



Break it down! Key Principles for Teaching Beginners

Brendon Albertson, M.S.

Agenda

1:00	Intro, Icebreakers
1:10	Demo lessons & strategies for teaching beginners
2:15	Workshop: Design your own activity! (Optional share out)
2:45	Q & A

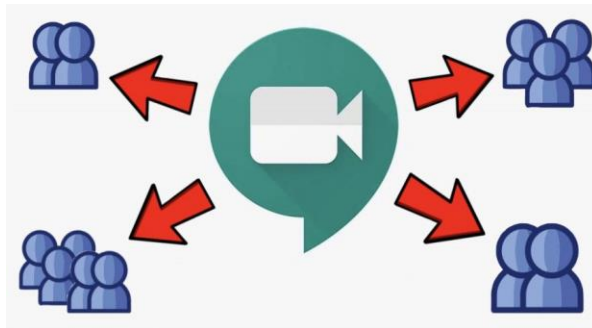
About Me

- ▶ M.S. TESOL, M.S. Curriculum & Instruction
- ▶ BCNC, YMCA ILC, Pine Manor College, Showa Boston
- ▶ **Students:** adult, college, and K-12 contexts over 17 years
- ▶ **Teaching locations:** China, Japan, S. Korea, New Haven, Boston, New London, CT
- ▶ **Favorite teaching moment:** NGL Cengage textbook focus group with students!
- ▶ **Research:** Student participation and educational technology / machine translation
- ▶ **Languages:** Japanese, Mandarin Chinese
- ▶ **Hobbies:** coffee/tea, cooking, language learning, percussion, bicycle advocacy

奏樹 (Soki)

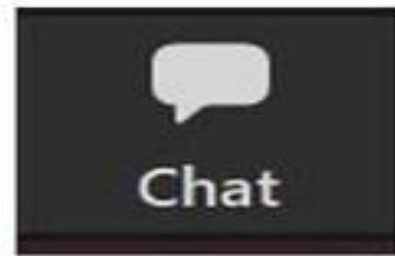
Workshop Format & Norms

- ▶ This is an interactive workshop!
- ▶ You'll be given a chance to try out a strategy in a breakout room with other participants. Sharing out is optional but will be encouraged!
- ▶ Please remain attentive and ready to participate!
- ▶ Please allow everyone a chance to contribute and respect all contributions.
- ▶ Network and have fun!



Workshop Format & Norms

Questions and comments are encouraged in the chat at any time!



Learning Objectives

In teaching beginner ELs, workshop participants will be able to:

1. Develop authentic **speaking activities** to support communication and fluency
2. Teach **word and sentence stress** to improve speaking and listening
3. Give effective **feedback on writing** that does not overwhelm learners
4. Use translanguaging and Google Translate to **leverage the L1** in teaching reading and writing
5. Help learners **narrow the focus** when reading and listening
6. Use **multimodal instruction** to give directions and teach vocabulary

Icebreaker



A **challenge**
you face in
teaching
beginners

A **success**
you've had in
teaching
beginners

Principles for Teaching Beginners



Multimodal directions & modeling (visual, aural, written)



Break tasks into achievable "chunks"



Narrow the focus



Provide scaffolds

Demo Lesson 1

Ocha, iru?



Iru! Arigatou!



Omizu, iru?



Iru! Arigatou!



Okashi, iru?



Daijoubu!



Ocha, iru?



Iru! Arigatou!



Omizu, iru?



Iru! Arigatou!

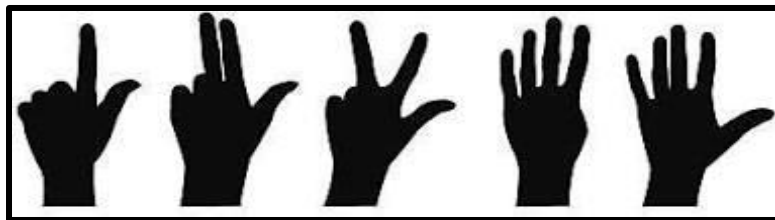


Okashi, iru?



Daijoubu!





1



2



3



4



5



6



Omizu, iru?

Ocha, iru?

Iru! Arigatou!

Okashi, iru?

Iru! Arigatou!

Daijoubu!

Free practice - role play

A



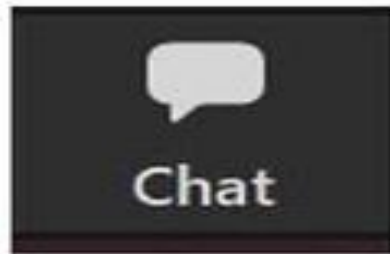
B



ocha
omizu
okashi

iru
daijoubu

What strategies for teaching
beginners did you notice
in Demo Lesson 1?



Non-linguistic ways to show meaning

- ▶ Pictures
- ▶ Stick figures
- ▶ Props
- ▶ Gestures
- ▶ Acting/dramatization (colored hats)



Total Physical Response (TPR)

- ▶ Choose a language item with 2 or more categories
 - *A / an*
 - Count / noncount nouns
 - Opposites (*cheap/expensive, long/short, clean/dirty*)
 - Emotions (happy, sad, excited, upset, interested)
- ▶ Say a prompt and students answer by moving, standing/sitting, pointing, clapping, etc.



