

**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

<b>Course Title</b>	Basic Conversational English
<b>Code</b>	ENGL 350
<b>Time Length</b>	Five Weeks
<b>Pre-requisite</b>	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

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.

### **References and Supplementary Materials**

Baeyer, C.von, & Jones, L. (1983). *Functions of American English, Teacher's Manual*. New York: Cambridge University Press.

Baeyer, C.von, & Jones, L. (1983). *Functions of American English, Student's Book*. New York: Cambridge University Press.

Carter, Ronald, and Nunan, D., ed. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

### **Idioms**

Burke, D. (1995). *Street Talk- 3: The Best of American Idioms*. United States: Optima Books.

Dixson, R. (1994). *Essential Idioms in English*. New Jersey: Prentice Hall Regents.

Olsen, A. (2010). *Interactive vocabulary: General words*. (4<sup>th</sup> ed.). Boston, MA: Longman.

### **Pronunciation**

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

Miller, S. (2006). *Targeting pronunciation: Communicating clearly in English*. (2<sup>nd</sup> ed.). Boston, MA: Houghton Mifflin.

### **Evaluation**

A maximum of 520 points may be accumulated during this course. Evaluation should be continuous based in the information collected through assessment activities. (**Appendix A** also presents a summary/description of each assignment and when it is due. The Evaluation Criteria will change according to the different activities/assignments you select to complete. The Evaluation Criteria will change according to the different activities/assignments you select to complete. The rubrics in this section may be modified in order for them to respond to the actual assignment you complete.)

A final project, exam, or equivalent will be administered to all students. No one is excused from doing this activity; failure to do it will be reported as an incomplete.

<b>Criteria</b>	<b>Points</b>
Class Participation	50
Use of language lab: A minimum of 40 hours during 8 weeks	100
Written activity from Workshop I (Due in Workshop II)	20
Oral activity from Workshop I (Due in Workshop II)	20
Paragraph providing directions to get to their home using prepositions. (Due in Workshop II or III)	20
Describing someone from a magazine (From Workshop II due in Workshop III)	20
Map drawing and directions (From Workshop II due in Workshop III)	20
Oral Exam. Scenarios on any type of activity from Workshop I, II and III.(In Workshop III)	100
Tourist brochure (From Workshop V due in Workshop VI)	50
Paragraph about the educational system of students' countries (From Workshop VI due in Workshop VIII)	20
Conversation topics (Workshop VIII)	100
<b>Total</b>	<b>520</b>

520-470	100-90%	A
469-419	89-80%	B
418-368	79 – 70%	C
367-317	69 - 60%	D
316-0	59 – 0%	F

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

**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 (**see Academic Honesty Policy**).
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](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

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

## 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. Use possessive adjectives.
3. Use prepositions.
4. Identify different kinds of jobs using simple help wanted ads.
5. Describe personal work experience and skills
6. Answer incoming telephone calls, take a simple message and respond to voice mail prompts.
7. Write a short paragraph using correct spacing and legible cursive handwriting.
8. Produce sounds of past tense endings: t, d, ed.
9. Plan a schedule of activities on a calendar.
10. Recognize and produce consonants.

### 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](http://www.feec.vutbr.cz/UJAZ/texty/practical_english.pdf)

Possessive Adjectives

<http://a4esl.org/q/h/fb005-bp.html>

<http://a4esl.org/q/f/z/zz18mdf.htm>

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjective.html>

<http://perso.wanadoo.es/autoenglish/gr.posadpro.i.htm>

Prepositions

<http://owl.english.purdue.edu/handouts/esl/eslprep.html>

<http://web2.uvcs.uvic.ca/elc/studyzone/200/grammar/prepo.htm>

<http://www.englishpage.com/prepositions/prepositions.html>

Writing Paragraphs

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

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

Sounds of past tense endings: t, d, ed

<http://www.teaching-esl-to-adults.com/english-past-tense-pronunciation.html>

<http://www.elearnenglishlanguage.com/esl/grammar/simplepast-pronunciation.html>

### **Assignments before Workshop One**

1. Skim through you ENGL 350 course module and textbook to familiarize yourself with its contents.
2. Read in your textbook or in any other available resource on the topics mentioned in the objectives for this workshop.
3. Some of the Internet sites provide you with some sources where you can read on these topics.
4. You can also read some of your own and/or in your textbook or any other resources you may have available to you.

### **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. **Appendix C** presents Grammar, Vocabulary and Pronunciation for this workshop.

1. Ice breaker activity will be carried out (People Bingo. See **Appendix B**)
2. Facilitator will introduce him/herself and provide an overview of the course. Particular emphasis should be placed on objectives, evaluation criteria, student participation, and group work. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the office program during the first workshop.
3. Elicit vocabulary words for suitable formal and informal greetings.
4. Facilitator models appropriate uses of formal & informal introductions, greetings and farewells by acting it out with several students. Always begin with a handshake and a greeting. Ex. Hello. My name is Mr. Jones. It's very nice to meet you. Student response: Ex. Hello. My name is John Smith . It's very nice to meet you. Repeat conversation substituting farewells. Contrast with informal greetings and farewells. Ex. Hey, how ya doing? Hand slap /give me five. See ya later. Discuss appropriateness of each.

