

Sistema Universitario Ana G. Méndez
School for Professional Studies
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

ENGL 350

BASIC CONVERSATIONAL ENGLISH/ORAL COMMUNICATION

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Study Guide

Course Title	Basic Conversational English
Code	ENGL 350
Time Length	Five Weeks
Pre-requisite	ENGL 103 and ENGL 104 (or ENGL 115)
Description	

This course is intended for young adults learning English as a Second Language. It is designed for students who have studied a good deal of English in their school years (Elementary, Junior High, and High School) but find it difficult to use the language orally. It stresses communicative competence and social language, concentrating on oral practice and production for the development of oral communication skills used in personal and professional settings. It also provides emphasis to reading and writing in real life situation and uses reading and writing as springboards to conversation. Grammar is taught in social settings of the language. It intends to aid students to develop the ability of presenting their own ideas, opinions, and feelings with accuracy and confidence. It is designed with the certainty that students will be encountering English in real-life scenarios. Its goal is for students to understand, speak, read and write in the real world.

General Objectives

By the end of this course, the students will:

1. Review basic structures and vocabulary with oral practice.
2. Move beyond controlled oral practice to freer speaking and personalized oral tasks.
3. Activate receptive listening and speaking abilities and productive skills of reading and writing.

4. Practice pronunciation with focus on stress and intonation.
5. Develop critical thinking and reading comprehension skills.

Texts and Resources

Gershon, S. (2008). *Present yourself: Experiences*. New York, NY: Cambridge University Press.

Jones, L. (2008). *Let's talk*. (2nd ed.). New York, NY: Cambridge University Press.

Jones, L., & Kimbrough, V. (1987). *Great ideas*. New York, NY: Cambridge University Press.

References and Supplementary Materials

Kozyrev, J. (2005). *Sound bites: Pronunciation activities*. Boston, MA: Houghton Mifflin.

Leaney, C. (2005). *In the know: Understanding and using idioms*. New York, NY: Cambridge University Press.

Maurer, J & Schoenberg, I. (1998). *True Colors: An EFL course for real communication*. Addison Wesley Longman.

Maurer, J & Schoenberg, I. (1998). *True Colors: An EFL course for real communication video workbook*. Addison Wesley Longman.

Richards, J. (2006). *Communicative language teaching today*. New York, NY: Cambridge University Press.

Tillit, B., & Bruder, M. (2003). *Speaking naturally*. New York, NY: Cambridge University Press.

Evaluation

Criteria	Percentage
Attendance and participation	10%

Written paragraphs	10%
Tourist brochure	10%
Oral presentations	20%
Round-table discussions	20%
Role play	20%
Language lab log: 20 hours	10%
Total	100%

If the facilitator makes any changes to the evaluation criteria in the module he/she must do it in writing during the first workshop.

Evaluation scale

A = 100 – 90% B = 89 – 80% C = 79 – 70% D = 69 – 60%

F = 59% or below

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular

question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
 - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student

provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own.
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- <http://www.apastyle.org/>

To buy or rent new or used textbooks or references you can visit:

- <http://www.chegg.com/> (rent)
- <http://www.bookswim.com/> (rent)
- <http://www.allbookstores.com/> (buy)
- <http://www.alibris.com/> (buy)

Estos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

The facilitator may make changes or add additional web resources if deemed necessary.

Note: If the facilitator or the student is required or wants to perform a research or needs to administer a questionnaire or an interview, he/she will need to refer to the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed.

Furthermore, in this website the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

If you have any question, please contact the following Institutional Coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE

Tel. (787) 257-7373 Ext. 3936

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.

6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objectives

By the end of the workshop, students will:

1. Demonstrate ability to make appropriate formal and informal introductions, greetings and farewells.
2. Produce grammatically correct sentences and paragraphs based on targeted grammatical structures (pronouns, adjectives, simple present/past verbs) .
3. Participate in paired or group conversations using language and vocabulary appropriately
4. Identify different kinds of jobs using simple help wanted ads
5. Describe job interview experiences
6. Write a short narrative paragraph in simple present tense and in simple past tense.

URLs

Formal and Informal Introductions, Greetings and Farewells

<http://www.learnenglish.de/basics/greetings.htm>

<http://www.ac-nancy-metz.fr/enseign/anglais/Henry/salut.htm>

http://www.feec.vutbr.cz/UJAZ/texty/practical_english.pdf

Writing Paragraphs

<http://writing2.richmond.edu/WRITING/wweb/paragrph.html>

<http://owl.english.purdue.edu/owl/resource/606/01/>

Assignments before Workshop One

1. Skim through your ENGL 350 course module and textbook to familiarize yourself with its contents.

2. Read in your textbook or in any other available resource, such as the Internet, on the topics mentioned in the objectives for this workshop.

Activities

Note to Facilitator and Student: These are sample activities. Remember the facilitator can add, modify or eliminate some of the activities as long as students practice the objectives for this workshop.

1. Students will introduce themselves, saying their names, occupations and the reason that they want to learn English.
2. Students will practice the following dialog, and act it out in front of the class. Students will insert real information on the underlined sections:

Robert: Hello, my name's Roberto.

Lily: (I'm) glad to meet you. My name's Lily. This is my neighbor, Sara.

Robert: (I'm) glad to meet you, Sara. Where are you from?

Sara: (I'm) from Mexico.

3. Students will practice the following dialog frame, and act it out in front of the class.
Students will insert real information on the underlined sections:

Hello, my name is _____. (I'm) glad to meet you.

happy

pleased

4. Students will practice the following dialog frame, and act it out in front of the class.
Students will insert real information on the underlined sections:

This is my neighbor, _____. (I'm) pleased to meet you.

classmate

friend

brother

sister

mother

father

5. Students will practice the following dialog frame, and act it out in front of the class.

Students will insert real information on the underlined sections:

His name is _____.

Her

Your

6. Students will practice the following dialog frame, and act it out in front of the class.

Students will insert real information on the underlined sections:

(I'm) from San Antonio. He's from Texas.

Los Angeles She's

Mexico You're

7. Students will practice the following dialog frame, and act it out in front of the class.

Students will insert real information on the underlined sections:

Where are you from? I am from Venezuela

8. Students will practice the following dialog frame, and act it out in front of the class.

Students will insert real information on the underlined sections:

A. Hello my _____ Robert.

B. Glad to meet _____ . _____ name's Sara.

C. This is my _____, Lily.

D. Pleased to _____ you, Lily. Where are you from?

E. (I'm) from Thailand.

* For a list of countries and nationalities, please visit the following websites:

http://esl.about.com/library/beginner/bl_country.htm,

<http://www.vocabulary.cl/Basic/Nationalities.htm>

9. Students will complete the following dialog frame, and act it out in front of the class.

Students will insert real information on the underlined sections:

A. _____, this is _____.

B. Glad to meet you. Where are you from?

A. (I'm) from _____.

Cultural Note: In the United States people do not always shake hands when introduced. Men usually do when introduced to other men. When introduced to a woman, a man usually waits for the woman to offer her hand. Women frequently do not shake hands when introduced to either men or women.

Generally when men shake hands with each other they offer a firm grip.

10. Follow, practice, and act out the dialogue. Mr. Bean meets Mrs. Breuer, one of his students, and her husband in the street.

Mr. Bean: Good morning, Mrs. Breuer.

Mrs. Breuer: Good morning, Mr. Bean. How are you?

Mr. Bean: I'm fine thanks, and you?

Mrs. Breuer: Not too bad. Mr. Bean, this is my husband Michael,
Michael this is Mr. Bean my English teacher.

Mr. Breuer: Pleased to meet you.

Mr. Bean: Pleased to meet you too. Are you from Germany, Mr.

Breuer?

Mr. Breuer: Yes, East Germany, from Dresden. And you? Are you
from London?

Mr. Bean: No, I'm from Derby, but I live in London now.

Mrs. Breuer: Well, goodbye Mr. Bean, it was nice to see you.

Mr. Bean: Yes, goodbye.

11. In pairs, students will practice the following expressions substituting the underlined word:

a. I am waiting for (you) you.

(he)

(she)

(they)

b. The teacher is writing a lot of sentences for (students) them.

(parents)

(Maria)

(Frank)

c. Mom is buying a beautiful sweater for (I) me.

(Alicia)

(my teacher)

(my brother)

d. I do not see (children) them in our family reunion.

(my friends)

(my teachers)

(my favorite picture)

e. Mrs. McBride makes delicious bread for (her customers) them every day.

(her friend, Alex)

(her neighbor, Maria)

(Mrs. McBride)

12. Then, students will form a circle, and all participants should say their occupation. For example, “I am a painter.” “I am bus driver.” “I am an architect.” The facilitator will tell students to remember what each participant said about himself or herself. Once all students have said something about themselves, the facilitator will ask any member of the circle, “Tell me about Maria’s occupation, tell me about Pedro’s occupation, etc.” Use of pronouns should be emphasized all the time.
13. Using a PowerPoint presentation, the facilitator will present a table with multiple adjectives related to physical appearance. Then, he/she will present pictures and have students match pictures with corresponding adjectives.
14. Using clip arts, magazines, news papers or drawings, students will make a collage illustrating various opposite adjectives. Students will show pairs of opposite adjectives to the class. Students will provide a sentence with the adjectives orally.
15. The facilitator will describe the physical appearance of one of the students present in class, and ask the question: Who am I describing in this class? Students will guess who is being described. Then, students will secretly prepare a brief and accurate description of one of their peers, read it aloud, and let peers guess who is being described this time.
16. The facilitator will give directions to students to form a line based on their height: the shortest will begin the line, and the tallest will end the line. The facilitator will introduce the base form, comparative and superlative forms of the adjectives: short – tall. Students

will identify the tallest and shortest classmate on the line. Gradually, the facilitator will continue introducing the other adjectives. Have fun!