Total Physical Response (TPR)



a

MANY A LOT OF

an

TPR
Total Physical Response
EXAMPLES

Hello

Good

Okay

Strong

Celebrate

DigiNo.org

Speaking & Fluency

1. Mingle Activities

- ▶ Encourages repetition and fluency

Steps:

1. Introduce and model a short dialogue formula.
2. Pass out cards with scenarios, key words, or other info.
3. Students move around the room freely, performing the dialogue with partners and switching partners when finished.



I have a
headache.

I need to mail a
package.

1. Mingle Activities with Dialogue Frames

A) There's a **food festival** in **the park** **this Saturday**.

B) Wow! That sounds fun.

A) There will be **food from many countries**. There will be **music**, too. **We should** go together!

B) I'd love to join you. / I'm afraid I can't make it.

Farmers' Market at Harvard



When:
Tuesday, Nov 08, 2016 12:00p - 6:00p

Where:
The Plaza at the Science Center,
Harvard University
1 Oxford Street
Cambridge, MA 02138

Admission:
FREE

Categories:
Food, Kid Friendly, University

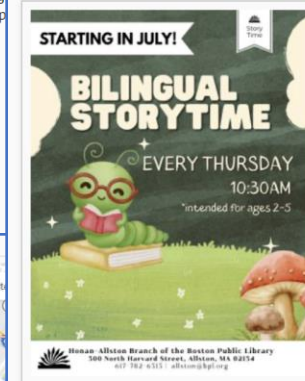
As summer returns, so too does the Farmers' Market at Harvard, which runs on Tuesday from mid-June through November (Noon-6pm at the height of the season). For the 2016 season, the Market will run June 7 through November 22 (no markets August 23 & 30).

The Market was founded in 2005, and operates on The Plaza outside Harvard's Science Center (near the corner of Oxford Street and Harvard Avenue). Market at Harvard (FNS) food stamps, vouchers, and Program (SFM).

Stop by and get goods, dairy products, and more!



Bilingual Storytime



Join us for Bilingual Storytime at Honan-Allston Library Branch for weekly storytime fun! Bilingual Storytime uses songs, age-appropriate stories, and crafts/playtime to engage children and their parents/caregivers. This program is designed to help promote early literacy skills, support your bond with your child(ren), and hopefully turn your little reader into a life-long reader! *Recommended for children between the ages of 2-5 yrs.

Siblings are welcome to participate with the active support of a parent/caregiver, and as long as they are not disruptive to the program.

This program is not intended for institutions. Daycares and Preschools should schedule a separate visit tailored to your group.

¡Únase a nosotros semanalmente para la hora de cuentos bilingüe en la biblioteca de Honan-Allston para divertirse todas las semanas! La hora del cuento bilingüe utiliza canciones, historias apropiadas para la edad y manualidades/tiempo de juego para involucrar a los niños y sus padres o guardianes. Este programa está diseñado para ayudar a promover las habilidades de alfabetización temprana, apoyar su vínculo con su(s) hijo(s) y, con suerte, convertir a su pequeño lector en un lector de por vida!

When:
Thursday, Sep 24, 2026 10:30a - 11:30a
Repeats weekly

Where:
Honan-Allston Branch
300 N Harvard
Allston, MA 02134

Admission:
FREE

Hosted by:

hachildreanlibrarian

Kids in The KITCHEN



When:
Saturday, Nov 12, 2016 10:00a - 12:00p

Where:
The KITCHEN at Boston Public Market
100 Hanover Street
Boston, MA 02108

Admission:
\$15

Categories:
Food, Kid Friendly

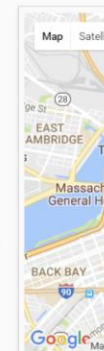
Event website:
www.thetrustees.org/kidskitchen

Kids in the Kitchen

Join us on Saturday mornings in The KITCHEN for a series of cooking classes for kids ages 6-12 to learn about local food and the journey it makes from the farm to the table. In these hands-on classes, kids explore and taste the seasonal bounty of the region through the local vendors of the Boston Public Market and are taught by market vendor cooks or farmers who tell first-hand stories about where the ingredients are sourced and how they are grown/made.

Kids aged 6-12 are welcome to attend. These classes are held in collaboration with vendors in the Boston Public Market and are taught by market vendor cooks or farmers who tell first-hand stories about where the ingredients are sourced and how they are grown/made.

Parents: please plan to drop your kids at the KITCHEN and pick them up after the event ends. You are welcome to sit in the same room as the class, but we'd like to discourage parents from hands-on assistance, since this event is focused on teaching children to be confident and self-reliant in the kitchen.



Share this

Add to:



1. Mingle Activities with Dialogue Frames

- A) There's a _____ in _____.
- B) Wow! That sounds fun.
- A) There will be _____. There will be _____, too.
- We should** go together!
- B) I'd love to join you. / I'm afraid I can't make it.

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The Market was founded in 2005, and operates on The Plaza outside Harvard's Science Center (near the corner of Oxford Street and Huron Avenue). The Market features local vendors, food stations, and a program (SFM) that provides food vouchers and other resources to low-income families.

Stop by and get your goods, dairy products, and more!



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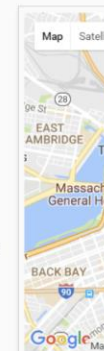
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Share this
Add to:
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2. Info-Gap Activities

- ▶ Require students to communicate!
- ▶ Beginner-friendly topics can still be mature, interesting, and relevant to students' lives.
- ▶ Find important, interesting topics but keep the language short and simple.



