

LIST OF BEST PRACTICES: CALL TO COLLABORATE  
NMTESOL Spring 2014  
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**VOCABULARY**

- Look-Say-Cover-Write-Check.\
- Game: *This is a what?*
- Pictures – *What do you already know?*  
Kwl list (know, want to know, learn).
- Picture dictionary – study 1-2 minutes. Close and write what you remember.
- Treasure box – review word. Explain w/out using the word.  
Teams (1) define (2) write word in a sentence.
- Students bring in one new word every class.
- Spinner game.
- 2 “families” – practice description/contrast/compare.
- Index cards – model for own family
- Color – part of speech.
- Color vowel chart for pronunciation <http://www.colorvowelchart.org/>
- Reepworld.org
- Quizlet.com
- Duolingo.com
- Audios/modeling/recording
- “Real talk”
- Picture file
- Dialects, customs, traditions – compare and contrast
- Fly swatter game – Write words on board. Students go up in pairs. Someone calls out a word. Students whack it.
- Start w/definition. Ask for synonyms.
- Concentration – mingle match
- Bags w/words and synonyms – matching
- Concentration cards – students make them
- Sorting/Categorization
- Chant
- Acting out (charades)/guessing games (apple tree w/blanks for letters)
- Word games (Pictionary, Charades, Guesstures, Scrabble, Taboo)
- Index cards – games, sentences, pictures, categories
- Don’t do for students that which they can do themselves!
- Students use their bodies to learn – role play, mime, Total Physical Response
- Paper folded into 4 – w/questions and vocab. Students mingle and ask.

## Teaching Vocabulary (with Zero Prep time)

Teaching vocabulary purposefully is important, and it can be more interesting than asking people to memorize lists. One approach is to start with a homework assignment focused on an upcoming unit, for example, nutrition. The assignment is bring a list of words in your own language that you want to learn in English, or English words that you know but that are difficult to pronounce.

During the next class, start with a list of known words and add needed words, like a KWL chart. Then have students use a picture dictionary to identify new words. Pronounce, discuss, and so on. Then ask student(s) to study the page quietly for 1-2 minutes. They can read or copy or do anything which will help them remember. The next step is to have students close their books and write as many words in English as they can in 2 minutes. Compare the lists and then combine the lists.

If the class is multi-level, pair up higher and lower students who speak the same language. The lower student can remember and the higher one can translate.

Now it's time for another homework assignment! Discuss with the students how to study and what methods are most effective for them, and each student decides how many new vocabulary words to learn for the next class.

## Classroom English

1. Would you please repeat that?
2. Please say that again slowly.
3. What does \_\_\_\_\_ mean?
4. When do you say \_\_\_\_\_?
5. Take one and pass them on.
6. How do you pronounce \_\_\_\_\_?
7. How do you spell \_\_\_\_\_?
8. What page was that?
9. How do you pronounce \_\_\_\_\_?
10. Please repeat the homework.
11. When should I call you?
12. When can we do our homework on the phone?
13. I will be home on \_\_\_\_\_ at \_\_\_\_\_.
14. Call me at \_\_\_\_\_ o'clock.
15. I don't remember \_\_\_\_\_.
16. Can you help me with this, please?
17. What happened in class last \_\_\_\_\_?
18. What is our homework for tomorrow?
19. What are we supposed to write about in our journals?
20. Who will bring the food on \_\_\_\_\_?
21. Speak English, please!
22. What page are we supposed to practice?
23. Do you have a pencil I could use?
24. Don't forget to use the past tense!
25. What is the past tense of \_\_\_\_\_?
26. What did Jackie tell us to do for homework?

## Me, too/Me, neither

I like \_\_\_\_\_.

I do too.

So do I.

Me too.

I don't.

I don't either.

Neither do I.

Me, neither.

I do.

I studied.

I did too.

So did I.

Me, too.

I didn't.

I didn't either.

Neither did I.

Me, neither.

I did.

I'm hungry.

I am, too.

So am I.

Me, too.

I'm not.

I'm not either.

Neither am I.

Me, neither.

I am.

(I'm coming.)

I'll go.

I will, too.

So will I.

Me, too.

I won't.

I won't either.

Neither will I.

Me, neither.

I will.

(I'll go \_\_\_\_\_ing.)



## **Your Family**

---

**\*1. Are you married?**

Yes, I am.