5. Facilitator prepares a name card for each student and distributes arbitrarily. Facilitator requests one student to approach another student whose name is on the card to role-play the greeting and elicit response.
6. Discuss jobs students have had. Using a graphic organizer, fill in skill and training needed to accomplish the job.
7. Facilitator shows pictures of different kinds of jobs. Elicit from students the job title and brief description.
8. Show work related pictures. Write "Job Experience" on board.
9. Discuss what experience is needed for each job. List student answers
10. Discuss the students' job experiences.
11. Use job pictures; elicit verbs of action for each picture. List verbs in present and past tense:
  - a. Fix car repair electricity teach children, etc.
  - b. Fixed car repaired electricity taught children, etc.
12. Identify the past tense verb endings (t, d, id) by pronouncing and placing them in the correct category on the chart. Place irregular past tense verbs in a fourth column on the chart.
13. Students copy these verbs and add other verbs as they are learned.
14. Discuss personality traits that best describe themselves. Students choose the traits that best describe themselves.
15. Facilitator summarizes and builds self-esteem by discussing how personality traits translate into valuable employee skills.
16. Facilitator elicits and lists vocabulary words on the board relating to telephone communication; students copy terms into the vocabulary section of their portfolios. Facilitator models pronunciation and students repeat in unison. The facilitator dictates 4 telephone messages. Students write the messages.
17. Facilitator models how to answer a telephone and leave a proper message (i.e., speak slowly, state your name and number, the date, the person with whom you wish to speak and reason for call).
18. Facilitator writes sample dialog on board (i.e., Hello, is John there? No, he isn't. May I ask who is calling? This is Ricardo. Would you like to leave a message? No. Can I take your name and number?).

19. Facilitator defines voice mail and plays an audio tape of a voice mail message, explaining that one generally has a 19 second maximum to leave a message on a voice mail recording. Facilitator writes down several brief responses to a voice mail prompt, including only pertinent info. (name, number, time of call).
20. Facilitator creates a CLOZE dialog and has it in copies for the students. The exercises contain sample phone messages. In pairs, students complete sheet with new vocabulary. Students practice completed dialog: one student models a caller, the other asks polite questions and writes down a message.
21. Partners write a dialog taking a message to model for the class. Each pair records their dialogs on a tape recorder and plays it back to listen.
22. Students practice writing messages from a pre-recorded tape.
23. Facilitator provides examples of fast, slow, and average-paced messages. Students jot down important information as recording is being played.
24. Facilitator elicits and writes familiar time-related terms on board. Facilitator models pronunciation; students repeat in unison.
25. Facilitator elicits and discusses the benefits of organizing and planning personal and family schedules of activities on a calendar. Facilitator elicits examples of activities which belong on a schedule (work, doctor's appointments, children's activities) and writes them on the board. Facilitator discusses the importance of punctuality and time management.
26. Facilitator models on overhead how to write a list and create a weekly calendar. Students create their own personal weekly calendar, listing their own daily activities and appointments by day and time. (i.e., Monday, 7:30 a.m.: take my child to school. Monday, 7:45 a.m.: parent meeting). Students read their schedule to class. Students write sentences sequencing the events of their day using ordinal numbers. (i.e. First, I take my child to school. Second, I attend a parent meeting.)
27. Using a PowerPoint presentation, facilitator introduces time-related. Students copy and use questions to create dialog in pairs (i.e. When do you go to work? I go to work first thing in the morning; What is next Monday's date? Next Monday's date is the twenty-fifth). Facilitator circulates, encouraging students to implement new vocabulary and ordinal numbers into their dialog.

28. Review next workshop and its assignments. Clarify doubts and questions.

**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 U**).
2. Students will write a list and a weekly calendar (**Appendix A**), and hand it in on Workshop Two.
3. Students will prepare an oral activity to be presented in Workshop Two (**Appendix A**).

## Workshop Two

### Specific Objectives

By the end of Workshop Two, the student will,

1. Demonstrate ability to report personal information including gender and marital status.
2. Identify self, family members and others (physical characteristics and personal traits).
3. Demonstrate ability to describe a person, place, thing or event.
4. Use descriptive adjectives.
5. Ask/ give simple directions to local destinations.
6. Write a simple set of directions.
7. Use sentence structures (imperatives and interrogatives).
8. Write a short paragraph.
9. Use prepositions.
10. Recognize and produce consonant and vowel sounds.

### URLs

Descriptive Adjectives

<http://www.yourdictionary.com/grammar-rules/List-of-Descriptive-Adjectives.html>

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

<http://www.manythings.org/vq/mc-adj.html>

Giving Directions

<http://www.eslcafe.com/ideas/sefer.cgi?display:1094284326-44481.txt>

<http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=870>

[http://esl.about.com/library/speaking/bldialogues\\_directions.htm](http://esl.about.com/library/speaking/bldialogues_directions.htm)

Imperatives and interrogatives

<http://iteslj.org/c/games3.html>

<http://www.dmtturner.org/English/Grammar/sentences.htm>

[http://www.associatedcontent.com/article/340685/four\\_kinds\\_of\\_sentences\\_declarative.html](http://www.associatedcontent.com/article/340685/four_kinds_of_sentences_declarative.html)

Prepositions

<http://www.youtube.com/watch?v=L4jIC5HLBdM>

<http://www.youtube.com/watch?v=EaXTyFtQx9o>

<http://owl.english.purdue.edu/handouts/esl/eslprep.html>

<http://web2.uvcs.uvic.ca/elc/studyzone/200/grammar/prepo.htm>

<http://www.englishpage.com/prepositions/prepositions.html>

<http://grammar.ccc.commnet.edu/grammar/prepositions.htm>

<http://www.better-english.com/grammar/prepositions.htm>

### Assignments before Workshop Two

1. Complete **one** of the following: (Again, the facilitator may select which ones and may require specific exercises to be handed in)
  - a. Write a list of your past work experience and describe the skills you had to have in order to get that job. (Individually)
  - b. Select three want ads from the newspapers and write a short paragraph on each explaining where they found it, what exactly is it asking for, and if they have the requisites or requirements the want ad is asking for. (Individually)
  - c. Create a weekly calendar using a random list of objectives. Complete sheet, then create your own weekly schedule of activities on a calendar. (Individually)
  - d. Write a short story in discussing the consequences of being late to a meeting, work, school, etc. You are encouraged to relate your personal experiences. (Individually)
  - e. Write a paragraph about taking phone messages and what you should and should not do. (Individually)
2. Complete **one** of the following:
  - a. Pair up with someone in your classroom and prepare a script for a recording for an answering machine and leaving a message. Record the answering machine message and the message on cassette tape or other media (verify with facilitator first).
  - b. In pairs, role-play making a formal and informal introduction and record it on your media of choice (video or audio)
  - c. In pairs, role-play calling and leaving a message with another person. (Record the role-play using your media of choice (video or audio)
  - d. Select 20 words from the vocabulary list in **Appendix C**. Read the vocabulary words and record them in your media of choice. Say a sentence

- with each word. (You will need to hand in a media of your choice with the words and the sentences).
3. 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
  4. Bring pictures of your family members.