17. In pairs, students will complete the comparative and superlative forms of adjectives on the chart posted at: <http://www.english-zone.com/teach/pdf-files/comparatives.pdf>. By taking turns, one student will read aloud the base form of adjectives, and the other will say their comparative and superlative forms.
18. Class will form two teams. Both teams will write 20 sentences using the comparative and superlative forms of different adjectives. Then, team A will read aloud their sentences using the comparative form of adjectives while team B will change sentences to the superlative form of adjectives. Then, teams will switch roles.
19. The facilitator will review the description of daily routines by describing his/her own routine orally. Note: Further information about daily routines may be found at: <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pres.htm>.
20. My routine and his routine: In pairs, students will write a short description of their routine to share with the class. Each student will read aloud his/her routine, and then, his/her peer will describe his/her partner's routine using Simple Present Tense. For example, I describe my routine as follows:

I get up at 7:00 a.m. I take a shower, dress up, and have breakfast.
Then, I go to my office. I begin working at 9:00 a.m. I always have lunch from 1:00 – 2:00 p.m. I leave the office at 6:00 p.m. Next, I go to the gym and work out a little bit until 7:30 p.m. I arrive home around 8:00 p.m. I usually have dinner at 8:30 p.m. After that, I watch TV until 10:00 p.m. And finally I go to bed.

After that, my peer will report my routine as follows:

Fernando gets up at 7:00 a.m. He takes a shower, dresses up, and has breakfast. Then, he goes to his office. He begins working at 9:00 a.m. He always has lunch from 1:00 – 2:00 p.m. He leaves the office at 6:00 p.m. Next, he goes to the gym and works out a little bit until 7:30 p.m. He arrives home around 8:00 p.m. He usually has dinner at 8:30 p.m. After that, he watches TV until 10:00 p.m. And finally he goes to bed.

21. The facilitator will present the following question: *What did you do last weekend?* The facilitator will tell students what he/she did last weekend, emphasizing the use of verbs in past tense. Further information about past tense may be found at:

<http://www.englishpage.com/verbpage/simplepast.html>.

22. Students will get into groups of three or four and answer the following questions:

- a. Where were you born?
- b. What programs did you used to watch when you were a little kid?
- c. What elementary school did you attend?
- d. How was your weekend?
- e. Did you go on vacation last year? How was it?
- f. What did you do last night?
- g. What was the last book you read?
- h. What was the book about?
- i. Did you go to the movies last month?
- j. What movie did you see?

k. What was the movie about?

Then, answers may be reported to the class as follows:

- a. Ricardo was born in Caracas, Venezuela.
- b. He used to watch *The Simpsons* when he was a little kid.
- c. He attended Ruben Salazar Elementary School.
- d. He had a wonderful weekend. He and his family visited Epcot and had a good time there.
- e. He went to New York on vacation last year. He visited the Statue of Liberty, museums, and parks in the Big Apple.
- f. Last night, he studied for an exam this morning.
- g. The last book he read was *How to Deal with Difficult People*.
- h. The book was very interesting. It teaches how people can deal with difficult individuals.
- i. He went to the movies two weeks ago.
- j. He saw the movie *Amazing Grace*.
- k. The movie was about how people thought about the independence from Great Britain.

23. Students will prepare a short paragraph of what they did last weekend. Then, they will read aloud their paragraphs to the class. The facilitator may stimulate conversation based on the paragraphs.

Assessment

1. Students will bring their language lab logs signed by a university's officer certifying that h/she used the language lab this week (Appendix N).

2. Students will answer the following online adjective quizzes. Students must provide a printed copy of the final score of each quiz.:
 - a. <http://www.eflnet.com/grammar/comparisons.php>
 - b. <http://www.eflnet.com/grammar/compadj.php>
 - c. <http://www.eflnet.com/grammar/compsupadj1.php>
 - d. <http://www.eflnet.com/grammar/supadj.php>
3. The facilitator and participants will work together on the listening activity posted at:
<http://www.esl-lab.com/childintro/childintrord1.htm>
4. Students will write two short paragraphs as follows (Appendix B):
 - a. Narration of daily routine
 - b. Narration of what they did last weekend.

Workshop Two

Specific Objectives:

By the end of this workshop, the student will:

1. Describe amazing events and successful job interviews
2. Talk about past events using Present Perfect Tense.
3. Talk about continuous events using Present Perfect Tense.
4. Use adverbs of time accurately.
5. Interact with other people simulating real-life scenarios.

URLs

Present Perfect Tense

<http://www.englishpage.com/verbpage/presentperfect.html>

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/ppperf.htm>

http://www.englishclub.com/grammar/verb-tenses_present-perfect.htm

<http://www.youtube.com/watch?v=3IMTNomhg-E>

<http://www.usingenglish.com/reference/irregular-verbs>

http://www.englishclub.com/grammar/verb-tenses_present-perfect_quiz.htm

Adverbs of time

<http://www.learnenglish.de/grammar/adverbtime.htm>

<http://www.testyourenglish.net/english-online/subjects/advoftim.html>

Amazing places

<http://www.youtube.com/watch?v=U70exffxR54&feature=fvw>

<http://www.youtube.com/watch?v=RXSsw9L7jTJE&feature=related>

<http://www.youtube.com/watch?v=37111UzbvA&feature=fvsr>

<http://www.youtube.com/watch?v=oqtJ--ajqJc>

<http://www.youtube.com/watch?v=D9zVh51piZk>

http://www.youtube.com/watch?v=nAKgdtw_5JA&feature=related

<http://www.youtube.com/watch?v=FfUZ1LaGuo0&feature=related>

[http://www.youtube.com/watch?v=tLh5elflhF4&feature=PlayList&p=2C8232AE214EBC82
&playnext=1&playnext_from=PL&index=22](http://www.youtube.com/watch?v=tLh5elflhF4&feature=PlayList&p=2C8232AE214EBC82&playnext=1&playnext_from=PL&index=22)

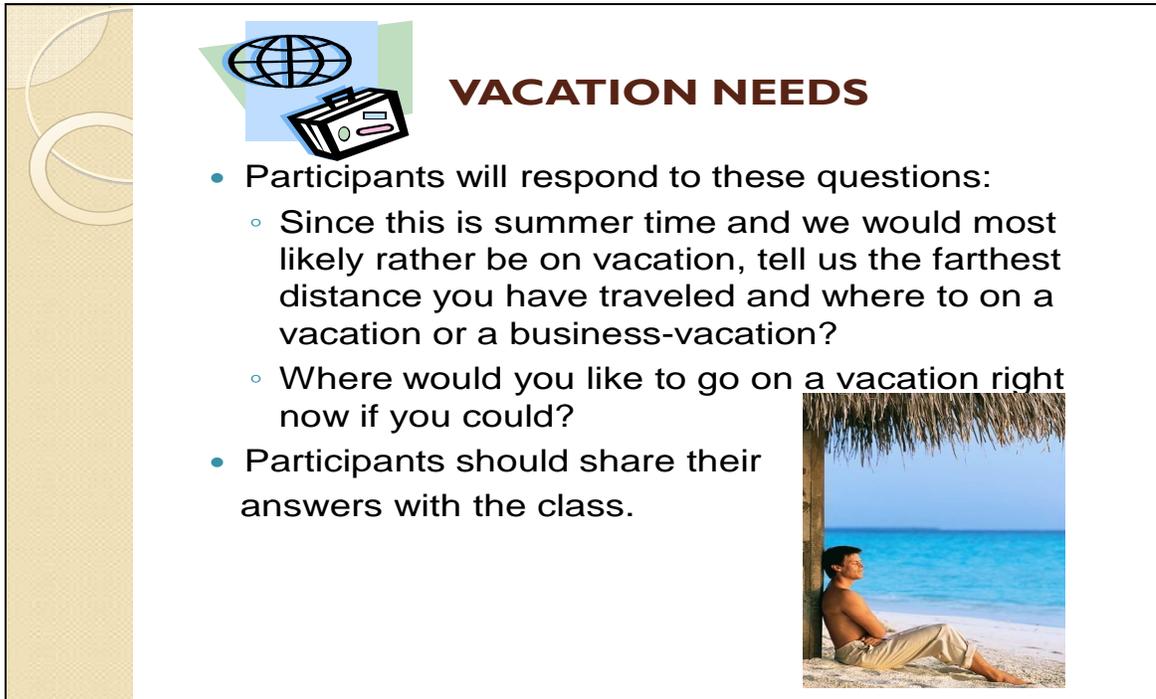
<http://www.youtube.com/watch?v=ouBuG-beoxY>

Assignments before Workshop Two

1. Read in your textbook or in any other available resource on the topics mentioned in the objectives for this workshop. (Some of the Internet Sites provide you with some sources where you can read on these topics).
2. Bring job ads for different positions from magazines, newspapers, etc.

Activities

1. Review what was learned in Workshop One.
2. The facilitator will bring travel guides or magazines with fascinating places to visit, pair up students, distribute magazines, and ask them to plan a tour of the cities and/or countries they would like to visit.
3. Students will talk about their vacation needs and their ideal place to spend awesome vacation time.



VACATION NEEDS

- Participants will respond to these questions:
 - Since this is summer time and we would most likely rather be on vacation, tell us the farthest distance you have traveled and where to on a vacation or a business-vacation?
 - Where would you like to go on a vacation right now if you could?
- Participants should share their answers with the class.

4. The facilitator will play a tourist video of different places and ask questions such as:

- a. Would you like to visit this place? Why?
- b. What place would you like to visit?
- c. Have you even been to ...?

