

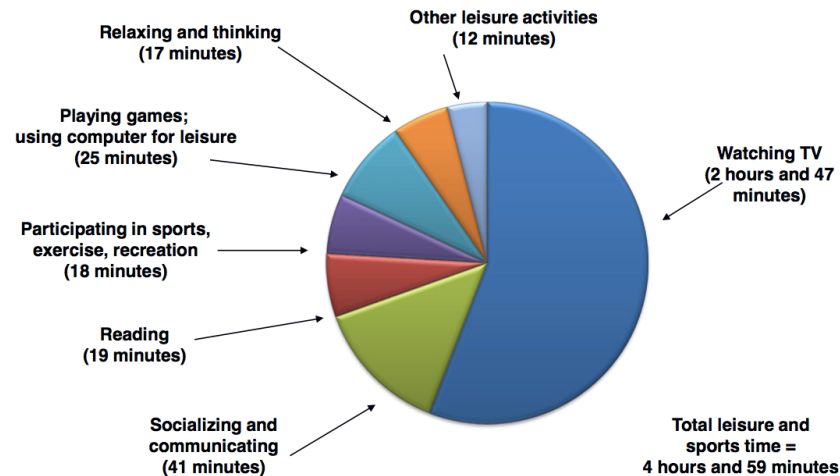
Sample 1: Leisure Time Activities

Level: Low-intermediate/Intermediate ESL (CCR Level B)

Task: Read this chart and answer these questions with your partner:

1. How many leisure activities are included on the chart?
2. What is the total time not spent watching television?
3. How much time could people spend interacting with others?
4. How much of the time can be spent outdoors?
5. How healthy are these practices? Why?

Leisure time on an average day



NOTE: Data include all persons age 15 and over. Data include all days of the week and are annual averages for 2015.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

Step 1: Build background knowledge and pre-teach concepts (leisure vs work/chores)

- Present visuals with photos
- Picture sort/categorizing

Step 2: Work with the language forms and functions

- Pronunciation: Word stress matching
- Checking with non-verbal guessing task (partners)
- Speculating using language frames:
 - I think people could...
 - People can do _____ alone or with others.
- Co-construct language for comparing and contrasting
 - People spend (a little, much, considerably) more time _____ than _____.

Step 3: Make a claim about how health issues related to leisure activities using evidence from the chart to support their claims.

Step 4: Conduct class research on own groups' leisure time activities.

Supporting Learner Success using the English Language Proficiency Standards for Adult Education

ACE of Florida Conference

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Sample 2: Writing a Report about Class Learning Strategies

Level: High-beginning/low-intermediate (CCR Level A/B)

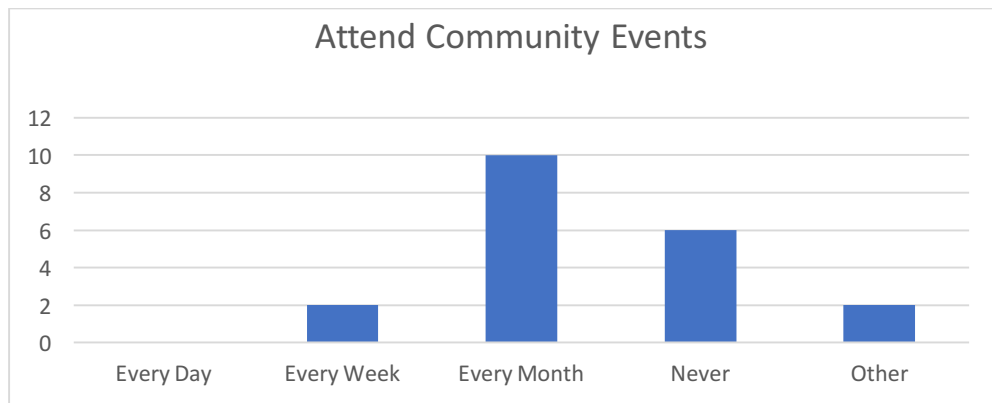
Step 1: One-question Interview

1. How often do you talk to your neighbors in English?				
Every day	Once a week	Once a month	Never	Other _____
I	I	I	II	

Step 2: Analyze the data using this language:

- Many people in class....
- Some people....
- Half the class...
- Two-thirds of the class...
- More people _____ than _____
- Almost everyone.....