### **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. **Appendix D** presents Grammar, Vocabulary and Pronunciation foci for this workshop.

1. Students hand in their assignment from Workshop 1
2. Elicit vocabulary words which are associated with personal information reporting.
3. Write on the board “Why is it important to report personal information accurately?” Ex. applications for credit cards, driver’s license, employment, medical history etc.
4. Discuss the types of personal information is requested on different kinds of applications. Ex. Name, Address, Birth Date, Social Security Number, Occupation, Emergency Information, Ethnic Origin, Gender, Marital Status, Hair Color, Eye Color.
5. Students practice giving address using prepositions in, at, on (general to specific) “I live in Florida.” “I live in West Palm Beach.” “I live on Main Street.” “I live at 236 Main Street.” Facilitator models completion of application using personal Information. Focus on use of capital letters with name, address, etc. (Display on board or overhead projector).
6. Practice giving occupation in the U.S. and in native countries.
7. Contrast verbs “to be” and “to work” in the present tense and the past tense.
  - a. Here, I am a \_\_\_\_\_. In my country I was a \_\_\_\_\_. Here, I work as a \_\_\_\_\_. In my country I worked as a \_\_\_\_\_.  
Focus on past tense pronunciation of “worked” with a /t/ ending not an /ed/ ending.

8. Practice descriptive adjectives using the verbs to “be” and to “have” to describe physical traits. Ex. Her hair is brown. She has brown hair.
9. Pair students and distribute a Personal Information activity sheet. (**Appendix E**)
10. Facilitator dictates a request for basic personal information from an application and students write appropriate responses. Facilitator elicits responses.
11. Bring in simple personal information forms from the community. In pairs, have students ask each other different questions so as to fill out one form.
12. Facilitator elicits and lists on board vocabulary words pertaining to 4 physical characteristics and personal traits of self, family and others.
13. Facilitator models pronunciation of vocabulary words, emphasizing those which are compound or hyphenated. Students repeat.
14. On board, facilitator outlines traditional/non-traditional family units (i.e., non-traditional= single parent, foster parent, step children).
15. Using a PowerPoint presentation, facilitator will introduce adjectives and their opposites to teach comparatives. Facilitator will project pictures and have students match picture with the corresponding adjective. Then, students will write sentences with at least 5 adjectives.
16. Facilitator models family information questions (i.e., what color hair does your mother have? Is your father tall?).
17. Paired students practice incorporating at least 5 family words and ten descriptive words into their conversations. Students can bring in family photos to prompt discussion (i.e., My mother is a kind and loving person.).
18. Facilitator distributes **Appendix F**: Question/ answer dialog and **Appendix G**: Describe your family. Facilitator models a question/answer dialog with a volunteer. Students complete activities.
19. Facilitator distributes index cards labeled with students’ names. Other students write a description of that student on the back of the card.
20. Students read their descriptions and others guess who is described.
21. Facilitator reads a description of a family. Students write descriptive paragraphs of their family members and themselves in their journals.

22. Facilitator elicits and writes on board familiar travel and transportation words. Students copy words into the vocabulary section of their portfolios and practice pronouncing in unison.
23. Facilitator explains what important information should be conveyed when giving directions (geographical directions, names of major cross streets, landmarks, etc.). Using a PowerPoint presentation, facilitator models simple question/answer format (i.e., Excuse me. Can you tell me how to get to the library? Okay, make a left at this stop sign; go straight down Cherry Street until you pass the post office on your left. The library is next to the post office. Thanks a lot.) Students practice this dialog in pairs.
24. Facilitator distributes local city maps. Students write directions and draw a simple map on overhead transparency from their home to school. Students take turns showing their transparency on the overhead projector and reading directions while students use city maps to follow those directions.
25. Facilitator distributes **Appendix H: Getting Around**. In teams of three, students use a local area map to write explicit directions from school to several major city landmarks (i.e., mall, fire station, city hall, supermarket). Students practice reading their directions to each other.
26. Facilitator initiates grammar lesson using imperative and interrogative sentences.
27. Using the above **Appendix H: Getting Around**, have students write questions asking how to get to the listed locations. In their teams of three, students create dialog using questions and answers. Volunteers read their dialogues to the class.
28. Game. Students sit in a circle of chairs. Facilitator whispers simple directions to a local destination to one student; that student whispers the same directions to the next. Once the directions have made their way to the last student, he tells the class his version and compares with the facilitator's original version, which is then presented on overhead transparency for students to read.
29. Facilitator elicits familiar directional terms and phrases. Students practice pronouncing in unison.

30. Facilitator writes on board and reviews polite expressions to ask and receive directions (i.e., Can you tell me where . . . ; I didn't follow you; Okay, are you with me so far? etc.). Facilitator explains that regional landmarks are helpful to clarify directions. In pairs, students practice using polite expressions and identifying nearby landmarks.
31. Facilitator distributes **Appendix I** CLOZE dialog describing two people giving and receiving directions. Facilitator models giving directions to the school using familiar landmarks and many new vocabulary words. Students complete dialog and practice reading in pairs. On the back of the sheet, students write directions from the school to their home. Volunteers practice reading dialogs to class.
32. Facilitator provides index cards containing names of well known places in the area. Students take turns selecting cards and providing oral directions to those places.
33. Facilitator initiates grammar lesson using prepositions. Students write a short paragraph in their English journal providing directions to get to their home using prepositions. Students rewrite their paragraph on separate paper. Students hand this copy to the facilitator.
34. Review next workshop and its assignments. Clarify doubts and questions.