5. The facilitator will introduce the following dialogue:

Travel Agent (TA): Good afternoon. How may I help you?

Customer (C): I need to plan a tour to Europe.

TA: Have you ever been to Europe?

C: No, I haven't, but I would like to visit Spain, Italy, and France.

TA: When would you like to take the tour?

C: In the fall.

TA: How many people will go?

C: Five people will go, including me.

TA: Would you like to visit any special places in those countries?

C: Yes, I would. In Spain I would like to visit El Prado Museum, the city of Madrid, and Barcelona. In France, I would love to go to the Eiffel Tower, the Louvre Museum, Lyon, and Marseille. And finally, in Italy, I would like to visit Rome, the Vatican, Venice, and Milan.

TA: Have you ever been to the Greek islands?

C: No, I haven't. Why?

TA: I would recommend including the Greek islands in this tour, thus, you will see a big part of Europe.

C: Great! Please include the Greek islands.

6. Students will change the underlined sections using their travel/visit choices and rehearse the pronunciation and intonation of the dialog in pairs. Next, pairs will act out the conversation in front of the class.
7. Verb Game: Class will be divided in two groups. Both groups will have the list of verbs (Appendix C). The beginning group will be selected randomly. This group will start the game asking the following question to the other group, for example "Give me the past tense/past participle forms of verb EAT." Any member of the other group should answer within 5 seconds without looking at the list of verbs. The group that gets the higher score of correct answers will be the winner.
8. In pairs, students will answer the following questions and provide plenty of information: "Have you ever been to Tokyo? Have you ever visited the Niagara Falls? Have you ever written a book? Have you ever eaten snails? Have you ever had a blind date? Have you ever driven a caterpillar? Have you ever executed belly dancing? Have you ever taken a

cruise to Europe? Have you ever acted on TV? Have you ever hitchhiked to go to another state or city? Have you ever slept on the beach?

Possible answers may be:

- a. Yes, I have. I went to Tokyo about 3 years ago. Tokyo is an amazing city.
 - b. No, I haven't.
9. Then, in pairs students will ask and answer the following questions:
- a. Have you ever been to Alaska? (Yes)

Yes, I have. I visited Alaska last year during the summer. It was great!
 - b. Have you ever tried sushi? (No)

No, I haven't. I don't like seafood.
 - c. Have you ever tried a video conference with someone located in another country?

(Yes)
 - d. Have you ever tasted turtle soup? (No)
 - e. Have you ever been on a safari? (Yes)
 - f. Have you ever gotten stuck on the highway in the middle of the night? (Yes)
 - g. Have you ever painted your own house? (No)
 - h. Have you ever taken a ride on a rollercoaster? (Yes)
10. Students will report their peers' answers orally to the class.
11. The facilitator will introduce continuous events using Present Perfect Tense using the following questions:
- a. How long have you been living in Orlando?
 - b. How hard have you been studying English?
 - c. What have you been doing since you got to Orlando?
 - d. How long has NASA been working on space flights?

- e. Where have you been living?
- f. Have you been cooking anything special ultimately? Why?
- g. Have you been reading a good book? What's its title?
- h. How long have your parents been living in their house?

12. The facilitator will ask the following questions:

- a. How long have you been in class today?
- b. How long have you studied English?
- c. How long have you lived in Orlando?
- d. How long have you work at your present job?

Possible answers may be:

- a. I have been in class *for one hour/since 10:00 a.m.*

13. Then, in pairs students will ask and answer the following questions:

- a. How long have you been married? (many years/1980)
I have been married *for many years/since 1980.*
- b. How long have you watched TV today? (one hour/5:00 p.m.)
- c. How long have you worked out? (half hour/7:00 p.m.)
- d. How long have you driven a car? (many years/2002)
- e. How long have you done your homework? (a long time/noon)
- f. How long have you played the same game? (two hours/3:00 p.m.)
- g. How long have you met your best friend? (eight years/1999)
- h. How long have you lived in the same neighborhood? (two years/2005)

14. The facilitator will write the phrase *Job Interview* in the middle of the board for brainstorming. Students may talk about preparation for a job interview, qualifications,

skills, interaction in the interview, importance of providing a good impression, flexibility in answering questions, difficulties during a job interview, etc. Discussion.

15. The facilitator will model the following job interview. Then students will rehearse this interview in pairs. Then, students will modify the underlined sections of the interview with their own information. Students will write the end of the interview. After that, they will act out the interview in front of the class.

A Job Interview

A: Good morning Ms McBride, please have a seat.

B: Good morning, it's a pleasure to meet you.

A: Could you tell me who you work for at the moment?

B: I work for M&M company.

A: How long have you worked for them?

B: I've worked for M&M company for the past five years.

A: And how long have you worked in the marketing department?

B: I've been in the marketing department for the past two years.

A: You know this job requires a lot of travel. Have you done much traveling for business?

B: Yes, the job I had before Coke company required me to travel every month.

A: And why did you leave that position?

B: I was offered a more interesting position at M&M company.

A: Have you had any experience in sales?

B: Yes, I've spent a few years working part-time as an advertising consultant

for schools offering summer language courses.

A: That's interesting. How successful have you been?

B: The schools I've worked for have all had increased registrations as a result of my collaboration.

A: Very interesting...

16. Challenging Activity: Students will set up a job fair in the classroom. For this purpose, students will bring job ads for different positions from magazines, newspapers, etc.; prepare posters with that information, and post them on the walls. Then, class will make two small groups and have them prepare at least 8 questions they could ask during the interview while the other group should prepare answers to 8 possible questions in a job interview. After that, a group of students, acting like interviewees, will walk through the posters and choose a job while the other group of students, acting like interviewers, will be seated in front of the classroom waiting for job applicants. Interviews will begin. The facilitator will walk around the groups to provide assistance. Let students switch roles. Students will switch from being interviewers to interviewees and vice versa.

17. After the interviews, have students write questions and answers used in the interviews on the board. Then, let students discuss their answers to the interview questions and have students write them in their notebooks for future reference.

18. Expansion activity: students will narrate the most amazing experience lived so far in front of the class. They may start with any the following prompts or a prompt of their own :

- a. The most amazing thing that I have ever lived was when I...
- b. You are not going to believe this, but the most incredible thing that happened to me was when I...

19. In pairs, students will create a tourist brochure of their favorite place they have visited or they would like to visit. The brochure will be presented and submitted at the beginning of Workshop Three (Appendix D).

Assessment

1. Students will bring their language lab logs signed by a university's officer certifying that they used the language lab this week (Appendix N).
2. Students will submit a tourist brochure at the beginning of Workshop Three (Appendix D).

Workshop Three

Study abroad: Making new friendships

Specific Objectives

By the end of this workshop, the student will:

1. Listen actively to native English speakers .
2. Enhance everyday vocabulary using idiomatic expressions.
3. Discuss contemporary issues of education.
4. Interact with other people using everyday English in formal and informal settings.

URLs

Hypothetical *if* clauses

<http://www.youtube.com/watch?v=CqVFg4YejkE>

<http://www.youtube.com/watch?v=yfZX3JtnDY8&feature=related>

<http://www.youtube.com/watch?v=t7O-2nQKc-g&feature=related>

<http://www.ego4u.com/en/business-english/grammar/conditional-sentences>

http://www.englisch-hilfen.de/en/grammar/if_type2.htm

http://www.kfmaas.de/gram_if.html

Assignments before Workshop Three

1. Read in your textbook or in any other available resource on the topics mentioned in the objectives for this workshop.
2. Look up the definitions of the following idiomatic expressions:

a. Long time, no see	e. Be up to
b. Fancy	f. What's new?
c. Bump into	g. By the way
d. In ages	h. In touch with

- | | |
|------------------------|----------------------------|
| i. No way | p. Reach me |
| j. Put someone on | q. Catch you later |
| k. Let something slip | r. Humph |
| l. Scoop | s. You'd better believe it |
| m. Have (got) to run | t. Wring someone's neck |
| n. Take off | u. Lousy |
| o. Give someone a ring | |
3. Write sentences with the idiomatic expressions above. Be ready to share them with the class.
 4. Students will bring construction paper, scissors, glue, markers, pictures, old magazines, or any printed resources to cut out pictures for a collage about their ideal word.

Activities

1. Students will present their tourist brochures to the class. They will prepare a brochure exhibit and talk about their chosen place. The facilitator will collect the brochures for evaluation (Appendix D).
2. Warm-Up Activity for Idiomatic Expressions. The facilitator will ask students the following questions:
 - a. What do you think about studying abroad? Why not in your own country?
 - b. What advantages and disadvantages do you find between studying abroad and in your country?
 - c. Share your personal experiences of studying abroad with the class.
 - d. What expressions would you use to smoothly start and end a conversation between two people who run into each other again after participating in the same study abroad program?

3. Let's practice the idiomatic expressions: Students will share their sentences written at home with the class. Discussion.
4. Idiomatic Expressions. The facilitator will open the conversation posted at <http://www.ezslang.com/study-abroad-1.htm> while students listen to it carefully twice.
5. In pairs, students will practice the conversation. Then, students will explain idiomatic expressions using the context of the conversation.
6. In pairs, students will construct a dialogue using the idiomatic expressions introduced in this session with one of the following prompts:
 - a. Waiting for a job interview after participating in the same seminar.
 - b. In the doctor's office after participating in the same business meeting.
 - c. In a college lobby area after graduating from the same program.
 - d. During a cruise trip after meeting on a blind date.
7. In pairs, students will act out their conversation in front of the class.
8. In pairs, all students will get engaged in asking and answering questions about education during 10 minutes. The pair that asks and answers the biggest number of questions will be the winner. Prizes to the winners. (See Appendices E & F).
9. Creating hypothetical *if* clauses. The facilitator will write on the board:
 - a. If I were rich, I would travel around the worldThen, the facilitator will ask students: What does the statement mean? Am I rich? Or I wish to be rich? Students will provide the answer.
10. The facilitator will write the grammatical structure of hypothetical *if* clauses on the board. Then, students will answer the exercises posted at the URLs with the facilitator's guidance .
11. Individually students will answer the following questions:

- a. If you were the president of the United States, how would you promote high quality education?
- b. If you had a son/daughter, how would you provide him/her with a high quality education?
- c. Should high-school graduates work before going to college? Why? Why not?

