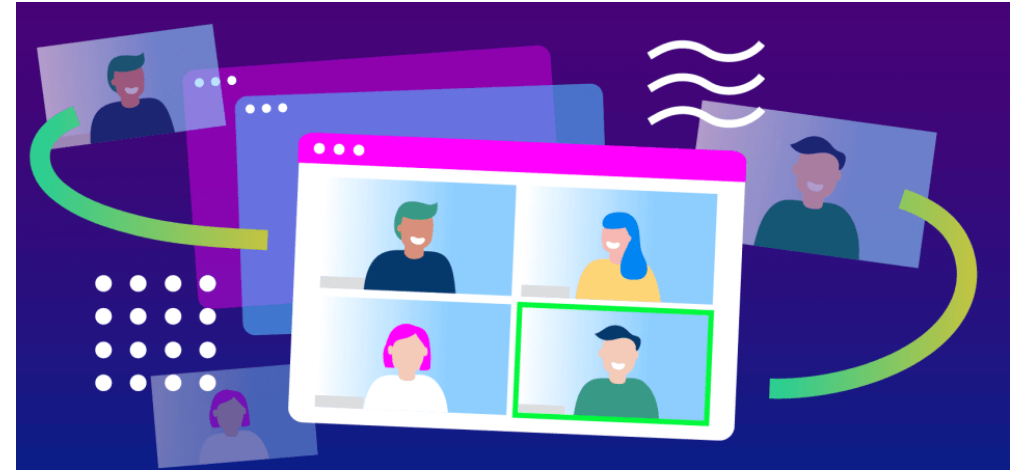
Ventures Level 2, Unit 3 www.cambridgeone.org

p. 2 & 5 in handout

Student Interview

Find Someone Who Online

- Put students in breakout rooms with 4 people.
- After 5 minutes, move students to different rooms.
- Students ask different people in different rooms.



Lesson **E** *Writing*

Collaborative Worksheets • UNIT 3

Student interview

A Talk to your classmates. Ask questions. Write their names in the chart.

A Flor, did you do homework yesterday?

B Yes, I did.

Find a student who . . .	Names
1. did homework yesterday	<u>Flor</u>
2. did laundry this week	_____
3. did the dishes last night	_____
4. cooked dinner last night	_____
5. made lunch this morning	_____
6. took a nap yesterday	_____

Ventures Book 2, Unit 3

Collaborative activity cambridgeone.org

Bonus activities to revitalize your class

- Athletic Trainer



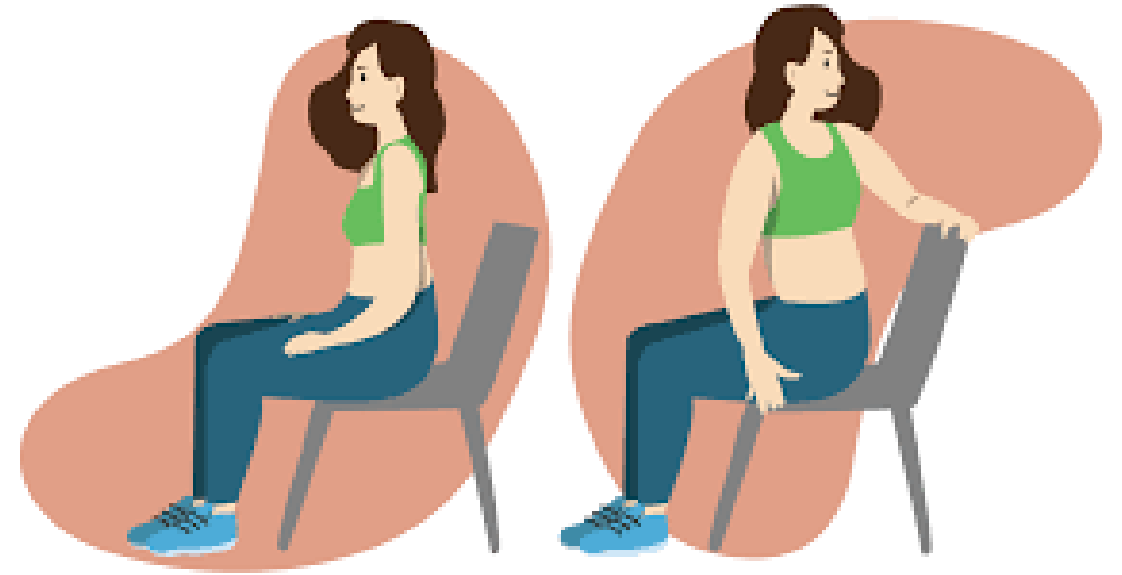
- Zoologist / Family reporter



Essential Student Jobs for the Classroom of Tomorrow, Sam Kary and Thom Gibson.
New EdTech Classroom.

https://www.youtube.com/watch?v=vbkRanR1rNU&ab_channel=NewEdTechClassroom

Classroom Job: Athletic Trainer



Hi everyone!

It's time to take a stretch break.

Stand up, stretch, reach, look left and right...

p. 8 in handout

Classroom Job: Zoologist/Family Reporter



Hi everyone!