### **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 U**).
2. Students will write a short paragraph in their English journal providing directions to get to their home using prepositions (**Appendix A**).

## Workshop Three

### Specific Objectives

By the end of this workshop, the student will:

1. Use appropriate expressions to accept and decline offers, and to express feelings and emotions.
2. Use common verbs (affirmative, negative, interrogative, yes/no questions short answer): modals can, would
3. Recognize and identify basic body parts.
4. Recognize basic vocabulary relating to illnesses and accidents.
5. Request a doctor's appointment and read an appointment card.

### URLs

Common Verbs

<http://www.usingenglish.com/resources/wordcheck/index.php?t=group&id=384>

<http://www.english-zone.com/verbs/prqverb1.html>

<http://www.english-zone.com/verbs/be-01.html>

<http://a4esl.org/q/h/lb/psv.html>

<http://a4esl.org/q/h/lb/psnv.html>

<http://www.geocities.com/gob72/grammarverbtenses.html>

<http://www.fortunecity.com/bally/durrus/153/gramch19.html>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/presnq2.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pastnq.htm>

Modals can, would

<http://www.englishpage.com/modals/can.html>

<http://www.englishpage.com/modals/would.html>

Basic Body Parts

<http://www.mes-english.com/flashcards/bodyparts.php>

<http://www.ego4u.com/en/cram-up/vocabulary/body-parts>

<http://iteslj.org/cw/2/vm-bodyexp.html>

<http://iteslj.org/cw/1/vm-bodyverb.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. (Some of the Internet Sites provide you with some sources where you can read on these topics).
2. Complete the following: (To hand in)
  - a. Select a picture of a person from a magazine and describe him or her.
  - b. Draw a map showing several local roads and landmarks in your neighborhood. Write directions from your house to at least 5 places on the map.

### 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. **Appendix J** presents Grammar, Vocabulary and Pronunciation foci for this workshop

1. Students hand in their assignment from Workshop 2.
2. Facilitator provides students with feedback for their assignment handed in during Workshop 2. Facilitator should show students their assignments with appropriate and adequate feedback and comments. Facilitator should take this opportunity to discuss those areas he/she found difficulty with, both grammar-wise as well as writing-wise. Discuss general ideas, and doubts or questions that arise. Facilitator should not discuss individual grades aloud with the group. If a student has specific allegations or thinks his/her assignment is graded incorrectly, the facilitator should provide time either after class or during the break to discuss this individually with the student.
3. Facilitator writes a question on the board. "Why is it important to use polite words to accept or decline an offer?" Student's responses are recorded on the board.
4. Elicit and list vocabulary words used to politely accept and decline offers. (Refer to vocabulary list).

5. Facilitator holds two cards. (Accept and Decline) Facilitator asks a student “Can you go to dinner tomorrow?” Student chooses a card and accepts or declines according to the card selected. Facilitator repeats activity with other students.
6. Facilitator passes 3 x 5 cards with scenarios for students to role play using polite words on the vocabulary list.
7. Elicit and list vocabulary words which express culturally appropriate negative emotions.
8. Discuss negative emotions and relate them to a specific situation where they can be expressed appropriately in the U.S. and compare to native countries. Ex. Situation: A neighbor’s small child breaks your window. Appropriate: You speak with the neighbor regarding cost of damages and repairs. “Your son broke my window, I expect you to pay for repair.” Inappropriate: Threatening the child and neighbor. “I am going to hurt you.”
9. Facilitator distributes to partners, 3 X 5 cards describing different scenarios for expressing negative emotions. Students discuss the appropriate negative emotional response for their scenario.
10. Introduce vocabulary by standing and pointing to each body part saying “My \_\_\_\_\_.” Students stand, touch their body part and repeat.
11. Practice by saying a body part and letting students identify and touch the body part.
12. Students write the names of the body parts on an index card.
13. Facilitator calls out a body part and students find the matching word card until all cards are used. Next, call out a body part and students find matching the picture card until all cards are used.
14. Pair students to play “Concentration” using the word cards and picture cards.
15. As a class, list and classify body parts into singular and plural using: “I have one \_\_\_\_\_.” or “I have two \_\_\_\_\_.”
16. Use this vocabulary to practice: My \_\_\_\_\_ hurt(s) or “I have a \_\_\_\_\_.” Students repeat.
17. Show pictures of people with different aches and pains (illnesses).
18. Point to each picture saying “He has a \_\_\_\_\_.” or “He is \_\_\_\_\_.” Students repeat.

19. Quiz students as a group by pointing to random pictures.
20. Review illnesses and accident vocabulary. Review date and time vocabulary.
21. The facilitator should have prepared a copy of a model conversation on calling a doctor. This should model a call to the doctor's office and a request for an appointment between patient and receptionist.
22. In pairs the students will role-play each part. Students may vary illness or accident vocabulary.
23. Pass out cards with different scenarios. Have them role-play the scenarios including Name, Date & Time.
24. Oral Exam. Facilitator prepares scenarios on any type of activity from Workshop 1, 2, and 3. All scenarios will be written on an index card. A student will select a card and carry out the role-play for each activity. All activities should be done in pairs. For example:
  - a. Charlie and Steve are standing outside the hall. Steve wants to go to the football game this weekend and has an extra ticket. He invites Charlie. Prepare a role-play where Steve asks Charlie and Charlie can't go because he has a prior engagement.
  - b. The facilitator will grade the oral production of each conversation. They must develop criteria according to the situation.
25. Discuss with students upcoming activities and assignments for Workshop Four.