12. Expansion activity: Students will create a collage of their ideal world, and explain it to the class, giving special emphasis to hypothetical *if* clauses. After that, students will write a paragraph telling about their ideal world. Next, students will read their papers aloud to their peers. Discussion.

13. In pairs students will have 10 minutes to prepare a three-minute oral presentation on the following topics (Appendix G):

- a. The importance of education to compete in the modern society.
- b. Studying abroad enriches my educational background.
- c. Global education is crucial in a changing world.
- d. In the future, jobs will demand highly specialized skills from employees.

Students will share their oral presentations with the class. Discussion.

14. Students will select one of the topics recommended below and set up a round-table discussion. For this activity, at least three panelists should participate in the discussion, and the other class participants will listen, take notes, and discuss when allowed. The instructor will act as the moderator of the discussion. (Appendix H). Topics are as follows:

- a. Does FCAT (or any other state-mandated test) really help public-school students grow academically? How? Why?

- b. Should home be involved in the education of children? How can families help with the children's education?
 - c. Other education-related topics that the facilitator may consider appropriate.
15. In a four-minute presentation, students will introduce the educational system of their native countries. Students can use a PowerPoint presentation, illustrations, charts, etc. Be creative. Question and answer time after presentation should be allowed.
16. Individually students will write a paragraph about one of the several topics:
- a. the educational systems of their country,
 - b. education opportunities of the population,
 - c. most popular professions,
 - d. differences between public and private education systems

The paragraph will be submitted at the beginning of Workshop Three and evaluated using Appendix B.

Assessment

1. Students will bring their language lab logs signed by a university's officer certifying that they used the language lab this week (Appendix N).
2. Students will prepare an oral presentation (Appendix G)
3. Students will participate in a round-table discussion (Appendix H).
4. Students will turn in a well constructed and elaborated paragraph about their country's educational system (Appendix B).

Workshop Four

Specific Objectives

By the end of this workshop, students will:

1. Expand their listening comprehension skills in English
2. Enhance everyday vocabulary using idiomatic expressions
3. Identify the best ways to find cheap hotels or accommodations
4. Make hotel reservations
5. Interact with other people using everyday English in formal and informal settings

URLs

Hotel reservations

<http://cnx.org/content/m30235/latest/>

<http://www.esl-lab.com/checkin/checkinrd1.htm>

Assignments before Workshop Four

1. Read in your textbook or in any other available resource on the topics mentioned in the objectives for this workshop.
2. Look up the definitions of the following idiomatic expressions:

a. Pull someone's leg	i. Catch something on TV
b. Come across	j. Hang around
c. Dump	k. Be glued to the tube
d. Go online	l. Drag
e. To book	m. Be beat
f. Be in the mood	n. Hit the sack
g. Take a dip	o. Play on TV
h. Lounge around	p. Be on the same page

- q. Get some shut eye
3. Write sentences with the idiomatic expressions above. Be ready to share them with the class.
 4. Bring hotel reviews and vacation itineraries to the class

Activities

1. Facilitator will collect students' paragraphs for evaluation (Appendix B). The facilitator and students will discuss the content of the paragraphs.
2. Warm-Up Activity for Idiomatic Expressions. Students will engage in a discussion of the following questions:
 - a. Do budget hotels fit your expectations? Explain.
 - b. Do budget hotel prices go accordingly to good services? Explain.
 - c. What do you do to find a good quality budget hotel?
 - d. Don't you think that budget hotels may result in higher expenses considering that you will need to pay for additional services to feel satisfied (e. g., budget hotels are usually too far from main entertainment places, good restaurants, etc.)?
3. Let's practice the idiomatic expressions: Students will share their sentences written at home with the class. Discussion.
4. Students will make a hotel reservation using the role play on Appendices I & J. As an expansion activity, students will create another role play using the following prompts:
 - a. You went to room 505, but the room was dirty, and the air conditioner was broken. Complain to the staff.
 - b. The hotel staff cleaned your room very well, and the hotel's service was great! Compliment the staff.
 - c. Call the hotel, and make a reservation for next Wednesday.

5. Idiomatic Expressions. The facilitator will open the conversation posted at <http://www.ezslang.com/hotels-1.htm> while students listen to it carefully twice.
6. In pairs, students will practice the conversation. Then, students will explain idiomatic expressions using the context of the conversation.
7. In pairs, students will write a dialogue using the idiomatic expressions introduced in this session with one of the following prompts:
 - a. I really want to go on vacation for a week, but I don't have much money.
 - b. I will go on vacation once I complete my master's degree studies.
 - c. I prefer a budget hotel and spend my money in entertainment.
 - d. I prefer to spend my money in a luxurious hotel because I need to rest.
8. In pairs, students will act out their conversation in front of the class.
9. In pairs, all students will get engaged in asking and answering questions about hotels and vacations during 10 minutes. The pair that asks and answers the biggest number of questions will be the winner. Prizes to the winners. (See Appendix K).
10. Students will bring hotel reviews and vacation itineraries to the class. In pairs, students will plan their next vacations without spending much money in luxurious hotels.
11. Once the planning stage is completed, share your vacation itineraries with the rest of the class. Discussion.
12. The class will sit in a circle and each student will have the opportunity to speak. The circle will continue until the students have nothing to say on one of the following topics:
 - a. Budget hotels offer awesome services for vacations without much money.
 - b. The choice of hotels depends on the individual's age and concept of vacations.
13. By the end of the talking circle, the class will be divided in two teams for a controversial debate on the following topic:

- a. If you go on vacation, you will need to bring a lot of money to have a good time.
- b. You can have great vacations without spending much money.

Each team will defend their opinion all the time.

14. Students will select one of the recommended topics in item # 2 and set up a round-table discussion (Appendix H). For this activity, at least three panelists should participate in the discussion, and the other class students will listen, take notes, and discuss when allowed. The facilitator will act as the moderator of the discussion.
15. Extension activity: In a four-minute presentation, students will simulate a travel agent and a customer who wants to go on vacation without spending much money. The agent will begin the conversation assessing the customer's needs and budget, and then, present a sound itinerary with reasonable prices. For this role play, bring vacation magazines, brochures, pictures, posters, DVDs, etc. Be creative (Appendix J).
16. Every student will write a paragraph to persuade his/her peers to take the kind of hotel he/she prefers. Class discussion. (Appendix B).

Assessment

1. Students will bring their language lab logs signed by a university's officer certifying that they used the language lab this week (Appendix N).
2. Students will participate in a round-table discussion (Appendix H) and in two role plays (Appendix J).
3. Students will write a well constructed and elaborated paragraph on their hotel preference (Appendix B).

Workshop Five

Specific Objectives:

By the end of this workshop, the student will:

1. Practice and present different situations applying the knowledge and skills developed in class.
2. Improve their listening comprehension skills in English.
3. Improve pronunciation of standard American English.
4. Enhance everyday vocabulary using idiomatic expressions.
5. Interact with other people using everyday English in formal and informal settings.

URLs

Conversation topics

http://www.esljunction.com/conversation_questions/

http://www.eslgold.com/speaking/topics_conversation.html

<http://www.yourdictionary.com/esl/ESL-Conversation-Topics.html>

<http://www.eslpartyland.com/teachers/nov/conv.htm>

<http://www.esldiscussions.com/>

http://esl-materials.suite101.com/article.cfm/adult_language_class_conversation_topics

<http://www.focusenglish.com/dialogues/conversation.html>

<http://www.eslgold.com/speaking/phrases.html>

Assignments before Workshop Five

1. Review all the objectives and activities carried out in this class. Come prepared for improvisation of different scenarios.
2. Students will study the definitions of the idiomatic expression of the workshop and write at least two sentences with each idiom.