No, I'm not.

**\*\*\*1b. Is (he/she) married?**

Yes, (he/she) is.

No, (he/she) isn't.

---

**\*2. Do you have any children?**

Yes, I do.

No, I don't.

**\*\*\*2b. Does (he/she) have any children?**

Yes, (he/she) does.

No, (he/she) doesn't.

---

**\*3. How many children do you have?**

I have \_\_\_ children.    I have one child.    I don't have any children.

**\*\*\*How many children does (he/she) have?**

(He/she) has \_\_\_ children.    (He/she) has one child.    (He/she) doesn't have any children.

---

**\*4. Do you have any brothers and sisters?**

Yes, I do.

No, I don't.

**\*\*\*4b. Does (he/she) have any brothers and sisters?**

Yes, (he/she) does.

No, (he/she) doesn't.

---

**\*5. How many brothers and sisters do you have?**

I have \_\_\_ brothers and \_\_\_ sisters.    I don't have any brothers and sisters.

**\*\*\*5b. How many brothers and sisters does (he/she) have?**

(He/she) has \_\_\_ brother(s) and \_\_\_ sister(s).    (He/she) doesn't have any brothers and \_\_\_ sisters.

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**\*6. Do you live with your family?**

Yes, I do.

No, I don't.

**\*\*\*6b. Does (he/she) live with (his/her) family?**

Yes, (he/she) does.

No, (he/she) doesn't.

## **STUDENT RETENTION/ATTENDANCE**

- Call or text students when absent.
- Teach students how to call teacher.
- Give a preview of the next class at the end of class.
- Build community – (i) “birthdays” lessons (ii) sign-up for snacks
- Establish routines and structure.
- Communication of consequences if absent.
- Create attendance chart “Gold Stars”
- Assign homework on the phone.
- Food
- Designated “Fun day”
- “Show and tell” assignments
- Idioms....on the board for first 10 minutes only....then erase it (promptness)
- Vary class location
- Sponges that connect prior knowledge
- Incorporate students’ requested topics into term curriculum
- Student determined grading
- Buddy system
- Little gifts and “giveaways” e.g. insurance/pharmacy calendars and certificates
- Raffle tickets
- Dialogue journals
- Games “matching sets” extra education before class
- 15 min. chats with individual students
- Be approachable and available.
- Provide resources in the community.
- Hugs and smiles!

### MUSIC/JAZZ CHANTS/RAPS

- Use to practice the rhythm of English (e.g. Banker's Wife's Blues by Carolyn Graham)
- Sing it
- Free website: Learn to Speak English with Song  
<http://www.learn-to-speak-english-esl.com/learn-english-free-lessons.html>
- Song Ideas: Beatles *This Land is your Land*, *Home on the Range*, *Hello Goodbye*  
Bob Marley *Three Little Birds*, *Leaving on a Jet Plane*
- Karaoke (on YouTube)
- Songs: Read first, then sing
- Cloze – use Oxford Pictionary Dictionary (identify pics in songs)  
(Grammar – prepositions: *Under the Boardwalk*)
- Write your own song to teach basics e.g. months. Pronunciation, repetition,  
useful phrases e.g. Ask "Please speak English to me"
- Books by Carolyn Graham e.g. Jazz Chants and Grammar chants
- Side-by-Side chants
- Patsy Cline *Little Things* – listen and (i) write down the things (ii) write down  
their own things
- Otis Redding *Sittin' on the Dock of the Bay*
- Practice w/chant comes out smoother after removing chant
- Hello song: *Hello \_\_\_\_\_, so glad to see you* etc. round the circle to welcome  
each student by name. At the end: *Hello, everybody.....*

# Workplace Communication Chant

by Karen Taylor © 2014

I'm sorry I can't come to work today.

I need to call in sick. (x)

I'm sorry I can't come to work today.

I need to call in sick. (x)

I have some kind of stomach flu,

a cold, a cough, a headache too!

I'm sorry I can't come to work today.

---

I hope to return tomorrow. (x)



## **JAZZ CHANTS - Carole Watson, Santa Fe Community College, Santa Fe, NM**

### **Jazz Chant 1**

Excuse me, please. Would you speak English to me?

I'm taking classes, and I'd like to practice.

### **Jazz Chant 2**

Is this right?

