**1. Buddy Reading**

For larger classes there are other options, and these multilevel ESL activities also work for the smaller groups too. For writing and reading, students pair up for buddy reading, and peer editing. Buddy reading involves one student reading and the "buddy" helping to make sure that the reader is pronouncing the words correctly. The buddy also asks questions after the reading to check comprehension.   
  
You will need to model this for the group first, but with adults it is often a very easy multilevel activity for them to pick up since it is similar to studying together outside of class. Higher level students are able to monitor lower level students, and interestingly, having lower level students monitoring higher level students often works to help the higher level students become more aware of fossilized errors that they are making.

**2. Peer Editing**

Similarly, peer editing allows students to look at each other's work and make corrections and comments at their own levels. Pre-writing and rough drafts can be done independently. Advanced ESL students can be encouraged to write more and with greater grammatical complexity. Peer editing is then done as a last step before writing the final draft. Students can be encouraged to discuss content as well as grammar and punctuation.  
  
Games are, of course, the ultimate ESL multilevel activity. The beauty of games is that they are generally excellent for encouraging meaningful interaction between students even with very different levels of English.  By taking time to pre-teach any necessary vocabulary and grammar, all students will be able to participate in the games together. Examples of multilevel ESL games that work well are Jigsaw Reading, Name the Thing, and How It's Made – these ESL games and more are all in my book of games for teens and adults.

**3. Jigsaw Reading**

Jigsaw reading is quick to prepare. You simply select a reading, pre-teach the vocabulary and grammar, preferably with games, and divide the reading into parts. Each student reads their part of the article or story silently to themselves. Advanced students should be given longer and more challenging passages, and lower level students the short, simpler parts. After reading, you can have the student either write a summary of the article or story, or give it orally. Finally, working together, the students try to reconstruct the article in the correct order, and check it against the original article.

4. **Name the Thing**

Name the Thing requires picture cards. Have the students work in pairs, and lay out for each pair a set of three or four pictures of similar, but not identical items, such as four similar cars. One person holds a matching picture of one of the items displayed on the table, and uses this as a reference for answering questions asked by the other students. These students ask questions to narrow down their choices and pick the correct matching picture.  The more advanced students can do the questioning, as this is harder than coming up with answers.  A tip for this game is to first demonstrate it at the front of the class and then ask students to each collect a set of pictures for the game to play at the next lesson.  The teacher can then keep the best of those sets for future use.

**5. How it's Made**

How It's Made simply requires directions on assembling something. It is always fun to do peanut butter sandwiches or some other simple food, and actually bring in the ingredients to practice with. Each student is given one step in the process, and they must discuss their step with the others and decide where they fit in.  It can also be done with blocks or a simple puzzle or model Lego.  Give the more advanced students more steps and/or more complex instructions.  The beginners have something simple, like putting the wheels on the Lego car.  You can actually photocopy the instructions that come with the model – making them a bit bigger, and cut them up, giving out a paragraph or two per student.  It's best to have one model to every three or four students to allow for plenty of speaking practise.  
  
**How It's Made Variant:** Another way to play this if you have no instructions to hand is to simply have a rule where a student cannot move any piece without saying something.  If a student wants to pick up a piece off the table and try it to see if it fits on the model or in the puzzle, or stick it with another piece, he or she MUST say something in English.     
  
For example, using a puzzle with a picture that includes some red flowers: advanced students give a running commentary of their actions, "I'm just going to see if this small red piece fits on here... it looks like it might be part of a flower.  Oh no, it doesn't fit".  Whereas a beginner might say, "I think this is a flower", or "it fits/it doesn't fit".  Alternatively you can have students practise and repeat any kind of sentence or grammar that you are learning, and it does not have to be related to the theme of the puzzle or model at all.  So a beginner could say "I like pears" and this will give them the right to try a piece on the model or puzzle.  If working with several groups they can race each other to see who finishes first.

**6. Using an Article**

Let's say you have a low intermediate group, an intermediate group and an advanced group working on reading non-fiction articles. Non-fiction often has fairly difficult academic vocabulary. For the whole group part of the lesson, you would read an example article to the class, demonstrating how to preview the article by looking at the title, sub-titles, and illustrations; asking for predictions about the content of the text; and going over key vocabulary.  
  
After the article has been read together as a class, you could break the students into their three leveled groups. Each group would get an activity to assess their understanding of the article and these activities would be level appropriate. The advanced group might be asked to write about their opinion of the content or debate elements of the article. The intermediate group might be asked to answer a multiple choice quiz or answer simple content-based questions, while the low intermediate group might be asked to do a fill in the blank exercise based on sentences from the article with vocabulary they've just learned. Each groups works on their own level using the same article.  
  
**Tip for Using an Article**: To help preparation for the teacher and increase the class involvement let the class do the prep work: First read the article together as described above.  Next set homework for the most advanced students to prepare a multiple choice questionnaire about the article.  Let the intermediates prepare a fill in the blanks.  The beginners can have vocabulary to learn.  Students hand in their work for marking, or do peer marking in class.  Then in a future lesson the multiple choice questions are given to the intermediates and the fill in the blanks are given to the beginners.  The teacher only has to give one or two thought-provoking questions to the advanced students to discuss or write about.

**7. ESL Gaming Center**

ESL Strategy games like Battleship, where players have to figure out where the opponent has hidden his fleet and bomb it before his own is bombed makes a great center game from my book of games. Pictionary, where the players try to guess words from each other's drawings is another old standby. Alternatively, you could have role-play cards for students to choose from and act out, and even tape if you have the equipment. You can then review the tapes as a class at the end of the week, and hand out a best actor award!

**8. ESL Listening Center**

The listening center, consisting of a CD or tape playing with multiple headphone, allows students to listen and read along to stories or non-fiction articles, and then complete a response activity – like a journal entry answering a comprehension question, or drawing a picture of a scene that they heard about in the story.