### **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 U**).
2. Oral exam: Facilitator prepares scenarios on any type of activity from Workshop 1, 2, and 3.
3. Select a picture of a person from a magazine and describe him or her (**Appendix A**).
4. Draw a map showing several local roads and landmarks in your neighborhood. Write directions from your house to at least 5 places on the map.

## Workshop Four

### Specific Objectives:

By the end of this workshop, the student will:

1. Communicate impressions, emotions, likes, dislikes, acceptance and rejection.
2. Name and state cost of basic clothing items.
3. Identify clothing, read clothing labels (sizes and laundry instructions).
4. Read sales ads and compare prices (clothing, cars, food, etc.).

### URLs

Comparatives

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom.htm>

[http://www.learn-english-today.com/lessons/lesson\\_contents/adjectives-ex.html](http://www.learn-english-today.com/lessons/lesson_contents/adjectives-ex.html)

[http://www.speakspeak.com/html/d3a21\\_english\\_grammar\\_practice\\_comparatives.h  
tm](http://www.speakspeak.com/html/d3a21_english_grammar_practice_comparatives.htm)

<http://www.english-zone.com/grammar/compare1.html>

<http://www.better-english.com/grammar/comp2.htm>

Clothing

<http://www.mes-english.com/flashcards/clothes.php>

[http://www.eflnet.com/vocab/clothing\\_vocabulary.php](http://www.eflnet.com/vocab/clothing_vocabulary.php)

### 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. (Some of the Internet Sites provide you with some sources where you can read on these topics)

### 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. **Appendix K** presents Grammar, Vocabulary and Pronunciation foci for this workshop

1. Facilitator provides students with feedback for their assignment handed in during Workshop 3. Facilitator should show students their assignments with appropriate and adequate feedback and comments. Facilitator should take this opportunity to discuss those areas he/she found difficulty with, both grammar-wise as well as writing-wise. Discuss general ideas, and doubts or questions that arise.

Facilitator should not discuss individual grades aloud with the group. If a student has specific allegations or thinks his/her assignment is graded incorrectly, the facilitator should provide time either after class or during the break to discuss this individually with the student.

2. Follow same process for Test discussion.
3. Facilitator elicits and lists vocabulary words which describe emotions, likes, and dislikes.
4. Facilitator elicits and writes on board topics of interest to students (ex., sports, food, movies, art, shopping, reading, music, etc.).
5. Small groups of students categorize “likes and dislikes” from topics listed on the board and discuss their preferences of acceptance or rejection (ex., I like music. I dislike loud music. I don’t like Chinese food. I prefer Italian food.).
6. Facilitator models appropriate acceptance and rejection dialog with a student volunteer. (ex., Yes, I accept your invitation to dinner; or, No, I’m sorry. I have other plans. Maybe we can go to dinner at another time.)
7. Facilitator distributes **Appendix L**: individual interest survey. Students complete and practice asking and answering questions about personal preferences with other group members.
8. Facilitator asks students to name a variety of controversial topics (ex., capital punishment, religion, politics, etc.). Students pick one topic and independently write two paragraphs about their impressions of this topic. Paragraphs should contain “emotional acceptance” or “emotional rejection” of chosen topic.
9. Students edit their paragraphs for content, grammar, and punctuation using a writing checklist provided by teacher. Students legibly rewrite their paragraphs. Students share their compositions with partners. Volunteers read their compositions to the class. Class can provide their input on topic.
10. Facilitator initiates grammar lesson about proper use of comparatives. Facilitator chooses one student’s composition to illustrate and discuss simple grammar points, including basic paragraph writing concepts and the use of comparatives when expressing acceptance or rejection of a topic. Students complete workbook activities for reinforcement.

11. Using a PowerPoint presentation and other visual aids, facilitator will have students review names of clothing items by modeling and saying, "I am wearing \_\_\_\_\_.", pointing to each clothing item you are wearing. Students will repeat naming their clothing.
12. Using clothing ads from the newspaper, model orally, How much are the? "They cost \_\_\_\_\_."
13. Have students find and cut out clothing ads from the newspaper. Pair students to practice the model above.
14. Have each student cut out clothing items they would like to buy or have and glue them with the sales price on a piece of paper. Each student presents his/her items orally.
15. Elicit and list vocabulary words necessary to read price tags, labels and expiration dates.
16. Discuss the importance of reading and understanding price tags, labels and expiration dates.
17. Facilitator shows a variety of food packages and explains label information (nutritional information, name of item, weight, recipes) including price and expiration date.
18. Students share personal practices with reading price tags, expiration date and food labels. Incorporate grammatical focus by asking, "Do you read labels often, always, never, seldom and why?"
19. Facilitator gives each student a miscellaneous food package; Teacher asks each student a wh-question about label, price, or expiration date. Student responds orally (Ex. "What is the expiration date of your product?") Student replies "It's April 4, 2006."
20. Discuss with students upcoming activities and assignments for Workshop Five.

### **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 U**).

## Workshop Five

### Specific Objectives:

By the end of this workshop, the student will:

1. Describe amazing events
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.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](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=37111UzbvVA&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=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 Five

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).

## Activities

1. Review what was learned in Lesson 4.
2. The facilitator will bring travel guides or magazines with fascinating places to visit, have students make pairs, 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, and participants :
 

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 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
7. Verb Game: Class will be divided in two groups. Both groups will have the list of verbs. The beginning group will be selected randomly. This group will start the game asking the following question to the other group, "Give me the past tense/past participle form 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. Students will answer the following questions in pairs: "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:
- Have you ever been to Alaska? (Yes)  
Yes, I have. I visited Alaska last year during the summer. It was great!
  - Have you ever tried sushi? (No)  
No, I haven't. I don't like seafood.
  - Have you ever tried a video conference with someone located in another country? (Yes)
  - Have you ever tasted turtle soup? (No)
  - Have you ever been on a safari? (Yes)
  - Have you ever gotten stuck on the highway in the middle of the night? (Yes)
  - Have you ever painted your own house? (No)
  - 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:
- How long have you been living in Orlando?
  - How hard have you been studying English?
  - What have you been doing since you got to Orlando?
  - How long has NASA been working on space flights?
  - Where have you been living?
  - Have you been cooking anything special ultimately? Why?
  - Have you been reading a good book? What's its title?
  - How long have your parents been living in their house?
12. The instructor will ask the following questions:
- How long have you been in class today?
  - How long have you studied English?
  - How long have you lived in Orlando?
  - How long have you work at your present job?