2. Info-Gap Activities

A

208

Beginner Crochet

Start your winter projects with a scarf. Learn the basic stitches and enjoy some time to explore the world of Crochet.

Material List: Acrylic or Wool medium weight yarn color of your choice and 8 mm Crochet Hook.

8 classes NL Adult Education

Resident \$79/Non-resident \$84 Instructor: Tina Burke



B

208

Beginner Crochet

Start your winter projects with a scarf. Learn the basic stitches and enjoy some time to explore the world of Crochet.

Material List: Acrylic or Wool medium weight yarn color of your choice and 8 mm Crochet Hook.

Saturday 3/8 9:00 am-11:00 am 8 classes NL Adult Education

Instructor: Tina Burke



A



1. an eraser



2. a marker



3. a chair



4. tape



5. the clock



6. the lights



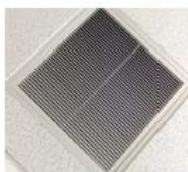
7. the alarm



8. the trash can



9. a CD player



10. the AC



11. the board

B



12. the closet



13. a window



14. the wall



15. a table

"How do you say
this in English?"

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

"How do you spell that?"

2. Info-Gap Activities

Steps:

1. Find a source of information
 - Bus schedule
 - Catalog of Adult Education classes
 - Brochure about a local attraction
 - Supermarket flyer
2. Make 2 copies and white-out different information on each (A & B)
3. Pair students A & B. They must ask each other for the missing information. *"Keep your paper secret!"*



3. Disappearing Dialogue

A) You look stressed.

B) I know. I *am* stressed. I really need to relax.

A) Well, I play soccer to relax.

B) That's a good idea. How often do you play soccer?

A) Every weekend!

3. Disappearing Dialogue

A) You stressed.

B) I know. I *am* stressed. I really relax.

A) Well, I soccer to relax.

B) That's a . How often do you play soccer?

A) Every !

3. Disappearing Dialogue

A) You stressed.

B) I know. I *am* stressed. I really .

A) Well, I to relax.

B) That's a . How often soccer?

A) !

3. Disappearing Dialogue

A) You

.

B) I know. I

. I really

.

A) Well, I

.

B) That's a

.

soccer?

A)

!

3. Disappearing Dialogue

A)

.

B)

.

.

A)

.

B)

.

?

A)

!

Demo Lesson 2

Sample Lesson Sequence for Beginners

1. Generate interest, introduce topic

"Today, we're going to talk about **chores** and **errands**."

"Today we're going learn how to **ask for a favor**."



2. Modeling & Noticing



Hey, are you free today?

No, sorry. I have a lot of errands.

I need to go to the DMV. Then I need to go to the bank.

Wow... Do you need help?

Yeah... Could you help me study later?



3. Explain vocab / language pattern

Chores and Errands



take out money

I need to **take out money** at the bank tomorrow.



fill out a form

I need to **fill out a form** at the DMV.



go to the DMV

I need a driver's license, so I'm **going to the DMV**.



pick up

I **pick up** my kids from school every day.

3. Explain vocab / language pattern

Asking for favors

Can you _____?

Could you _____?

Would you be able to _____?

give me a ride



carry my bags



hold the door



help me study



give me directions



Translate

hello → 你好

كرسي → chair

4. Controlled practice A



Hey, are you free today?

No, sorry. I have a lot of errands.

I need to go to the DMV. Then I need to go to the bank.

Wow... Do you need help?

Yeah... Could you help me study later?



5. Controlled practice B

hold the door



help me study



Translate

hello → 你好

كرسي → chair

carry my bags



Hey, are you free _____?

No, sorry. I have a lot of errands.

I need to _____.

Then I need to _____.

Wow... Do you need help?

Yeah... Could you _____?



go to the DMV

take my kids to school

volunteer



apply for a job



pick up my kids



6. Free Practice

hold the door



help me study



Translate

hello → 你好

كرسي → chair

carry my bags



go to the DMV

take my kids to school

volunteer



apply for a job



pick up my kids



6. Free Practice

Oral Presentation

1. Find a partner.
2. Make a conversation.
3. Practice.
4. Stand up and share your conversation.

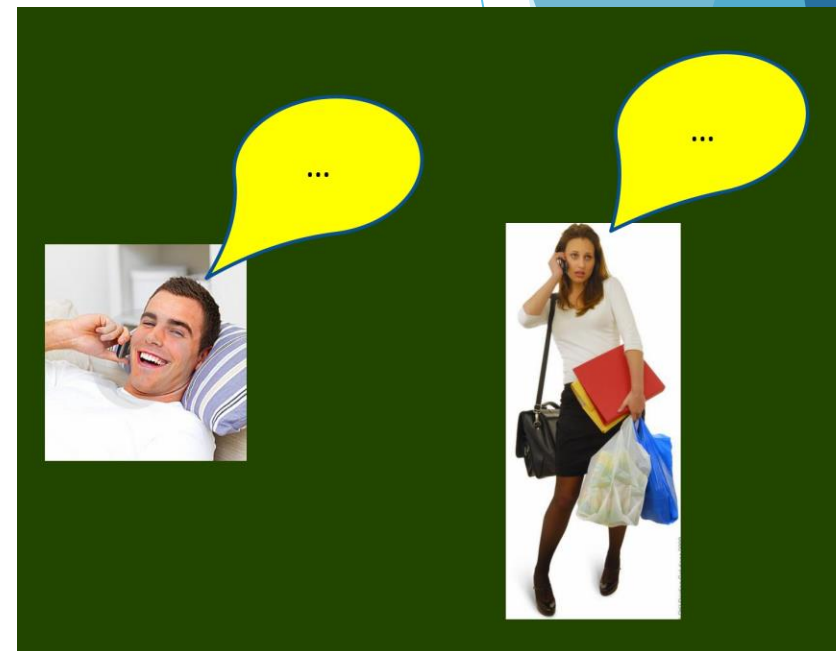


Your conversation needs to have:

- Present Continuous (I **am going** to the DMV this weekend.)