Is that correct?

I don't think I get it yet.

Can you tell me what this means?

Can you speak more slowly, please?

## What a Wonderful World This Would Be

Sam Cooke

Don't know much about \_\_\_\_\_  
Don't know much biology  
Don't know much about a science \_\_\_\_\_  
Don't know much about the French I took

But I do know that I love you  
And I know that if you love \_\_\_\_\_  
What a wonderful world this would be

Don't know much about \_\_\_\_\_  
Don't know much trigonometry  
Don't know much about algebra  
Don't know what a slide rule is \_\_\_\_\_

But I do know that one and one is \_\_\_\_\_  
And if this one could be with you  
What a wonderful world this would be

Now I don't claim to be an "A" student  
But I'm trying to be one  
So maybe by being an "A" student baby  
I can win your love for me

Don't know much about history  
Don't know much \_\_\_\_\_  
Don't know much about a science book  
Don't know much about the French I \_\_\_\_\_

But I do know that I love you  
And I know that if you love me too  
What a wonderful world this would be

La la la la la la... History  
Ooh ooh ooh ooh ooh ooh... Biology  
La la la la la la... Science book  
Ooh ooh ooh ooh ooh ooh... French I took

But I do know that I love \_\_\_\_\_  
And I know that if you love me too  
What a wonderful world this \_\_\_\_\_

pp. 156-161



## Leaving On A Jet Plane - John Denver

All my bags are \_\_\_\_\_  
I'm ready to go  
I'm standin' here outside your door  
I hate to wake you up to say goodbye  
But the dawn is breakin'  
Its early morn  
The taxis waitin'  
He's blowin' his \_\_\_\_\_  
Already I'm so lonesome I could die

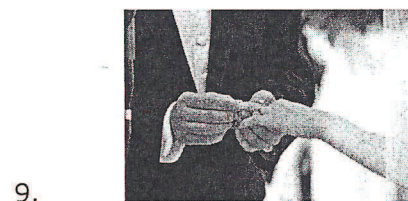
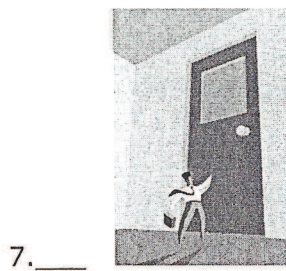
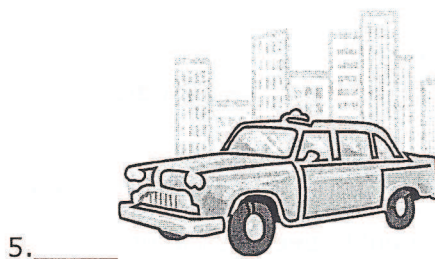
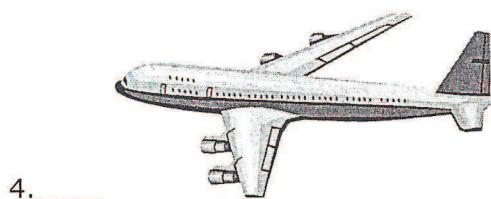
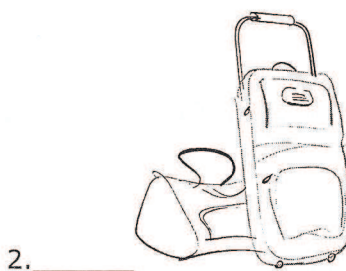
So kiss me and \_\_\_\_\_ for me  
Tell me that you'll wait for me  
Hold me like you'll never let me go  
Cause I'm leavin' on a jet plane  
Don't know when I'll be back \_\_\_\_\_  
Oh babe, I hate to go

There's so many times I've let you down  
So many times I've played around  
But I tell you now, they don't mean a \_\_\_\_\_  
Every place I go, I think of you  
Every song I sing, I sing for you  
When I come back, I'll wear your wedding \_\_\_\_\_

So kiss me and smile for me  
Tell me that you'll wait for me  
Hold me like you'll never let me go  
Cause I'm leavin' on a \_\_\_\_\_  
Don't know when I'll be back again  
Oh babe, I hate to go







MATCH THE LETTER TO THE NUMBER:

a. taxi

b. kiss

c. jet plane

d. door

e. wedding ring

f. smile

g. dawn

h. bags

i. wake up

j. horn



# Can/Can't

I can speak Spanish.