Possible answers may be:

- 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 instructor will model the following job interview and have participants repeat after him, and act it out in front of the class:

#### A Job Interview

A: Good morning Ms Brandies, 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 Frank and Banowitz importers.

A: How long have you worked for them?

B: I've worked for Frank and Banowitz for the past three years.

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

B: I've been in the accounting department for the past six months.

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

B: Yes, the job I had before Frank and Banowitz required me to travel monthly.

A: And why did you leave that position?

B: I was offered a more interesting position at Frank and Banowitz.

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...

15. Challenging Activity: In pairs, students will change the underlined sections of the dialogue and make a new job interview. Then, they will practice it and act it out in front of the class.
16. 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...
17. In pairs, students will make 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 Six.

### **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 U**).
2. Students will submit a tourist brochure at the beginning of Workshop Six (**Appendix M**).

## Workshop Six

### Specific Objectives

By the end of this workshop, the student will:

1. Listen to native English speakers effectively.
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.englisch-hilfen.de/en/grammar/if_type2.htm)

[http://www.kfmaas.de/gram\\_if.html](http://www.kfmaas.de/gram_if.html)

### Assignments before Workshop Six

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	l. Scoop
b. Fancy	m. Have (got) to run
c. Bump into	n. Take off
d. In ages	o. Give someone a ring
e. Be up to	p. Reach me
f. What's new?	q. Catch you later
g. By the way	r. Humph
h. In touch with	s. You'd better believe it
i. No way	t. Wring someone's neck
j. Put someone on	u. Lousy
k. Let something slip	

3. Make at least two sentences with the idiomatic expressions above. Be ready to share them with the class.

### **Activities**

1. Students will present their tourist brochures to the class. They will prepare a brochure exhibit and talk about their chose place. The facilitator will collect the brochures for evaluation (**Appendix M**).
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 made 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 make 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 **Appendix M**).
9. Making 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 help.
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 graduate work before going to college? Why? Why not?
12. In pairs students will have 10 minutes to prepare a three-minute oral presentation on the following topics:
  - 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.
13. Students will select one of the recommended topics in item # 6 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.
14. In a socialized discussion, the facilitator and students will ask and answer all the questions of **Appendix N**.
15. In a four-minute presentation, students will introduce the educational system of their original 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 countries,
- b. education opportunities of the population,
- c. most popular professions,
- d. differences between public and private education systems

The paper will be submitted at the beginning of Workshop Seven, and evaluated using **Appendix A**.

### **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 U**).
2. Students will turn in a paragraph about their countries' educational system (**Appendix A**).

## Workshop Seven

### Specific Objectives

By the end of this workshop, students will:

1. Listen to native English speakers effectively.
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 Seven

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	j. Hang around
b. Come across	k. Be glued to the tube
c. Dump	l. Drag
d. Go online	m. Be beat
e. To book	n. Hit the sack
f. Be in the mood	o. Play on TV
g. Take a dip	p. Be on the same page
h. Lounge around	q. Get some shut eye
i. Catch something on TV	
3. Make at least two sentences with the idiomatic expressions above. Be ready to share them with the class.

### Activities

1. Facilitator will collect students' papers for evaluation (**Appendix A**).

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 made at home with the class. Discussion.
4. Students will make a hotel reservation using the role play on **Appendix P**. As an expansion activity, students will create another roleplay 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 make 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 Q**).
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. 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 simulation, bring vacation magazines, pictures, posters, DVDs, etc. Be creative.

### **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 U**).

## Workshop Eight

### 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. Listen to native English speakers effectively.
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

All URLs from previous workshops

### Assignments before Workshop Eight

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:

<b>English idioms relating to CLOTHES</b>	
<b>Below the <u>belt</u></b>	An action or remark described as <b>below the belt</b> means that it is considered unfair or cruel. "Politicians sometimes use personal information to hit their rivals below the belt."
<b>Tighten your <u>belt</u></b>	If you need to <b>tighten your belt</b> , you must spend your money carefully. "Another bill? I'll have to tighten my belt this month!"
<b>Lick someone's <u>boots</u></b>	To say that one person <b>licks another person's boots</b> means that they are trying to please that person, often in order to obtain something.
<b>Get too big for your <u>boots</u> (or <u>britches</u>)</b>	To say that a person is <b>getting too big for their boots</b> 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!"
<b>Put on your thinking <u>cap</u></b>	If you tell someone to <b>put their thinking cap on</b> , 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!"
<b>A feather in one's <u>cap</u></b>	To describe someone's achievement as <b>a feather in their cap</b> 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."
<b>Handle someone with <u>kid gloves</u>.</b>	If you <b>handle someone with kid gloves</b> , 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."
<b>At the drop of a <u>hat</u></b>	If you do something <b>at the drop of a hat</b> , you do it immediately and without hesitation "I've got great friends. They're ready to help out at the drop of a hat."
<b>Keep something under one's <u>hat</u></b>	To <b>keep something under one's hat</b> means to keep a secret. "My boss has promised me a promotion, but it's not official yet, so keep it under your hat."
<b>Take one's <u>hat</u> off to somebody</b>	You say this to express admiration for something someone has done. "I take my hat off to the chef. The meal was wonderful."
<b>Get your <u>knickers</u> in a twist.</b>	If you <b>get your knickers in twist</b> , you are angry, nervous or upset faced with a difficult situation "Don't get your knickers in a twist! Everything is under control."
<b>Caught with your <u>pants</u> down</b>	If you are <b>caught with your pants down</b> , you are caught doing something bad or forbidden. "Our neighbors were caught interfering with their electricity metre - caught with their pants down!"
<b>Keep your <u>shirt</u> on!</b>	If you tell somebody to <b>keep their shirt on</b> , you are asking them to calm down.
<b>In someone's <u>shoes</u></b>	To talk about being <b>in someone's shoes</b> means to imagine how you would react if you were in a similar situation as that person.
<b>Have an ace up one's <u>sleeve</u></b>	If you have an <b>ace up your sleeve</b> , 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."
<b>Pull your <u>socks</u> up</b>	If you tell someone to <b>pull their socks up</b> , you are saying that they need to make an effort to improve their performance.
<b>Wear the <u>trousers</u> (or pants)</b>	The partner in a couple who <b>wears the trousers</b> is the one who makes the important decisions.