(What are you doing tomorrow?)

- need to x2
- want to x2
- can I x2
- could I x2
- vocabulary from the Word Wall x5



Pronunciation

5. Word (Syllable) Stress

- ▶ More important than pronunciation for being understood!
- ▶ Stressed syllable = higher, louder, longer



5. Word (Syllable) Stress

Where would you place these words?

- excited
- technology
- repeat
- application



6. Sentence Stress

- ▶ Some languages are syllable-timed. But English is a **stress-timed** language!

Kids play ball.

1 2 3 (clap = 4)

The **kids play ball.**

The **kids** are **playing ball.**

The **kids** are **playing** with the **ball.**

The **kids** have been **playing** with the **ball.**

6. Sentence Stress - Jazz Chants



3. Rain

It was raining, raining, raining hard.

It was falling on my head.

It was falling on the stars.

It was falling on the sun.

It was falling on my shoes.

I got soaking wet.

I got soaking wet.

But I stayed outside.

I stayed outside.

The rain was sweet.

The rain was warm.

The rain was soft.

It reminded me of home.

From *Jazz Chants*
by Carolyn Graham

Teaching Vocabulary

Steps to Teaching Vocabulary

1. Student-friendly definition or image
2. Example sentence or phrase
3. Elicit the use of word

Adapted from Margarita Calderón (2011). *Teaching Reading & Comprehension to English Learners K-5*. Bloomington, IN: Solution Tree Press.

pharmacy

a place that sells medicine

I need to buy _____ from the pharmacy.



keep

hold, store, put (in a safe place)

Keep your money in a safe place, like the bank!

I keep my pencil in _____.



Vocab Survey Mingle

- ▶ Use your word to write a **survey** question.
- ▶ Ask 3 classmates. Write their answers.

Your question: <i>Which pharmacy do you usually go to?</i>	
Answer 1:	<i>CVS</i>
Answer 2:	<i>Walgreens</i>
Answer 3:	<i>Tai Tung</i>



Picture-Word Inductive Model

Jason's job is to
operate the
camera.



Edwin's job is to record the audio.



Michaela's
job is to
direct the
video.

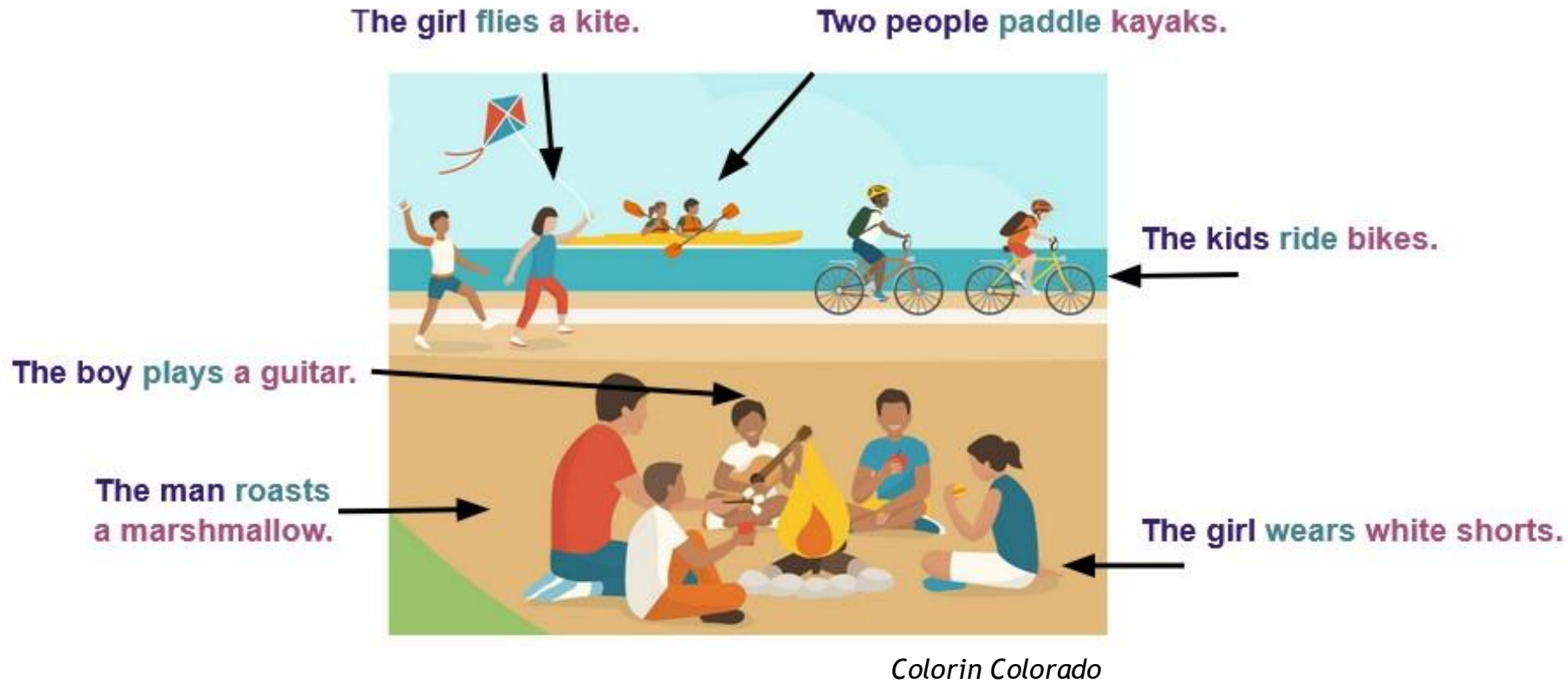


Daniela's job
is to present the
information.