Activities

1. In pairs, students will make a dialogue using some of the idioms introduced below:

English idioms related to CLOTHES	
Below the <u>belt</u>	An action or remark described as below the belt means that it is considered unfair or cruel. "Politicians sometimes use personal information to hit their rivals below the belt."
Tighten your <u>belt</u>	If you need to tighten your belt , you must spend your money carefully. "Another bill? I'll have to tighten my belt this month!"
Lick someone's <u>boots</u>	To say that one person licks another person's boots means that they are trying to please that person, often in order to obtain something.
Get too big for your <u>boots</u> (or <u>britches</u>)	To say that a person is getting too big for their boots means that you think they are behaving as if they were more important than they really are. "Tom's really getting too big for his boots since he got a promotion - he hardly says hello anymore!"
Put on your <u>thinking cap</u>	If you tell someone to put their thinking cap on , you ask them to find an idea or solve a problem by thinking about it. "Now here's this week's quiz - it's time to put your thinking caps on!"
A feather in one's <u>cap</u>	To describe someone's achievement as a feather in their cap means that it is something they can be proud of. "The overwhelming victory of the team was a feather in the cap for the new manager."
Handle someone with <u>kid gloves</u>.	If you handle someone with kid gloves , you treat them very carefully or tactfully, either because they are very important or because they are easily upset. "He is so determined to obtain her agreement that he is handling her with kid

	gloves."
At the drop of a <u>hat</u>	If you do something at the drop of a hat , you do it immediately and without hesitation "I've got great friends. They're ready to help out at the drop of a hat."
Keep something under one's <u>hat</u>	To keep something under one's hat means to keep a secret. "My boss has promised me a promotion, but it's not official yet, so keep it under your hat."
Take one's <u>hat</u> off to somebody	You say this to express admiration for something someone has done. "I take my hat off to the chef. The meal was wonderful."
Get your <u>knickers</u> in a twist.	If you get your knickers in a twist , you are angry, nervous or upset faced with a difficult situation "Don't get your knickers in a twist! Everything is under control."
Caught with your <u>pants</u> down	If you are caught with your pants down , you are caught doing something bad or forbidden. "Our neighbors were caught interfering with their electricity meter - caught with their pants down!"
Keep your <u>shirt</u> on!	If you tell somebody to keep their shirt on , you are asking them to calm down.
In someone's <u>shoes</u>	To talk about being in someone's shoes means to imagine how you would react if you were in a similar situation as that person.
Have an ace up one's <u>sleeve</u>	If you have an ace up your sleeve , you have something in reserve with which you can gain an advantage. "I'm well prepared for the negotiations. I've got an ace up my sleeve."
Pull your <u>socks</u> up	If you tell someone to pull their socks up , you are saying that they need to make an effort to improve their performance.
Wear the <u>trousers</u> (or pants)	The partner in a couple who wears the trousers is the one who makes the important decisions.

2. Let's practice the idiomatic expressions: Students will share their sentences written at home with the class. Discussion.
3. The facilitator will prepare several activities for oral and written production. Students will be asked to react and/or role-play to different scenarios. Some activities will be in writing and others will be produced orally. The facilitator will decide how many activities and evaluation criteria used and discussed with the group. (This will be considered as a final test)
4. Examples: (These are only samples; the facilitator will create his/her own activities.)
 - a. With a partner, have a conversation on being at a men's Department and talking about the clothing and the prices. Decide what to buy. One of you can be a salesperson and the other the buyer. (Facilitator may or may not provide a list of items and their prices).
 - b. The facilitator may provide you a written map, and you are to have a conversation about getting to two or three locations on the map.
 - c. The facilitator may ask you to write a paragraph on your family members. Describe them and explain their relationship to you.
 - d. Facilitator might play messages and will ask students to take notes.
5. Participants will do the following communicative activities in groups:
 - A. Who's wearing what?

Preparation: a collection of 18-20 pictures of people in three versions, each version containing 8-12 pictures, so that some pictures should appear in all three versions and some in only one or two (you'll need a collection for each group). You will find pictures on Appendix L.

 - a. Participants will form groups of three.

- b. Each group member will receive a different copy of the pictures and, they will be told that they mustn't show their pictures to each other.
- c. Participants will be told that some people appear in all versions, some in only one or two. Their task is to describe the clothes the people in their pictures are wearing and find who else in the group has got the same picture.
- d. To make checking answers easier, participants can write the name of the student in the group above the picture who's got it too.

Notes:

- The instructor can make it into a competition, when the winner is the group to finish first; mistakes can be penalized by adding half a minute to their time.
- It's best done with pictures of people of the same sex and preferably same age/height/build so that students should really concentrate on the clothes.

B. Where shall we go on holiday?

Preparation: one role card for each student; see below. You can prepare your own role cards or use the ones on Appendix M.

- a. Participants will form groups of 5-7.
- b. Each participant will receive a role card, and they will be explained that they are a family planning a holiday.
- c. Participants will study their cards for a minute or two and prepare themselves for the argument.
- d. The family members will introduce themselves without revealing their tasks.
- e. The father will open the family discussion.
- f. The activity ends when they've come to a conclusion where to go.

- g. The instructor can ask the participants to read out their cards at the end and compare how much of their goals they were able to reach.

C. How should we spend \$100,000?

Preparation: one role card for each student. You can prepare your own role cards or use the ones on Appendix M.

- a. Tell the students to form groups of 5-7.
- b. Give each student a role card, and explain that they are a family who has just won \$100,000 on the lottery.
- c. Ask them to study their cards for a minute or two and prepare themselves for the argument.
- d. Make sure everybody knows who's who in the family.
- e. Ask the father to open the family discussion.
- f. The activity ends when they've come to a conclusion how to spend the money.
- g. You can ask the students to read out their cards at the end and compare how much of their goals they were able to reach.

Source:

Retrieved on October 25th, 2009 from <http://www.englishlearner.com/teachers/speaking.html>

Appendix A

Participation Appraisal

Name: _____ Date: _____

This appraisal form is to be used to evaluate your in-class participation and leadership. ***This is how I will evaluate*** how you got involved in both class discussions and group activities. I will circle the value I believe best describes the value to be assessed in each area. Then I will total the score at the bottom of the form to determine your overall participation level. The maximum score is 50 points.

Attendance: Based on number of class absences.

0	2	4	6	8	10
Missed all	Missed four	Missed three	Missed two	Missed only one	Didn't miss any!

Group Involvement: (Rate 0-low to 4-high) Circle One

Added to group discussion frequently	0	1	2	3	4
Showed interest in the group discussion and activities	0	1	2	3	4
Led group discussions	0	1	2	3	4
Asked questions of others	0	1	2	3	4
Was prepared for group discussions	0	1	2	3	4
Participated freely and cooperated to assist the group	0	1	2	3	4
Class Involvement (Rate yourself from 0-low to 4-high)					
Added to class discussions frequently	0	1	2	3	4
Showed interest in class discussions	0	1	2	3	4

Asked pertinent questions in class	0	1	2	3	4
Came prepared to each class (Brought homework, had read)	0	1	2	3	4

FINAL GROUP AND CLASS PARTICIPATION GRADE _____ /50 = _____ %

Appendix B

Written paragraph rubric

Student's name: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
The paragraph is clear, focused and interesting.	1 point	
Major or relevant details are exposed in the paragraph.	1 point	
The paragraph includes all parts or elements of the assigned theme or task in a direct and appropriate manner.	1 point	
Sentences are cohesive and ideas flow as the essay is read.	1 point	
The author demonstrates mastery of the presentation theme or matter, as it properly explains content and does not incur in mistakes.	1 point	
The author presents his point of view in a clear, convincing and well based manner.	1 point	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	1 point	

	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses grammar appropriately and correctly.	1 point	
The paragraph is well edited and presented.	1 point	
Total Points	10 pts. (70% content and 30% language)	<p>_____</p> <p>Total score:</p>

Note: The score obtained by the student should be scored as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Appendix C

Verb list

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle / Gerund
Abide	Abode/Abided	Abode/Abided/Abidden	Abides	Abiding
Alight	Alit/Alighted	Alit/Alighted	Alights	Alighting
Arise	Arose	Arisen	Arises	Arising
Awake	Awoke	Awoken	Awakes	Awaking
Be	Was/Were	Been	Is	Being
Bear	Bore	Born/Borne	Bears	Bearing
Beat	Beat	Beaten	Beats	Beating
Become	Became	Become	Becomes	Becoming
Begin	Began	Begun	Begins	Beginning
Behold	Beheld	Beheld	Beholds	Beholding
Bend	Bent	Bent	Bends	Bending
Bet	Bet	Bet	Bets	Betting
Bid	Bade	Bidden	Bids	Bidding
Bid	Bid	Bid	Bids	Bidding
Bind	Bound	Bound	Binds	Binding
Bite	Bit	Bitten	Bites	Biting
Bleed	Bled	Bled	Bleeds	Bleeding
Blow	Blew	Blown	Blows	Blowing
Break	Broke	Broken	Breaks	Breaking
Breed	Bred	Bred	Breeds	Breeding
Bring	Brought	Brought	Brings	Bringing
Broadcast	Broadcast/Broadcasted	Broadcast/Broadcasted	Broadcasts	Broadcasting
Build	Built	Built	Builds	Building
Burn	Burnt/Burned	Burnt/Burned	Burns	Burning
Burst	Burst	Burst	Bursts	Bursting
Bust	Bust	Bust	Busts	Busting
Buy	Bought	Bought	Buys	Buying
Cast	Cast	Cast	Casts	Casting
Catch	Caught	Caught	Catches	Catching
Choose	Chose	Chosen	Chooses	Choosing
Clap	Clapped/Clapt	Clapped/Clapt	Claps	Clapping
Cling	Clung	Clung	Clings	Clinging
Clothe	Clad/Clothed	Clad/Clothed	Clothes	Clothing
Come	Came	Come	Comes	Coming