I want to introduce you to my cat Jewell.

p. 8 in handout

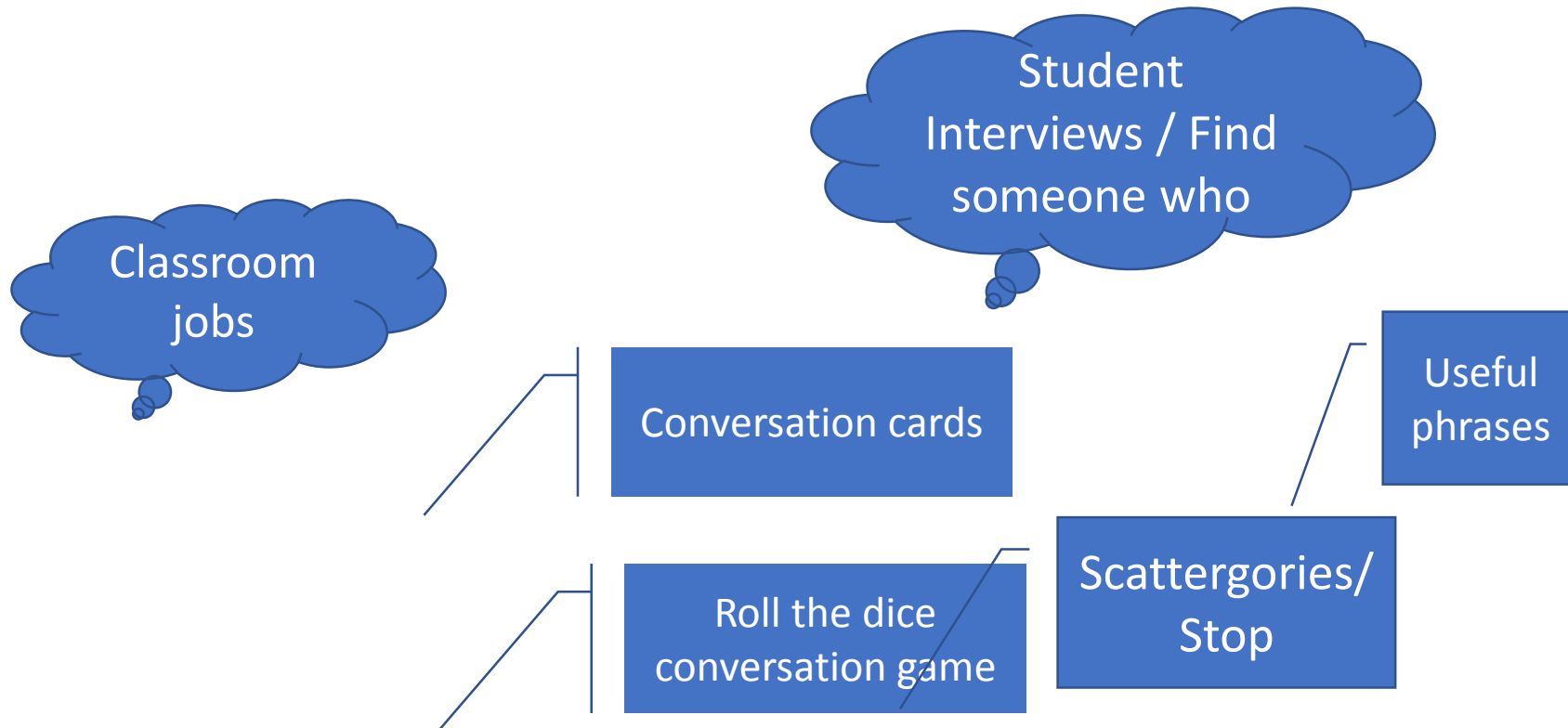
She likes to take naps. She's 14 years old. Every day she.....

Summary: Interactive activities that revitalize your class

- 1) Conversation Cards
- 2) Roll the Dice Conversation
- 3) Vocabulary Games
- 4) Student Interviews
- 5) Classroom jobs

Your Biggest Takeaway

Which two interactive activities do you think you might do with your students? Share your answer in the Chat.



Research

John Comings
Student persistence



Why do students persist?

- They feel part of a community.
- They feel successful.
- They have a goal.

Persistence Among Adult Basic Education Students in Pre-GED classes. 1999. John P. Comings, Andrea Parrella, and Lisa Soricone, NCSALL Reports #12

Contact Information

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- Icebreakers: <http://www.icebreakers.ws/>
- Variety of games: <http://www.group-games.com/games-by-type>
- Worksheets, puzzles: <http://www.theteacherscorner.net/printable-worksheets/>
- Word search, crossword puzzles: <http://puzzlemaker.discoveryeducation.com/>
- Word wall: <https://wordwall.net/>

Free online dice roller:

- <https://flipsimu.com/dice-roller/>
- <https://www.roomrecess.com/Tools/OnlineDice/roller.html>

p. 9 in handout

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- English Language Proficiency Standards (ELPS) for Adult Education:
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- *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