I can't speak French.

French  
German

Russian  
English

Japanese  
Hindi

Chinese  
Arabic

Vietnamese  
Urdu

Italian  
Swahili

I can \_\_\_\_\_.

I can't \_\_\_\_\_.

She can \_\_\_\_\_.

She can't \_\_\_\_\_.

He can \_\_\_\_\_.

He can't \_\_\_\_\_.

They can \_\_\_\_\_.

They can't \_\_\_\_\_.

Play tennis

Drive a car

Ride a bicycle

Play soccer

Fly a plane

Drive a tractor

Cook

Bake a cake

Make cookies

Walk to school

Walk to work

Get the mail

Swim

Ride a horse

Play the piano

Play baseball

Run fast

Walk a mile

Frank can eat \_\_\_\_\_.

Frank can't eat \_\_\_\_\_.

Michele can eat \_\_\_\_\_.

Michele can't eat \_\_\_\_\_.

Chicken

Beef

Pork

Vegetables

Fruit

Bread

Butter

Cheese

Yogurt

Cookies

Cake

Margarine

Soup

Ice cream

Sherbet

Carrots

Peas

Salad

# K. RHYTHM: My Doctor Says ...

Then clap and practice.



1. A. My doctor says I can't have sugar.

B. There isn't any sugar in this.

2. A. My doctor says I can't eat eggs.

B. There aren't any eggs in this.

3. A. My doctor says I can't drink milk.

B. There isn't any milk in this.

4. A. My doctor says I can't eat wheat.

B. There isn't any wheat in this.

5. A. My doctor says I can't eat bananas.

B. There aren't any bananas in this.

6. A. My doctor says I can't eat meat.

B. There isn't any meat in this.

7. A. My doctor says I can't eat strawberries.

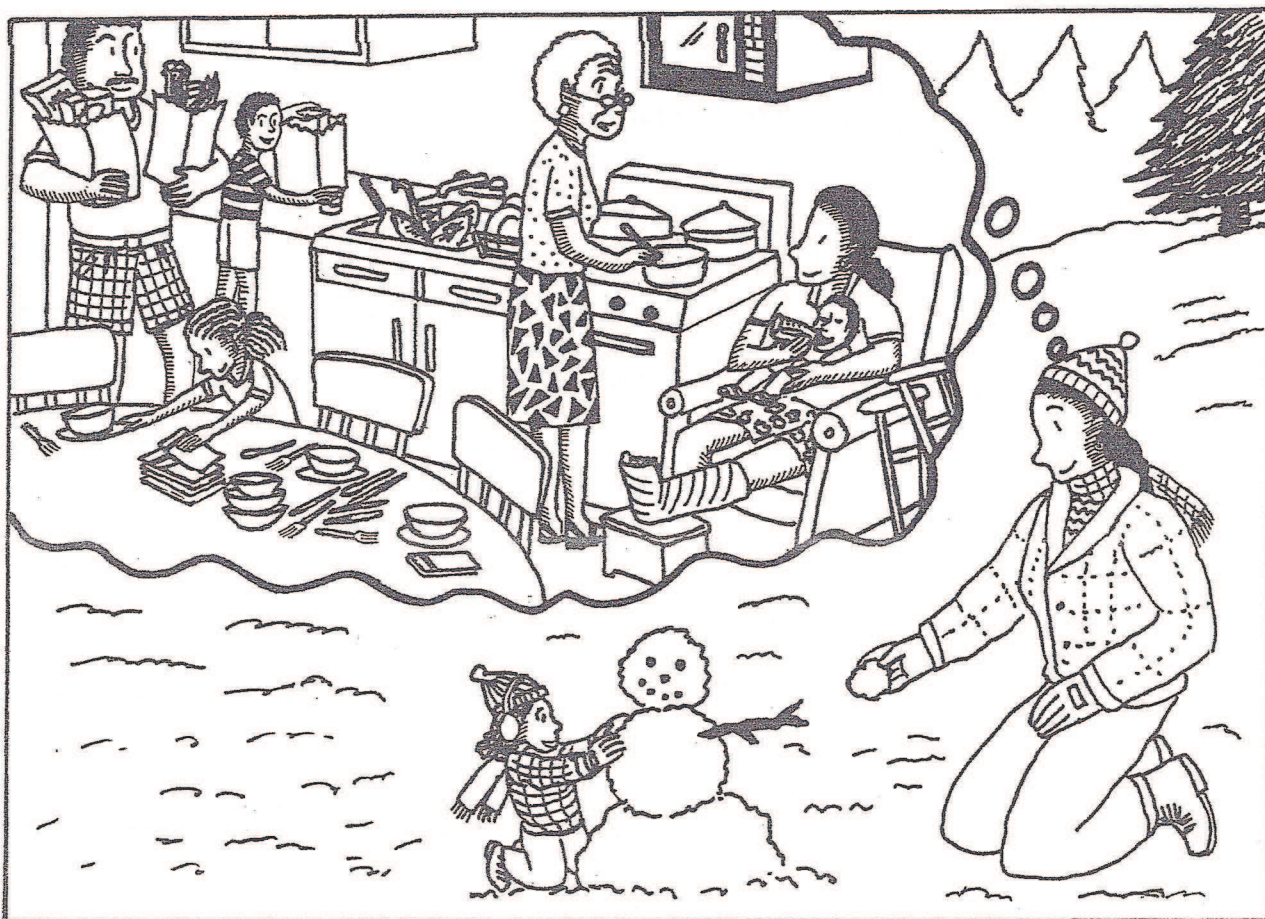
B. There aren't any strawberries in this.