Cost	Cost	Cost	Costs	Costing
Creep	Crept	Crept	Creeps	Creeping
Cut	Cut	Cut	Cuts	Cutting
Dare	Dared/Durst	Dared	Dares	Daring
Deal	Dealt	Dealt	Deals	Dealing
Dig	Dug	Dug	Digs	Digging
Dive	Dived/Dove	Dived	Dives	Diving
Do	Did	Done	Does	Doing
Draw	Drew	Drawn	Draws	Drawing
Dream	Dreamt/Dreamed	Dreamt/Dreamed	Dreams	Dreaming
Drink	Drank	Drunk	Drinks	Drinking
Drive	Drove	Driven	Drives	Driving
Dwell	Dwelt	Dwelt	Dwells	Dwelling
Eat	Ate	Eaten	Eats	Eating
Fall	Fell	Fallen	Falls	Falling
Feed	Fed	Fed	Feeds	Feeding
Feel	Felt	Felt	Feels	Feeling
Fight	Fought	Fought	Fights	Fighting
Find	Found	Found	Finds	Finding
Fit	Fit/Fitted	Fit/Fitted	Fits	Fitting
Flee	Fled	Fled	Flees	Fleeing
Fling	Flung	Flung	Flings	Flinging
Fly	Flew	Flown	Flies	Flying
Forbid	Forbade/Forbad	Forbidden	Forbids	Forbidding
Forecast	Forecast/Forecasted	Forecast/Forecasted	Forecasts	Forecasting
Foresee	Foresaw	Foreseen	Foresees	Foreseeing
Foretell	Foretold	Foretold	Foretells	Foretelling
Forget	Forgot	Forgotten	Forgets	Forgetting
Forgive	Forgave	Forgiven	Forgives	Forgiving
Forsake	Forsook	Forsaken	Forsakes	Forsaking
Freeze	Froze	Frozen	Freezes	Freezing
Frostbite	Frostbit	Frostbitten	Frostbites	Frostbiting
Get	Got	Got/Gotten	Gets	Getting
Give	Gave	Given	Gives	Giving
Go	Went	Gone/Been	Goes	Going
Grind	Ground	Ground	Grinds	Grinding
Grow	Grew	Grown	Grows	Growing
Handwrite	Handwrote	Handwritten	Handwrites	Handwriting

Hang	Hung/Hanged	Hung/Hanged	Hangs	Hanging
Have	Had	Had	Has	Having
Hear	Heard	Heard	Hears	Hearing
Hide	Hid	Hidden	Hides	Hiding
Hit	Hit	Hit	Hits	Hitting
Hold	Held	Held	Holds	Holding
Hurt	Hurt	Hurt	Hurts	Hurting
Inlay	Inlaid	Inlaid	Inlays	Inlaying
Input	Input/Inputted	Input/Inputted	Inputs	Inputting
Interlay	Interlaid	Interlaid	Interlays	Interlaying
Keep	Kept	Kept	Keeps	Keeping
Kneel	Knelt/Kneeled	Knelt/Kneeled	Kneels	Kneeling
Knit	Knit/Knitted	Knit/Knitted	Knits	Knitting
Know	Knew	Known	Knows	Knowing
Lay	Laid	Laid	Lays	laying
Lead	Led	Led	Leads	Leading
Lean	Leant/Leaned	Leant/Leaned	Leans	Leaning
Leap	Leapt/Leaped	Leapt/Leaped	Leaps	Leaping
Learn	Learnt/Learned	Learnt/Learned	Learns	Learning
Leave	Left	Left	Leaves	Leaving
Lend	Lent	Lent	Lends	Lending
Let	Let	Let	Lets	Letting
Lie	Lay	Lain	Lies	Lying
Light	Lit	Lit	Lights	Lighting
Lose	Lost	Lost	Loses	Losing
Make	Made	Made	Makes	Making
Mean	Meant	Meant	Means	Meaning
Meet	Met	Met	Meets	Meeting
Melt	Melted	Molten/Melted	Melts	Melting
Mislead	Misled	Misled	Misleads	Misleading
Mistake	Mistook	Mistaken	Mistake	Mistaking
Misunderstand	Misunderstood	Misunderstood	Misunderstands	Misunderstanding
Miswed	Miswed/Miswedded	Miswed/Miswedded	Misweds	Miswedding
Mow	Mowed	Mown	Mows	Mowing
Overdraw	Overdrew	Overdrawn	Overdraws	Overdrawing
Overhear	Overheard	Overheard	Overhears	Overhearing
Overtake	Overtook	Overtaken	Overtakes	Overtaking
Pay	Paid	Paid	Pays	Paying

Preset	Preset	Preset	Presets	Presetting
Prove	Proved	Proven/Proved	Proves	Proving
Put	Put	Put	Puts	Putting
Quit	Quit	Quit	Quits	Quitting
Re-prove	Re-proved	Re-proven/Re-proved	Re-proves	Re-proving
Read	Read	Read	Reads	Reading
Rid	Rid/Ridded	Rid/Ridded	Rids	Ridding
Ride	Rode	Ridden	Rides	Riding
Ring	Rang	Rung	Rings	Ringing
Rise	Rose	Risen	Rises	Rising
Rive	Rived	Riven/Rived	Rives	Riving
Run	Ran	Run	Runs	Running
Saw	Sawed	Sawn/Sawed	Saws	Sawing
Say	Said	Said	Says	Saying
See	Saw	Seen	Sees	Seeing
Seek	Sought	Sought	Seeks	Seeking
Sell	Sold	Sold	Sells	Selling
Send	Sent	Sent	Sends	Sending
Set	Set	Set	Sets	Setting
Sew	Sewed	Sewn/Sewed	Sews	Sewing
Shake	Shook	Shaken	Shakes	Shaking
Shave	Shaved	Shaven/Shaved	Shaves	Shaving
Shear	Shore/Sheared	Shorn/Sheared	Shears	Shearing
Shed	Shed	Shed	Sheds	Shedding
Shine	Shone	Shone	Shines	Shining
Shoe	Shod	Shod	Shoes	Shoing
Shoot	Shot	Shot	Shoots	Shooting
Show	Showed	Shown	Shows	Showing
Shrink	Shrank	Shrunk	Shrinks	Shrinking
Shut	Shut	Shut	Shuts	Shutting
Sing	Sang	Sung	Sings	Singing
Sink	Sank	Sunk	Sinks	Sinking
Sit	Sat	Sat	Sits	Sitting
Slay	Slew	Slain	Slays	Slaying
Sleep	Slept	Slept	Sleeps	Sleeping
Slide	Slid	Slid/Slidden	Slides	Sliding
Sling	Slung	Slung	Slings	Slinging
Slink	Slunk	Slunk	Slinks	Slinking

Slit	Slit	Slit	Slits	Slitting
Smell	Smelt/Smelled	Smelt/Smelled	Smells	Smelling
Sneak	Sneaked/Snuck	Sneaked/Snuck	Sneaks	Sneaking
Soothsay	Soothsaid	Soothsaid	Soothsays	Soothsaying
Sow	Sowed	Sown	Sows	Sowing
Speak	Spoke	Spoken	Speaks	Speaking
Speed	Sped/Speeded	Sped/Speeded	Speeds	Speeding
Spell	Spelt/Spelled	Spelt/Spelled	Spells	Spelling
Spend	Spent	Spent	Spends	Spending
Spill	Spilt/Spilled	Spilt/Spilled	Spills	Spilling
Spin	Span/Spun	Spun	Spins	Spinning
Spit	Spat/Spit	Spat/Spit	Spits	Spitting
Split	Split	Split	Splits	Splitting
Spoil	Spoilt/Spoiled	Spoilt/Spoiled	Spoils	Spoiling
Spread	Spread	Spread	Spreads	Spreading
Spring	Sprang	Sprung	Springs	Springing
Stand	Stood	Stood	Stands	Standing
Steal	Stole	Stolen	Steals	Stealing
Stick	Stuck	Stuck	Sticks	Sticking
Sting	Stung	Stung	Stings	Stinging
Stink	Stank	Stunk	Stinks	Stinking
Stride	Strode/Strided	Stridden	Strides	Striding
Strike	Struck	Struck/Stricken	Strikes	Striking
String	Strung	Strung	Strings	Stringing
Strip	Stript/Stripped	Stript/Stripped	Strips	Stripping
Strive	Strove	Striven	Strives	Striving
Sublet	Sublet	Sublet	Sublets	Subletting
Sunburn	Sunburned/Sunburnt	Sunburned/Sunburnt	Sunburns	Sunburning
Swear	Swore	Sworn	Swears	Swearing
Sweat	Sweat/Sweated	Sweat/Sweated	Sweats	Sweating
Sweep	Swept/Sweaped	Swept/Sweaped	Sweeps	Sweeping
Swell	Swelled	Swollen	Swells	Swelling
Swim	Swam	Swum	Swims	Swimming
Swing	Swung	Swung	Swings	Swinging
Take	Took	Taken	Takes	Taking
Teach	Taught	Taught	Teaches	Teaching
Tear	Tore	Torn	Tears	Tearing
Tell	Told	Told	Tells	Telling

Think	Thought	Thought	Thinks	Thinking
Thrive	Throve/Thrived	Thriven/Thrived	Thrives	Thriving
Throw	Threw	Thrown	Throws	Throwing
Thrust	Thrust	Thrust	Thrusts	Thrusting
Tread	Trod	Trodden	Treads	Treading
Undergo	Underwent	Undergone	Undergoes	Undergoing
Understand	Understood	Understood	Understands	Understanding
Undertake	Undertook	Undertaken	Undertakes	Undertaking
Upset	Upset	Upset	Upsets	Upsetting
Vex	Vext/Vexed	Vext/Vexed	Vexes	Vexing
Wake	Woke	Woken	Wakes	Waking
Wear	Wore	Worn	Wears	Wearing
Weave	Wove	Woven	Weaves	Weaving
Wed	Wed/Wedded	Wed/Wedded	Weds	Wedding
Weep	Wept	Wept	Weeps	Weeping
Wend	Wended/Went	Wended/Went	Wends	Wending
Wet	Wet/Wetted	Wet/Wetted	Wets	Wetting
Win	Won	Won	Wins	Winning
Wind	Wound	Wound	Winds	Winding
Withdraw	Withdrew	Withdrawn	Withdraws	Withdrawing
Withhold	Withheld	Withheld	Withholds	Withholding
Withstand	Withstood	Withstood	Withstands	Withstanding
Wring	Wrung	Wrung	Wrings	Wringing
Write	Wrote	Written	Writes	Writing
Zinc	Zinced/Zincked	Zinced/Zincked	Zincs	Zincking