Image credit: Photo by Allison Shelley/The Verbatim Agency for EDUimages

Picture-Word Inductive Model



Picture-Word Inductive Model

1. Share a highly detailed image relevant to students' lives.
2. Label an important noun in the image.
3. In another color, add a useful verb after the noun.
4. Add details to create a complete sentence from the noun.
5. Repeat this process for other important nouns in the image.
6. Ask students to tell their partner about the picture using the annotated image.



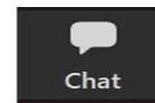
- ▶ Team A finds a picture and says the word
- ▶ Team B races to find the picture on the flyer

[illegible]

A scenic mountain landscape with a cup of coffee and a pastry on a wooden table in the foreground. The background features a large, rocky mountain peak under a blue sky with light clouds. The foreground shows a wooden table with a white cup of coffee on a saucer and a small plate with a powdered pastry. The overall atmosphere is peaceful and inviting.

3-minute break

*Feel free to post
questions or comments
in the chat!*



Reading

Demo Lesson 3

My Mother's Food

by Nora Keller



Kim chee is made from cabbage.



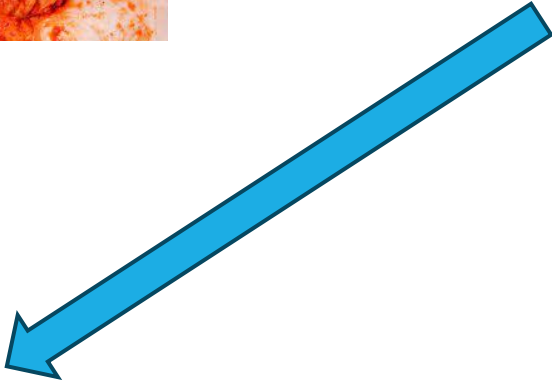
It's spicy, but it tastes good.



Are you Korean?



It has a strong smell.



I tried to hide the smell.
I only ate American fast food.



"She likes it! She is Korean!"

My Mother's Food

by Nora Keller

A girl lives in the United States. Her mother is **Korean**. This means the girl is Korean American. When she is a child, the girl likes to eat kim chee. Kim chee is a Korean food. It is **spicy**, salty, and sour. It is made from **cabbage**, **garlic**, and fish sauce. It has a **strong smell**. She likes to make kim chee with her mother. Kim chee is an important food in her family and in her culture.



When the girl starts high school, the other students don't like her. They say she smells like kim chee. Another girl says, "Are you Korean? You smell like a Korean." This makes the girl sad. She feels like she has no friends. Kim chee was a nice part of her culture, but now it makes her school life difficult.

To solve this problem, the girl stops eating Kim chee. She does not want to smell like kim chee, so she only eats American foods like hamburgers, pizza, and rice with ketchup. She stops eating the Korean food that her mother cooks. This makes her mother sad and angry. "You are not respecting your Korean culture!" she says.

The girl grows up and gets older. Eventually, she gets married to an American man and has a baby daughter. She realizes that she wants her **daughter** to understand her Korean culture, so she makes kim chee with her daughter. Her daughter likes the kim chee taste, and this makes the grandmother happy. The author **realizes** that it's difficult to balance two different cultures, but it's important to **embrace** and respect both of them. She is happy she can be both Korean and American at the same time.

My Mother's Food

by Nora Keller

A girl lives in the United States. Her mother is **Korean**. This means the girl is Korean American. When she is a child, the girl likes to eat **kim chee**. Kim chee is a Korean food. It is **spicy**, salty, and sour. It is made from **cabbage**, **garlic**, and fish sauce. It has a **strong smell**. She likes to make kim chee with her mother. Kim chee is an important food in her family and in her culture.



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Write complete sentences to label the timeline after reading “My Mother’s Food.”
Look back to the text to find details for your answers.

Name: _____

How did the author feel about kim chee?

	as a child	as an adolescent	as an adult/mother

The author's feelings about kim chee change in this story. When she is a child, _____. For example, "_____". When she is a high school student, _____. The author writes, "_____." Finally, when she is an adult, _____. The author writes, "_____."



Multimodal Reading

- ▶ Show students a picture preview before reading

 Gemini Notebook



Original text

Soccer World Cup fans struggle with tipping culture

Fans at the soccer World Cup are struggling with tipping. Many fans are from countries where people do not tip at restaurants. In the USA, tips of up to 20 per cent are common. If diners do not leave a tip, staff can be disappointed. Fans have already spent a lot of money getting to the World Cup. Leaving tips makes their trip more expensive. Some fans are complaining about "tipping fatigue". They say they have to tip when they buy a bottle of water.