8. A. My doctor says I can't eat fish.

B. There isn't any fish in this.



## Could / Couldn't vs. Can / Had to



A. Last summer, Lisa broke her leg. Read each sentence and circle "Yes" or "No."

- |   |     |                                     |
|---|-----|-------------------------------------|
| 1. Lisa could make dinner.                  | Yes | <input checked="" type="radio"/> No |
| 2. Lisa could wash the dishes.              | Yes | No                                  |
| 3. Lisa could watch TV.                     | Yes | No                                  |
| 4. Lisa could go food shopping.             | Yes | No                                  |
| 5. Lisa could put the food away.            | Yes | No                                  |
| 6. Lisa could read.                         | Yes | No                                  |
| 7. Lisa could drive the children to school. | Yes | No                                  |
| 8. Lisa could set the table.                | Yes | No                                  |
| 9. Lisa could feed the baby.                | Yes | No                                  |
| 10. Lisa could clean the house.             | Yes | No                                  |

C. Use this chart. Form sentences about Lisa.

Lisa	couldn't	make dinner. iron. wash the dishes. clean the house. set the table. change the baby.	Her	husband mother son daughter	had to.
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**Example:** Lisa couldn't make dinner. Her mother had to.

5. watch / Could / summer / TV / ? / Lisa / last

6. Can / watch / TV / now / she / ?

7. shopping / Lisa / summer / Could / ? / go / last

8. now / Can / shopping / go / she / ?

9. a / bicycle / ride / Could / Lisa / ? / summer / last

10. bicycle / now / Can / ride / ? / a / she

D. Were you ever sick? Did you ever break a bone? Write four things you couldn't do.

1. *I couldn't*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Write four things you could do.

5. *I could*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Write four things someone had to do for you.

9. *had to*

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



## Writing

A. Complete these sentences.

could	can	had to
couldn't	can't	

1. Last summer, Lisa couldn't make the beds.
2. Her mother \_\_\_\_\_ make them.
3. Lisa \_\_\_\_\_ make the beds now.
4. Lisa \_\_\_\_\_ go to the store last summer.
5. She \_\_\_\_\_ buy any new clothes.
6. Her mother \_\_\_\_\_ buy clothes for her.
7. She \_\_\_\_\_ go to the store now.
8. Lisa \_\_\_\_\_ play tennis or swim with a broken leg.
9. Now, she \_\_\_\_\_ play tennis and swim.
10. Lisa \_\_\_\_\_ go food shopping last summer.
11. Her husband \_\_\_\_\_ go.
12. Lisa \_\_\_\_\_ feed the baby last summer.

B. Put these yes/no questions in the correct order. Then, answer the questions.

Yes, she can. No, she can't.	Yes, she could. No, she couldn't.
---------------------------------	--------------------------------------

1. Clean / now / Can / Lisa / house / house / the / ?

Can Lisa clean the house now?

Yes, she can.