Source: Retrieved on October 25th, 2009 from <http://www.usingenglish.com/reference/irregular-verbs/>

Appendix D**Tourist brochure rubric**

Student's name: _____ Date: _____

Criteria	2.0 points	1.5 points	1.0 point	0.5 point
Organization of Information presented	Each section in the brochure has a clear beginning, middle, and end.	75% or more sections of the brochure have a clear beginning, middle, and end.	60% of the sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.
Content-Accuracy and Information validity	All facts in the brochure are accurate and match cited resources.	99-90% of the facts in the brochure are accurate.	89-90% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information or format but not both.	The brochure's formatting and organization of material is confusing to the reader.
Spelling & mechanics	No spelling errors and all	No more than 1 spelling and/or	No more than 3 spelling and/or	More than 3 spelling and/or

	sections of brochure are free of writing errors.	writing errors are present.	writing errors are present.	writing errors are present.
Graphics/ Pictures	Graphics match the topic and text in section where placed. Each section has no more than two graphics and there are at least a total of three graphics used.	Graphics go well with the text, but there are so many (more than two per section)that they distract from the text.	Graphics go well with the text, but there are too few (less than three graphics for entire brochure) and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Student's score: _____

Facilitator's signature: _____

Appendix E

Education Survey – Part One

- Are college tuitions reasonable?
- Are foreign languages part of the curriculum? If so, which languages?
- Are most schools coeducational in your country?
- Are there any subjects/classes you wanted to study but they weren't available at your school/college?
- Are there good colleges in your country?
- Are women encouraged to pursue education?
- Do you have difficulty with school work?
- Do you know anyone who does not know how to read or write?
- Do you think teachers are paid enough?
- Do you think your school is a good one? Why/why not?
- Do you think your teachers give too much homework?
- Do you think it is easier to learn as a child or as an adult?
- Do you think public speaking can improve your English?
- How can we improve our classroom?
- Why English is hard to learn at university level?
- How do you travel to school?
- How long must you go to college to get a degree?
- How much is too much homework? How should the homework load be managed?
- If you have not attended college, do you plan on doing so?
- Is it difficult for people without a college education to get good jobs where you live?

- What are some good ways to learn English?
- What are some important factors in determining which college to attend?
- What are the qualities of a good student?
- What are the qualities of a good teacher?
- What classes would you take?
- What do you study? What's your major?
- What is the average age of a high school graduate?
- What is your favorite class?
- What was (or is) your favorite subject? Why do you like it?
- Who selects the college you will attend -- you or your parents?
- Why are you studying a foreign language?

Retrieved on August 3rd, 2009 from <http://iteslj.org/questions/education.html>

Appendix F

Education Survey – Part Two

- Why do you think people become teachers?
- Why is it helpful to learn a Second language?
- Why is it sometimes very difficult to speak another language?
- Would you consider studying abroad?
- How much free time does a high school student in your country have?
- Do parents home-school their children in your country?
 - What do you think of home-schooling?
 - Do you know anyone who was home-schooled?
- Do you think that most parents influence what university their child will attend?
- Once you graduate from a university should you stop learning?
 - What are some ways a person can continue to learn?
- Does education guarantee a good job?
- Which is more important, the essential skills in life you've learned to develop on your own or the artificial structure in college about the "real" life?
- Which high schools and colleges are the best in your country?
- Which high schools and colleges are not so good in your country?
- We should not just prepare for life, but live it. Do you agree?
- What kind of world do you think this would be if people never went to school?
- Should education be free?
- Do the elite in your country attend only one or two universities?
- Do elite universities help or harm your country?

- Does your country provide a good public school system?
- Do your children attend US schools? If so, how do their schools differ from those your children attended back home?
- Does your country have good public universities? If not, why do you think there is a lack of funding for education in your country?
- What realistic changes would you make to your country's attitude toward education?
- What role do you think human capital plays in the development of countries?
- Why do students cheat during tests and exams?
- How do they cheat?
- What is your attitude towards cheating?
- What are the dangers of cheating?
- How should parents react?
- How should teachers react?
- What is the role of school and decision makers?
- Where do we learn the skills necessary to become a good student - in elementary, middle or high school?
- What skills separate good students from bad students?

Retrieved on August 3rd, 2009 from <http://iteslj.org/questions/education.html>

Appendix G

Oral presentation rubric

Student's name: _____ Date: _____

Criteria	Value Points	Student's Score
	Presentation	
Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	1 point	
Movements seem fluid and help the audience visualize	1 point	
Student displays relaxed, self-confident nature about self, with no mistakes.	1 point	
Student uses a clear voice with a good projection and intonation.	1 point	
Student demonstrates full knowledge by answer all questions with explanations and elaborations.	1 point	
Student presents information in logical, interesting sequence which audience can follow	1 point	
Demonstrates a strong, positive feeling about topic during entire presentation	1 point	
	Language	

Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	
The tone of the presentation is appropriate.	1 point	
Total Points	10 pts. (70% content and 30% language)	_____ Total score:

Facilitator's signature: _____

Note: The score obtained by the student should be scored as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Appendix H

Round-table discussion rubric

Student name/Group: _____

Course: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Participants offer an in-depth and solid analysis of the discussed content and the dialogue flows smoothly during the discussion.	1 point	
Participants –through their comments– show deep knowledge of the discussed topic and a high level of understanding of questions asked by the audience.	1 point	
Participants are appropriately prepared for discussion – with notes taken from their reading and passages or textbooks properly highlighted about the topic in discussion.	1 point	
Participants, through their comments, show that they are paying close attention to what other participants say about the topic.	1 point	
Participants provide explanations and follow up to enrich discussion.	1 point	

Participants' observations are usually related to ideas or arguments presented in this discussion.	1 point	
Participants show a professional attitude and posture during the discussion.	1 point	
	Language	
Participants show good use of the standard English language (vocabulary, syntax and flow of ideas).	1 point	
Participants use appropriate intonation in making remarks and good projection of the voice toward the audience.	1 point	
Given a controversial topic during discussion, participants show a persuasive argument to support their points of view about it.	1 point	
Total	10 pts. (70% content & 30% language)	_____ Total Score

Facilitator's signature: _____

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Appendix I: Role play

**RESERVING A HOTEL ROOM**

A: Welcome to the Hightat Hotel. Do you have a reservation?

B: No, but I would like a room.

A: Would you prefer a single or double?

B: Well, how much is a single room?

A: \$50.00 per night.

B: That's pretty reasonable. Okay, I would like a single.

A: How many nights would you like to stay?

B: Five nights.

A: How would you like to pay?

B: Cash.

A: Okay. Here is your room key—Room number 404.

B: Thank you very much.

A: Please enjoy your stay.



Appendix J

Role play rubric

Group members: _____ Date: _____

Criteria	Value Points	Student's Score
	Content	
Participation in preparation and presentation. Always willing and focused during group work and presentation.	1 point	
Presentation of character(s). Convincing communication of character's feelings, situation and motives.	1 point	
Achievement of purpose. Purpose is clearly established and effectively sustained.	1 point	
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes). Impressive variety of non-verbal cues is used in an exemplary way.	1 point	
Imagination and creativity. Choices demonstrate insight and powerfully enhance role play.	1 point	
What characters say makes their perspectives very believable.	1 point	
The audience appeared to be interested and valued the presentation.	1 point	
	Language	

Language level, diction, sentence structure, and tone are appropriate for subject and audience.	1 point	
Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	1 point	
Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	1 point	
Total Points	10 pts. (70% content + 30% language)	_____ Total score

Facilitator's signature: _____

Note: The score obtained by the student should be scored as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Appendix K

Traveling, Vacations, & Hotels

- Have you ever been abroad?
- Where have you been?
- Are you planning on going anywhere for your next vacation?
 - If so, where?
 - Who with?
 - How long will you stay?
- Are you afraid of going abroad alone?
- Could you live in another country for the rest of your life?
- Describe the most interesting person you met on one of your travels.
- Describe your best trip.
- Describe your worst trip.
- Did your class in high school go on a trip together?
 - If so, where did you go?
 - How long did you stay?
 - How did you get there?
- Do you have a driver's license?
- Do you like to travel with children? Why or why not?
- Do you like to travel with your mother? Why or why not?
- Do you prefer summer vacations or winter vacations?
- Do you prefer to travel alone or in a group? Why?
- Do you prefer to travel by train, bus, plane or ship?

- Do you prefer traveling by car or by plane?
- Have you ever been in a difficult situation while traveling?
- Have you ever been on an airplane?
 - How many times?
 - What airlines have you flown with?
- Have you ever been to a foreign country?
- Have you ever gotten lost while traveling? If so, tell about it.
- Have you ever hitchhiked? If so, how many times?
- Have you ever taken a package tour?
- How do you spend your time when you are on holiday and the weather is bad?
- How many countries have you been to? How many states?
- How many times have you traveled abroad?
- How much luggage do you usually carry?
- If you traveled to South America, what countries would like to visit?
- If you went to ___(Insert a country name)___, what kind of souvenirs would you buy?
- If you were going on a camping trip for a week, what 10 things would you bring?

Explain why.

- What are some countries that you would never visit? Why would you not visit them?
- What are some things that you always take with you on a trip?
- What countries would you like to visit? Why?
- What countries would you most like to visit?
- What countries would you not like to visit? Why?
- What country do you most want to visit?
 - Why?