2. Let's practice the idiomatic expressions: Students will share their sentences made 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. In pairs, all students will get engaged in asking and answering questions about money during 10 minutes. The pair that asks and answers the biggest number of questions will be the winner. Prizes to the winners. (See **Appendix R**).
6. 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 S**.

1. Participants will form groups of three.
2. 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.
3. 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.

4. 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 T**.

1. Participants will form groups of 5-7.
2. Each participant will receive a role card, and they will be explained that they are a family planning a holiday.
3. Participants will study their cards for a minute or two and prepare themselves for the argument.
4. The family members will introduce themselves, without revealing their tasks.
5. The father will open the family discussion.
6. The activity ends when they've come to a conclusion where to go.
7. 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 T**.

1. Tell the students to form groups of 5-7.
2. Give each student a role card, and explain that they are a family who has just won \$100,000 on the lottery.
3. Ask them to study their cards for a minute or two and prepare themselves for the argument.
4. Make sure everybody knows who's who in the family.
5. Ask the father to open the family discussion.
6. The activity ends when they've come to a conclusion how to spend the money.

7. 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.

## Appendix A

### Evaluation Criteria

A maximum of 520 points may be accumulated during this course. Evaluation should be continuous based in the information collected through assessment activities. **(This Appendix presents a summary/description of each assignment and when it is due. The Evaluation Criteria will change according to the different activities/assignments you select to complete. The rubrics in this section may be modified in order for them to respond to the actual assignment you complete.)**

A final project, exam, or equivalent will be administered to all students. No one is excused from doing this activity; failure to do it will be reported as an incomplete.

Facilitator will confirm the suggested distribution:

Criteria	Points
Class Participation	50
Use of language lab: A minimum of 40 hours during 8 weeks	100
Written activity from Workshop I (Due in Workshop 2)	20
Oral activity from Workshop I (Due in Workshop 2)	20
Paragraph providing directions to get to their home using prepositions. (Due in Workshop 2 or 3)	20
Describing someone from a magazine (From Workshop 2 due in Workshop 3)	20
Map drawing and directions (From Workshop 2 due in Workshop 3)	20
Oral Exam. Scenarios on any type of activity from Workshop 1, 2, and 2.(In Workshop 3)	100
Tourist brochure (From Workshop V due in Workshop VI)	50
Paragraph about the educational system of students' countries (From Workshop VI due in Workshop VII)	20
Conversation topics (Workshop VIII)	100
Total	520

520-470	100-90%	A
469-419	89-80%	B
418-368	79 – 70%	C
367-317	69 - 60%	D
316-0	59 – 0%	F

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

## 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
<b>Class Involvement</b> (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 =** \_\_\_\_\_ **%**

**Written paper rubric**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
	<b>Content</b>	
The paper is clear, focused and interesting.	2 points	
Major or relevant details are exposed in essay.	2 points	
The paper includes all parts or elements of the assigned theme or task in a direct and appropriate manner.	2 points	
Sentences are cohesive and ideas flow as the essay is read.	2 points	
The author demonstrates mastery of the presentation theme or matter, as it properly explains content and does not incur in mistakes.	2 points	
The author presents his point of view in a clear, convincing and well based manner.	2 points	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	2 points	
	<b>Language</b>	
Demonstrates a command of	2 points	

standard English (vocabulary, syntax and flow of ideas)		
Uses grammar appropriately and correctly.	2 points	
The paper is well edited and presented.	2 points	
Total Points	20 ( 70% content and 30% language)	Total score:

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

- Excellent: 2.00 points
- Good: 1.50 points
- Fair: 1.00 point
- Needs improvement: 0.50 point

**Oral presentation rubric**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student's Score</b>
	<b>Presentation</b>	
Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	2 points	
Movements seem fluid and help the audience visualize	2 points	
Student displays relaxed, self-confident nature about self, with no mistakes.	2 points	
Student uses a clear voice with a good projection and intonation.	2 points	
Student demonstrates full knowledge by answer all questions with explanations and elaborations.	2 points	
Student presents information in logical, interesting sequence which audience can follow	2 points	
Demonstrates a strong, positive feeling about topic during entire presentation	2 points	
	<b>Language</b>	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	2 points	
Uses correct pronunciation of the language.	2 points	

The tone of the presentation is appropriate.	2 points	
Total Points	20 ( 70% content and 30% language)	_____ Total score:

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

- Excellent: 2.00 points
- Good: 1.50 points
- Fair: 1.00 point
- Needs improvement: 0.50 point

## Appendix B Icebreaker

### People Bingo

You will each receive a blank Bingo card. Go around the room and ask people their names. As they reply to you, write the name in an individual square on your card. When you have finished filling out the card, you may sit down. Use English as much as possible!