2. last / the / clean / ? / Could / house / Lisa / summer

\_\_\_\_\_

\_\_\_\_\_

3. garbage / out / Can / the / Lisa / ? / take / now

\_\_\_\_\_

\_\_\_\_\_

4. last / Could / the garbage / she / summer / ? / take out

\_\_\_\_\_

\_\_\_\_\_

C. Read this story about Lisa. Then, answer the questions.

One day last summer, Lisa was taking a bike ride with the children. When she was making a turn, she fell off her bicycle and broke her leg.

Lisa needed a full cast. When she got home, she couldn't do anything! She couldn't cook or clean or shop. The baby was only six months old. Lisa couldn't fix her bottles, change her diapers or give her a bath. She could only hold the baby and give her a bottle. Lisa felt helpless!

Lisa's mother came and stayed all summer. Everyone had to help. The children had to clean the house and help with the baby. Lisa's mother had to do the wash, cook and watch the baby. Lisa's husband had to shop and wash the dishes.

Lisa is walking now. She can do everything around the house. Sometimes, her leg still bothers her. She has to go for physical therapy once a week. But she isn't going to slow down. She says that next summer, she's going to take bike rides with the children again.

1. How did Lisa break her leg?

She fell off her bicycle.

2. What did she need?

3. Could Lisa cook dinner?

4. Why did Lisa feel helpless?

5. Who came and helped with everything?

6. What did the children have to do?

7. What did Lisa's husband have to do?

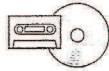
8. Can Lisa take care of the baby now?

9. Where does she have to go once a week?

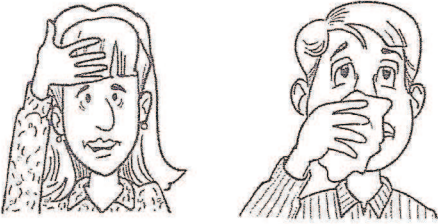
10. Is she ever going to ride a bicycle again?



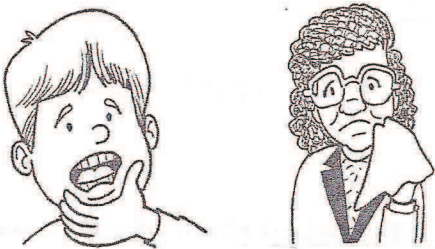
# GRAMMARRAP: What's the Matter?



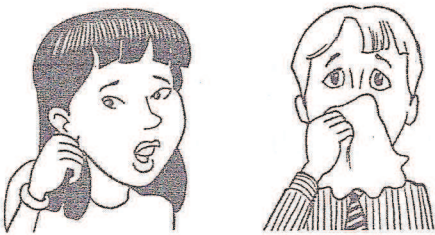
ten. Then clap and practice.



- A. What's the matter with you?  
 B. I have a headache.  
 What's the matter with YOU?  
 A. I have a cold.



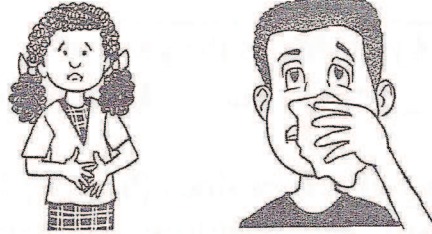
- A. What's the matter with him?  
 B. He has a toothache.  
 What's the matter with HER?  
 A. She has a cold.



- A. What's the matter with Mary?  
 B. She has an earache.  
 What's the matter with BILL?  
 A. He has a very bad cold.



- A. What's the matter with Fred?  
 B. He has a backache.  
 What's the matter with ANNE?  
 A. She has an awful cold.



- A. What's the matter with Jane?  
 B. She has a stomachache.  
 What's the matter with PAUL?  
 A. He has a terrible cold.



- A. What's the matter with the students?  
 B. They have sore throats.  
 What's the matter with the teachers?  
 A. They have terrible colds.  
 They have terrible terrible colds!