Restaurant staff are also struggling. Tips make up for their very low wages. Workers' wages can be as low as \$2.13 per hour. Many staff say it is impossible to survive as a restaurant worker without tips. In many cities, restaurant owners are adding tips to their bills. The owners say many international visitors do not know about the tipping culture in the USA. In some restaurants, staff are explaining to diners the reasons for tipping.

Breaking News English

Prompt

Please make the reading level something that a low beginner ESOL student could understand, using very simple vocabulary and sentence structure. Make the picture aid with the comprehension of new words.

Result

"The Soccer Fan and The Bill"

Skimming

(Reading quickly to find the general idea)

- pictures, titles, headings
- first sentence of each paragraph
- most important words in those sentences

A Water Crisis Deepens

Michigan's governor promises to fix the problem in Flint's water supply

JAN 20, 2016 | By Brian McGrath with AP reporting



AL GOLDIS—AP
Michigan Governor Rick Snyder delivers his State of the State address at the Capitol in Lansing, on January 19. During the speech, Snyder pledged to fix the problem of Flint's lead-contaminated water.

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A Water Crisis Deepens

Michigan's governor promises to fix the problem in Flint's water supply

JAN 20, 2016 | By Brian McGrath with AP reporting



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1. Read the title.
2. Look at the pictures.

3. Only read the first sentences of each paragraph.



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If you don't know a word, just skip it!



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Critics say Snyder for too long ignored the potential health risks that the tainted water could bring. They also say he failed to take the kind of action to deliver basic services that hurts people's trust in government. "I don't know who's in charge," said Tim Greiner, a resident. "The State of Michigan is not strong when residents are being poisoned by their tap water."

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Amplify Text to Support Beginners

Simplify: Change text to make it less complex (e.g., with ChatGPT)

Amplify: Add supportive features to the original text

Amplify Text to Support Beginners

Prior to reading:

- ▶ Highlight essential information
- ▶ Provide quick definitions of essential words or write in simple synonyms
- ▶ Draw attention to and discuss title, pictures, subtitles, headers

3. Leverage the L1 with Bilingual Cloze Reading

organize arrested rights helped lead equal peaceful
protests laws racial equality was arrested was born

Martin Luther King Jr. is an important figure in American history because he _____ the civil rights movement and worked for _____ rights using _____ methods. He _____ in 1929 in Atlanta, Georgia, and became a Baptist minister. During the 1950s and 1960s, he helped _____ against racial segregation and unfair _____, including the Montgomery Bus Boycott after Rosa Parks was _____. In 1963, he gave his famous "I Have a Dream" speech during the March on Washington, calling for _____ and justice. King _____ many times for protesting, but he continued to promote nonviolence. He was assassinated in 1968, but his work led to important changes, including the Civil _____ Act and the Voting Rights Act.

Martin Luther King Jr. es una figura importante en la historia de los Estados Unidos porque ayudó a liderar el movimiento por los derechos civiles y trabajó por la igualdad de derechos mediante métodos pacíficos. Nació en 1929 en Atlanta, Georgia, y se convirtió en pastor bautista. Durante las décadas de 1950 y 1960, ayudó a organizar protestas contra la segregación racial y las leyes injustas, incluido el boicot a los autobuses de Montgomery tras el arresto de Rosa Parks. En 1963, pronunció su famoso discurso «Tengo un sueño» durante la Marcha sobre Washington, en el que reclamaba igualdad racial y justicia. King fue arrestado en numerosas ocasiones por participar en protestas, pero siguió promoviendo la no violencia. Fue asesinado en 1968, pero su labor condujo a cambios importantes, como la Ley de Derechos Civiles y la Ley de Derecho al Voto.

3. Leverage the L1 with Bilingual Cloze Reading

1. Provide a version of the text in the student's L1.
2. Then make a cloze (fill-in-the-blank) exercise with the English version. Remove words/phrases you want the student to learn.

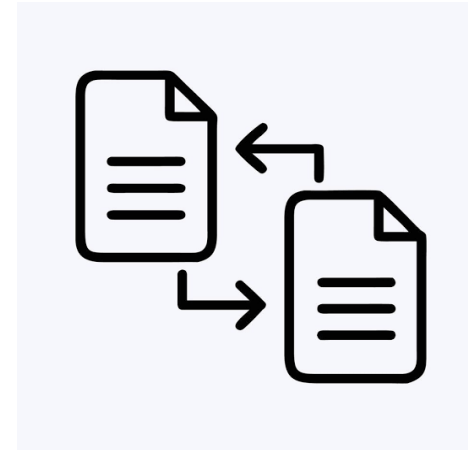
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3. Leverage the L1 with Cloze Reading

1. Removes barriers to comprehension, since the student can reference the L1 text.
2. Still provides English reading practice since the student must focus on meaning, sentence structure, and context to fill in blanks.