- Do you think you will ever go there?
- What do you need before you can travel to another country?
- What is the most interesting city to visit in your country?
- What is the most interesting souvenir that you have ever bought on one of your holidays?
- What languages can you speak?
- What place do you want to visit someday?
- What was the most interesting place you have ever visited?
- What's the most beautiful place you've ever been to?
- When was the last time you traveled?
- When you are on a long car journey do you play games or sing songs to occupy your time?
 - What kind of games?
 - What songs?
- Where are you going to go the next time you travel?
 - When are you going to go?
 - Who are you going to go with?
 - How long are you going to go for?
 - What are you going to do there?
 - What kind of things do you think you will buy?
- Where did you go on your last vacation?
 - How did you go?
 - Who did you go with?

- Where did you spend your last vacation? Your summer vacation? Your Christmas vacation?
- Where will you go on your next vacation?
- Would you like to take a cruise? Where to? With who?
- Do you prefer traveling on a hovercraft or a ferry?
- Would you prefer to stay at a hotel/motel or camp while on vacation?
- Would you rather visit another country or travel within your own country?
- Would you rather go to a place where there are a lot of people or to a place where there are few people?
- Do you find more fulfillments from your leisure activities including vacations than from your job?
- Do you think the type of vacation one takes reflects one's social status?
- What are popular tourist destinations in your country?
 - Have you been to any of them?
 - Which would you recommend if you could only recommend one? Why?
- Do you prefer active or relaxing holidays? Why?
- Which is better, package tour or a tour you organize and book yourself?
- Why do you travel?
 - Why do people travel?
- Would you like to go back to that same place?
- Did you find anything of particular interest? / Did you get attracted to anything special?
- What are some benefits of travel?
 - Why do people travel?

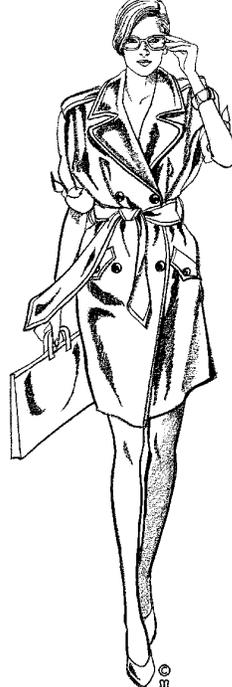
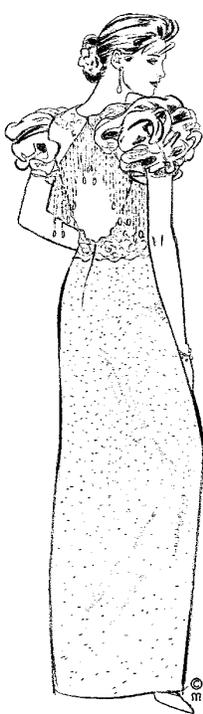
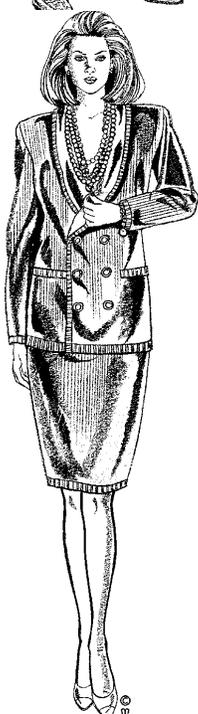
- What is your favorite mode of travel?
- Have you travelled in business class?
- When you were a child did your family take a vacation every year?
- Do you prefer a budget or first class hotel? Why?
- Do you travel with a lot of baggage or do you like to travel light?
- What is your favorite method of travel at your destination? Train? Bus? Boat?
Bicycle? Backpacking?
- What is the best kind of holiday for different ages of people? i.e. Children, teenagers, adults, elderly people
- Do you think it is a good idea to travel with friends, or alone? How about with your family?
- If you had \$100,000, where would you go on holiday? How about if you had \$10,000? What about \$1,000?
- Which countries have you travelled to?
- Do you prefer hot countries or cool countries when you go on holiday
- Who makes the decisions when your family decides to go on holiday
- If you could choose one place to go this weekend, where would it be? (could be anywhere in the world)

Retrieved on August 3rd, 2009 from <http://iteslj.org/questions/travel.html>

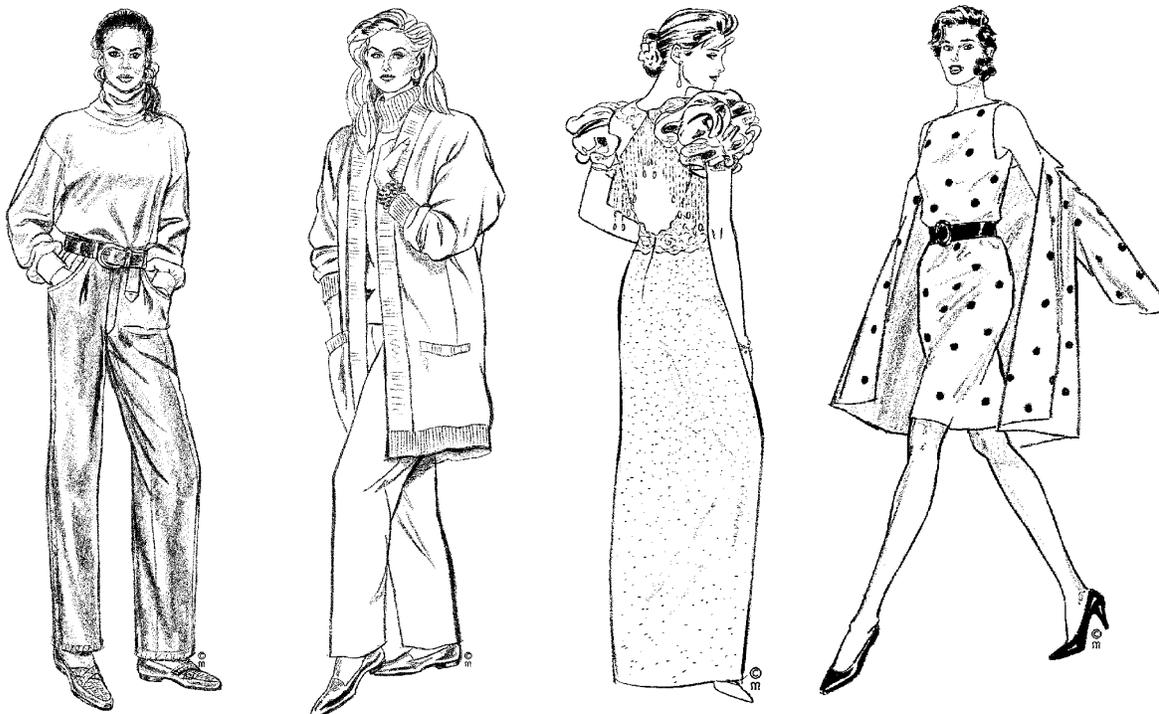
Appendix L

Pictures for Activity “Who’s wearing what?”

Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



Retrieved on August 4th, 2009 from <http://www.englishlearner.com/teachers/speaking.html>

Appendix M**Role Cards for Activities “Where shall we go on holiday” and “How should we spend 100,000 dollars?”**

<p style="text-align: center;"><i>The father</i></p> <p>You want to buy a car - and perhaps some new garden tools, because you like gardening. You can't stand travelling, but the house could be renovated, too.</p>	<p style="text-align: center;"><i>The mother</i></p> <p>Here's the chance to travel round the world with the whole family! And, perhaps, to buy some new clothes, too. You are not against gardening. The old family car is in perfect</p>
<p style="text-align: center;"><i>The 14-year-old daughter</i></p> <p>Clothes, clothes, clothes! And if you had an addition to the house, you could have your own room at last.</p>	<p style="text-align: center;"><i>The 17-year-old son</i></p> <p>You've been wanting a drum equipment for years. You also like travelling, and would like to get your hands on the old family car, too. Unfortunately, you hate gardening - your father</p>
<p style="text-align: center;"><i>The neighbor</i></p> <p>You like borrowing your neighbor's garden tools - but you hate noise.</p>	<p style="text-align: center;"><i>The 19-year-old daughter</i></p> <p>If you built an addition to the house, you could have a separate part of it for yourself, and perhaps for your boyfriend, too.</p>

<p style="text-align: center;"><i>The father's brother</i></p> <p>Clearly, they should buy a new printer for their computer - then you too could print your things on it. They surely must not build anything - they will have no money left</p>	
<p style="text-align: center;"><i>The mother</i></p> <p>You want to go to some exotic place like China or Peru, for at least three weeks. Unfortunately, you can't stand your brother-in-law - he should stay at home.</p>	<p style="text-align: center;"><i>The father</i></p> <p>Your idea of a holiday is something relaxing, short and cheap. Going abroad is so tiring. You like your brother very much - why not take him and his wife, too?</p>
<p style="text-align: center;"><i>The 16-year-old son</i></p> <p>You don't want to go with your boring family anywhere - but if you have to, it should be as short and as close as possible.</p>	<p style="text-align: center;"><i>The 18-year-old daughter</i></p> <p>You want to go to the sea for at least two weeks, by plane, of course - and bring your boyfriend, too - this is the most important.</p>

<p><i>The 13-year-old son</i></p> <p>You've never flown in your life - you very much want to try it. You like big cities where there are a lot of interesting things to do.</p>	<p><i>The father's brother</i></p> <p>You want to go with your brother's family wherever they go - and take your wife as well.</p>
<p><i>The neighbor</i></p> <p>You don't want them to go away, because they always ask you to look after their house, and you hate it.</p>	

Retrieved on August 4th, 2009 from <http://www.englishlearner.com/teachers/speaking.html>

Appendix N**Language lab log**

Student's name: _____ Course: _____

Week	# hours	Content covered this time	Student's signature	University official's signature
One				
Two				
Three				
Four				
Five				
Total				