## You Can Get It If You Really Want Lyrics

by Jimmy Cliff

You can get it if you really want  
You can get it if you really want  
You can get it if you really want  
But you must try, try and try  
Try and try, you will succeed \_\_\_\_

Persecution you must \_\_\_\_  
Win or lose you've got to get your share  
Got your mind set on a \_\_\_\_  
You can get it, though hard it may seem, yeah

You can get it if you really want  
You can get it if you really want  
You can get it if you really want  
But you must try, try and try  
Try and try, you'll succeed at last

Rome was not built in a \_\_\_\_  
Opposition will come your \_\_\_\_  
But the harder the battle you \_\_\_\_  
The sweeter the victory,

You can get it if you really want  
You can get it if you really want  
You can get it if you really want  
But you must try, try and try  
Try and try, you will succeed \_\_\_\_

Repeat



\_\_\_\_ Rome    \_\_\_\_ victory    \_\_\_\_ opposition    \_\_\_\_ battle    \_\_\_\_ get your share  
 \_\_\_\_ Dream    \_\_\_\_ people working together    \_\_\_\_ you must bear  
 \_\_\_\_ win and lose a football game

1.



2



1.



4.



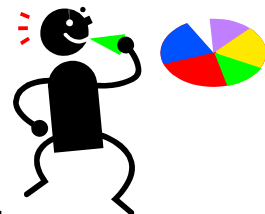
5.



6.



7.



8



9.



## VOCABULARY

Look-Say-Cover-Write-Check

This is a what? game

Pictures - what do you already know?  
KWL list (know, want to know, learn)

picture dictionary - study 1-2 minutes -  
close & write what you remember

Treasure box - review words -

explain w/o using the word -

teams (1) define (2) write sentence

Assign - bring in a new word

Spinner game

2 "families" - practice description/contrast/comparison

Index cards - model for own family

color - part of speech

color - vowel chart

Quizlet.com

duolingo.com

audios/modeling/recording

"real talk"

Picture file

dialects → customs → traditions

compare & contrast

Fly swatter game

Write words on board  
Students go up in pairs. Someone  
calls out a word. Students  
more adv. start w/ def, whack it!  
Pos, Synonyms, etc.

Concentration - mingle match

Bags w/ words + synonyms - matching

Concentration cards - SS make

Sorting / Categorization

Reuse / Recycle!

Charts

Acting out / guessing games

Word games → SS make!

Index Cards →

Don't do for them  
what they can learn by doing / ask

SS use their bodies to learn -  
Paper folded into 4 - is w/ guesses  
w/ vocab → mingle to ask (Tas / friends)

## MUSIC-JAZZ

Practice rhythm

Example: Banker's Wife's Blues

Sing It

Learn English th

Song Ideas: Beatles

is Your Land, "Home

"3 Little Birds" (Bob m

Karaoke

Songs read 1st, then si

Close - in relation w/

Grammar ie preps "Under the

Write your own songs to teach

months of the year - Pronunciation

Carolyn Graham's Jazz Chants

Side by Side Chants

## STUDENT RETENTION

Call or text students when absent

Teach students how to call teacher

At end of class give a preview of the next class.

build a classroom community: Birthdays lessons  
Sign up sheets

routine and structure

communication of consequences

Attendance chart

"Gold Star"

Assigning "homework on the phone"

Food

Designated "fun day"

"Show and tell" assignments

Idioms... on the board only for the first 10 minutes... then erase it (promptness)

Varying the class location (near by Starbucks)

Sponges that connect prior knowledge

Incorporate students' important topics into term curriculum

Student Retention

Student-determined grading

Buddy system

Little "gifts"

Give always - insurance

raffle - tickets

games - matching sets

15 min chats w/ students

Approachability - availability

Resources in the community

SR

Patsy Cline "Little thing"

instead write down their own things

Beatles "Hello Goodbye"

on the deck of the Bog

itunes + reading lyrics

subtitles on mt

Karaoke on YouTube

Create own Jazz Chants - Look

up phrases - ask "please speak to"

Practice w/ chant comes out smooth

removing chant

"Hello name, so glad to see you"

## MUSIC-JAZZ CHANTS

Practice rhythm of English

Example: Banker's Wife's Blues (Carolyn Graham)

Sing It

Learn English through Song book

Song Ideas: Beatles, "This Land is Your Land," "Home on the Range," "3 Little Birds" (Bob Marley), "Leaving on a Jet Plane"

Karaoke

Songs: read 1st, then sing

Close - in relation w/ Oxford Pic. Dict (grammar: ie. preps: "Under the boardwalk")

Write your own songs to teach basics - like months of the year - Pronunciation, repetition

Carolyn Graham's Jazz Chants

Side by Side Chants