Writing

Differentiation for Low/No Literacy

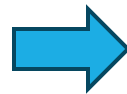
- ▶ Oracy precedes literacy, so encourage:
 - speaking before writing
 - listening before reading
- ▶ Pair with literate students, who can 1) read aloud to them and 2) act as scribe as they contribute ideas to group writing
- ▶ S dictates, T writes, then S reads aloud

The "Translated Sentence Scramble"

1. S writes in L1
2. T translates to English and checks
3. T scrambles English sentences (manually or with AI)
4. S unscrambles and rewrites English sentences

Indigenous Language Makes Inroads into Public Schools

Un maestro en California está tratando de enseñar el lenguaje Yurok a sus estudiantes Nativos Americanos. Sin embargo, muchos de los estudiantes se burlaban de la cultura Yurok mientras que los estudiantes presentaban un baile de esta cultura. También, en las escuelas muchos de los estudiantes eran forzados a hablar en inglés, y olvidar su idioma natal. Por lo tanto la solucion que encontraron las escuelas fue implementar que los estudiantes pudiesen hablar su idioma, y hasta enseñar el idioma para que muchos pudiesen aprender acerca de diferentes lenguajes y cultura. Que se implementara esto de aceptar diferentes culturas, ayudó a que muchos de los estudiantes se inspirarán a aprender los idiomas que sus antepasados hablaban. Maneras en la que el idioma puede ser poderoso es cuando vas a conocer lugares diferentes, podrias comunicarte con las personas del lugar. Tambien podrias aprender de diferentes culturas. Esto es posible que te ayude a que tu cerebro funcione más ya que al saber diferentes lenguajes el cerebro activa funciones que te ayudan en todo momento.



A teacher in California / to his Native / is trying to / American
students. / teach the Yurok language

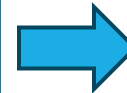
ridiculed / However, / the Yurok culture / while / the
mocked / students performed / many of the students

speak English and forget their native language. / Also, in schools, / were
forced / many students

so that / was to allow students / Therefore, / the
solution / to speak their language and even teach the language / many
could learn about different languages and cultures. / the schools found

their ancestors spoke. / helped inspire many students / to learn the
languages / This acceptance / of different cultures

language can be powerful / you can communicate with the local
people / is when you go to different places, / One way in which



A teacher in California is trying to teach the
Yurok language to his Native American students.
However, many of the students ridiculed the Yurok culture
while the students performed. Also, in schools, many students
were forced speak English and forget their native language.
Therefore, the school found the solution was to allow students
to speak their language and even teach the language so
that many could learn about different languages and culture.
This acceptance helped many students of different cultures to
learn the language their ancestors spoke. One way in which
language can be powerful is when you go to different places,
you can communicate with the local people.

1. Student writes in L1.

|Mis hábitos saludables y no saludables

Mis hábitos saludables se basan en comer las comidas necesarias, cuidar mi salud mental, bailar, dormir las horas suficientes. Mi forma favorita para hacer que mi salud sea buena es utilizando hábitos que sean divertidos así como en vez de hacer un ejercicio normal prefiero bailar por varias horas, y antes de dormir coloco música para ayudar a relajar mi mente.

Mis malos hábitos que no son saludables son el que a veces paso mucho tiempo acostada o sentada sin hacer nada, algunas veces saltó mis horas de comida sin razon algunas, y hay veces que no logro dormir mis ocho horas completas, antes tambien solia comer demasiados dulces, pero ahora ya he cambiado eso.

Para tener mejores hábitos saludables lo mejor sería que empezaramos a hacer rutinas las cuales podamos seguir dia a dia, y de ahí empezaremos a ver mejoras

2. Teacher translates to English and checks.

Detect language Chinese (Simplified) English **Spanish** ▼

Mis hábitos saludables se basan en comer las comidas necesarias, cuidar mi salud mental, bailar, dormir las horas suficientes. Mi forma favorita para hacer que mi salud sea buena es utilizando hábitos que sean divertidos así como en vez de hacer un ejercicio normal prefiero bailar por varias horas, y antes de dormir coloco música para ayudar a relajar mi mente.

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Para tener mejores hábitos saludables lo mejor sería que empezáramos a hacer rutinas las cuales podamos seguir día a día, y de ahí empezaremos a ver mejoras.



832

Advanced ▼



↔ Chinese (Simplified) Spanish **English** ▼

My healthy habits center on eating proper meals, looking after my mental health, dancing, and getting enough sleep. My favorite way to maintain good health is by engaging in enjoyable activities; for instance, instead of a standard workout, I prefer dancing for several hours, and I play music before bed to help relax my mind.

My unhealthy habits include spending too much time lying down or sitting around doing nothing, occasionally skipping meals for no reason, and sometimes failing to get a full eight hours of sleep. I also used to eat too many sweets, but I have since changed that.

To cultivate better healthy habits, the best approach is to establish routines that we can follow daily; from there, we will begin to see improvements.



[Send feedback](#)

3. T scrambles English sentences.

1. taking care of my mental health / include / eating the necessary meals / My healthy habits / dancing / and getting enough sleep
2. is by incorporating / fun activities / to maintain good health / My favorite way / such as / dancing for several hours / and listening to music before bed / to help relax my mind
3. of sleep / occasionally skipping meals for no reason / My unhealthy habits include / sometimes spending too much time doing nothing / lying down or sitting around / and sometimes / not getting / a full eight hours
4. but / I have changed that now / too many sweets / I also used to eat / that
5. the best thing would be to start creating routines / To develop better healthy habits / that we can follow every day / and from there we will begin / to see improvements

4. Student unscrambles English sentences.

1. recovery. / patient / Music therapy / aids in
2. which helped / the brain / Researchers / keep / active. /
utilized / flute music,
3. for / The music / reduce / pain medication. / helped / the
need
4. stress / helped / pain management / alleviate / It also / and
/ assisted with / following surgery.
5. patients may experience / after surgery, / thanks to the music /
include feeling less pain, / Some of the benefits / and waking up more
quickly. / being more active

Music therapy aids in patients recovery. Researchers utilized
flute music, which helped keep the brain active. The music
helped reduce the need for pain medication. It also
helped alleviate stress and assisted with pain management
following surgery. Some of the benefits patients may experience
include feeling less pain, being more active after surgery, and
waking up more quickly.