Step 3: Create a graph and report to others



Step 4: Write a report about class results

Reporting Results using a Paragraph Frame	
Our class uses many techniques for practicing English. We _____ that _____	
read(s) the news online in English _____. _____ people	
_____ . The data show that more _____ than	
_____ . This shows that _____ .	

Sample 3: Using a Text Set on Personality and Birth Order Theory

Level: Basic Skills Intermediate or Advanced ESL (CCR Level D)

Step 1: Students create like birth-order groups and fill in a Benefits/Drawbacks T-Chart about their birth order; they make predictions about what research may say about their birth order.

Benefits	Drawbacks

Step 2: Alternate Texts

Text 1: Personality and Birth-order Theory

Students read and fill in this graphic organizer.

Personality and Birth-order Theory
What are some traits of your birth order? Read your assigned section of the article and fill in at least 4 traits given in the article and 2 sample professions under your birth order below.

First Born Traits	Middle Child Traits	Last Born Traits	Only Child Traits
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Typical Professions	Typical Professions	Typical Professions	Typical Professions
_____	_____	_____	_____
_____	_____	_____	_____

Text 2: 5 Things that Throw It All Off

Students read and fill in this graphic organizer.

Factor Affecting Personality and Birth Order	Effect of that factor
1.	
2.	
3.	
4.	
5.	

Step 3: Talk about the theories and research with academic language frames

- It was found that...
- The study showed that...
- The researchers found that...
- According to one study...
- The text said that...

Students with alternate readings work in pairs; they present findings, listen and fill in blank graphic organizer.

Step 4: Conducting their own study and developing an argument

- Learners create a short survey based on what they have learned.
- Learners interview classmates, family, friends or co-workers.
- Learners may review different readings and research.
- Write an argument supported by evidence. Here learners will draw on information gathered from multiple sources: the course text(s), their own experiences in their families; the results of their own survey; further reading and research. A learner may say, for example:

My argument: Cultural beliefs and differing family roles affect personality more than birth order.

They can use the same language frames as above, possibly starting with paragraph frames.

Sample 4A: Working with published materials
Group A

Activity Worksheet 2B



CAREER INTEREST INVENTORY

Low-beginner

Name: _____

Check the jobs that look interesting to you.



cook



physician



engineer



retail sales clerk



rancher/farmer



pharmacist



manufacturing specialist



computer programmer



fisherman/woman



dental hygienist



welder



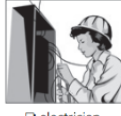
scientist



construction worker



office clerk



electrician



teacher



nurse



accountant



customer service agent

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Mingle and find someone who chose 2 of the same jobs.

Talk to your partner: Why are the jobs interesting to you?

From Ventures Career and Educational Pathways online materials

Sample 4B: Working with published materials
Group B



CAREER INTEREST INVENTORY

Low Intermediate

Name _____

Career Values Inventory

A. Rate how important each value is to you. 3= very important, 2= somewhat important, 1= not important. Add up and write the total for each category.

Achievement

- have the opportunity to advance quickly
- accomplish goals
- learn new information
- ___ (total)

Power

- supervise others
- oversee large projects
- influence an organization's direction
- ___ (total)

Challenge

- solve difficult problems
- avoid easy work
- complete assignments that require new knowledge
- ___ (total)

Recognition

- have an important job title
- work for a well-known organization
- be promoted frequently
- ___ (total)

Independence

- work with minimal supervision
- work alone much of the time
- set my own schedule
- ___ (total)

Service to Others

- help others
- work for an organization that benefits society
- make the world better
- ___ (total)

Money

- have a stable income
- be financially independent
- be able to afford luxuries
- ___ (total)

Variety

- work in different environments
- have many unique responsibilities
- avoid routine activities
- ___ (total)

B. Complete the sentences. Use the values in part A.

My most important career values are _____.

I should find a career that allows me to _____.

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