Example Handout for a Translated Sentence Scramble Task

(What you give to the student)

Mis hábitos saludables y no saludables

Mis hábitos saludables se basan en comer las comidas necesarias, cuidar mi salud mental, bailar, dormir las horas suficientes. Mi forma favorita para hacer que mi salud sea buena es utilizando hábitos que sean divertidos así como en vez de hacer un ejercicio normal prefiero bailar por varias horas, y antes de dormir coloco música para ayudar a relajar mi mente.

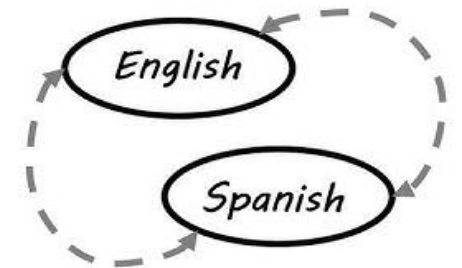
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Para tener mejores hábitos saludables lo mejor sería que empezaramos a hacer rutinas las cuales podamos seguir dia a dia, y de ahí empezaremos a ver mejoras

1. taking care of my mental health / include / eating the necessary meals / My healthy habits / dancing / and getting enough sleep
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4. but / I have changed that now / too many sweets / I also used to eat / that
5. the best thing would be to start creating routines / To develop better healthy habits / that we can follow every day / and from there we will begin / to see improvements

Machine translation supports beginner writing!

- ▶ **Beginners can leverage their L1 to help them write about more sophisticated topics in English.**
- ▶ **Other ways to use machine translation in the classroom:**
 - ▶ **Postedit MT Output:** Students review the MT output to ensure it matches what they meant to say, then revise as needed.
 - ▶ **Review MT Output for New Concepts:** Students review MT output and research/record new words or phrases in a vocab journal.
 - ▶ **Double-checking their English:** Students translate what they wrote in English back into their L1 to check if the meaning is preserved.



Pedagogical Translanguaging

Listening

1. Teach Sentence Stress

Do you want to go to the
career fair tomorrow?

- ▶ Which words are stressed?
- ▶ Which syllables are stressed?
- ▶ Which words are not important and can be ignored?

1. Teach Sentence Stress

Do you want to go to the
career fair tomorrow?

Stressed words

1. Teach Sentence Stress

Do you want to go to the
career fair tomorrow?

Stressed syllables (vowels)

1. Teach Sentence Stress

want go
career fair tomorrow?

2. Set a Focus for Listening

Possible focuses:

- ▶ Is her house cold?
- ▶ What clothes does she wear?
- ▶ How is her house in summer?
- ▶ What is the topic of this conversation?

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▶ 0:00 / 0:00

Script Quiz Vocab Grammar

Hello, my name is Julie. I am from America. My question today, is your house cold in winter?

Yes. My house is very cold in winter, but my heater is warm and my jacket is warm, and my sweater is warm, and my hood is warm. But my house is not warm. My house is very cold outside. It is very cold in winter, but in summer it is not cold. In summer, it is very hot.

So my question for you is, is your house cold in winter?

2. Set a Focus for Listening

Activity: Differing Details

- ▶ Tell a story twice, changing details slightly the second time.
- ▶ Students try to catch which parts of the story were different.
- ▶ It's good to change details that focus on language you are teaching.

- ▶ **Verb tenses:** "I **went** to a festival yesterday. There **were** many people."
"I'm **going** to a festival tomorrow. There **will be** many people."
- ▶ **Vocabulary:** "It was **raining**."
"It was **sunny**."
- ▶ **Times/Dates:** "Usually I work from **8 to 5**, but I have **Wednesdays** off."
"Usually I work from **9 to 4**, but I have **Tuesdays** off."

3. **You^{En}Glish**

"I have to"

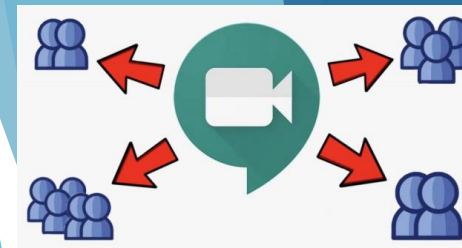
"What are you going to do"

- ▶ Great for independent listening practice or shadowing
- ▶ Works well as a classroom "station"

Your turn! Group Activity

Directions:

- Decide on roles first: Who will share their screen? Who will present?
- With your group, choose one strategy to try from the list below.
- Create the material, try it out, and share how it went!



Vocabulary / Speaking

1. Take turns teaching a **vocabulary word** of your choice. Include a sentence frame or survey mingle to encourage students to use the word.
2. Find an image and follow the **Picture-Word Inductive Model** procedure.
3. Create a **disappearing dialogue**
4. Create an **info-gap activity** from a brochure, website screenshot, or other material

15 mins to prepare
2 mins to present

Reading

1. Find a short text and create a **Gemini Notebook or Gemini Storybook**.
 - Suggested websites for short texts: newsinlevels.com, breakingnewsEnglish.com
2. Find a text and **amplify** it (highlight or redact parts of the text to make it accessible to beginners).
3. Create a **bilingual cloze reading**, using Google Translate and a short text of your choice.

Q&A / Comments



Please scan to take a post-workshop survey.
I appreciate your feedback!

Thank you!

Feel free to contact me at
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