The facilitator will ask each student to write their name in a slip of paper. They will then fold the slip of paper and put it in a box or bag.

To play the game, the facilitator will take out the slips of papers from the box one by one and read the name aloud. As the names are read, that person will share two things about him or herself. The people that had his/her name can mark an X on the name that is read aloud. The first one to make BINGO wins!

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
		<b>FREE</b>		

## Appendix C

### Grammar, Pronunciation and Vocabulary Focus for Workshop One

Facilitator should pay special attention to the following grammatical structures, pronunciation and vocabulary and review those that seem to be providing students with difficulty:

Grammatical Focus:

- a. Use subject pronouns with present tense “be” verbs - ex. He is Hector. He is my neighbor.
- b. Use possessive adjectives - ex. my, your, his, her, our, their - ex. Hello, my name is Luis.
- c. Prepositions – next to, between, in front of, behind. Ex. Carlos is standing next to the facilitator.
- d. Adjectives describing qualities necessary for each job
- e. Simple present tense questions
- f. Am I? Do I? If I could....I would.
- g. Past tense: What did you do in your past job? What did you do in your country?
- h. I verb + ed.... I cooked meals I washed dishes. I studied nursing I stocked shelves. I cleaned offices I repaired cars. I guided tours I listed inventory. I treated patients. What experience do you have? I have experience verb + ing. cutting grass making salads, etc.
- i. Write a short paragraph about how to take phone messages using should / shouldn't: One *should* always take the name and number, of the person calling. One *shouldn't* be rude.
- j. Use Ordinal Numbers:
  - i. first, second, third, fourth, fifth, sixth, seventh, etc.
  - ii. Monday is the first day of the week.
  - iii. What day is the tenth of April?
  - iv. Tomorrow is October twentieth.

**Pronunciation:**

- a. Initial consonants - k, h, g, b,
- b. vowel - or - formal, informal vowel - ow – bow
- c. short vowel o (u) – son
- d. Beginning digraphs -sh / shake, ch / child
- e. Third person singular
- f. Past tense endings
  - i. /t/ washed//worked/fixed/cooked
  - ii. /d/ cleaned/repared/studied
  - iii. /id/ guided/listed/treated
- g. Produce sounds of past tense endings: t, d, ed, when leaving and taking messages: Can you tell him that I *called*? I already *left* a message. I *listened* to the recording, but I never *heard* a beep. I've *waited* for him to reply. I *received* your message.
- h. Recognize and produce consonants:
  - i. “st” consonant blend: first, twenty-first
  - ii. “rd” consonant blend: third
  - iii. “nd” consonant blend: second
  - iv. “th” consonant blend: fourth, fifth

**Vocabulary:**

Kiss	Name	butcher	ask
hand shake	phone number	plumber	answer
hug, embrace	voice mail	baker	call
greet, bow	Pager	truck driver	pencil
“hand slap”	answering machine	mechanics	polite
“give me five”	play/ record	tomorrow	calendar
formal & informal	erase/ rewind	yesterday	plan
wave	leave a message	last	change
“thumbs up”	take a message	next	write
goodbye & hello	Write	appointment	month
husband, wife	Read	time	note

children, child	Listen	reschedule	Name
son, daughter	speak slowly	day	phone number
aunt , uncle	Repeat	daily planner	voice mail
electrician	Wait	voice mail	listen
police officer	Please	pencil	speak slowly
chef	note pad	polite	repeat
bus driver	who's calling	calendar	call
nurse	Pen	pen	wait
musician	just a minute	note pad	please
date	one moment	who's calling	
today	Schedule		
year	Week	<b>Present tense</b>	<b>Past tense</b>
brother, sister	Attention	Fix	Fixed
plan	Pager	Teach	Taught
change	answering machine	Calculate	Calculated
write	play/ record	Stock	Stocked
week	erase/ rewind	Study	Studied
month	leave a message	Type	Typed
note	take a message	File	Filed
Name	Write	Cook	Cooked
phone number	Read	Clean	Cleaned
just a minute	Attention	List	Listed
one moment	Ask	Treat	Treated
schedule	Answer	Guide	Guided

## Appendix D

### Grammar, Pronunciation and Vocabulary Focus for Workshop Two

Facilitator should pay special attention to the following grammatical structures, pronunciation and vocabulary and review those that seem to be providing students with difficulty:

Grammatical Focus:

Use adjectives - I have brown hair.

Prescriptive adjectives using verbs “to be” and “to have”

Her hair is brown. She has brown hair.

Prepositions - in, on, at in addresses (general to specific)

I live in a Miami, Florida.

I live on Main Street.

I live at 236 Main Street.

Use descriptive and comparative adjectives:

thin/ heavy; short/ tall; outgoing/ shy

Subject Pronouns: I, he, she, they, we

*I* am Jose. I am *tall*. *He* is my brother, Franco. Franco is *taller* than me.

*She* is Maria, my wife. Maria is a little *shy*. *They* are my sons, Tony and Marco.

Use imperative and interrogative sentence structures to ask and give directions:

How do I get to the post office?

Drive along Second Avenue to River Street and turn right.

Where's the supermarket?

Go straight until you see a stop sign.

Then, make a left.

Use prepositions:

The hospital is *on* Main St.

The movie theater is *between* Second St. and Elm St.

My house is *across* from the school.

## Pronunciation:

Pronounce hard c (k) – country

soft g (j) – gender

Beginning blends - bl / black, st / student, pr / profession

Ending blend - nt / student

Beginning digraph - wh / white

r - controlled vowel - or / short

Stress intonation of compound/ hyphenated words:

step-mo' ther

half bro' ther

ex-wife

God mot' her

Fa' ther-in-law

hap' py-go-lucky

Recognize and produce vowel sounds: long and short Ae@:

short "e" - next, left, west, directions, never

long "e" - Aea@: east, near, nearby

Aee@: street,

Ae@ : regional

Recognize and produce consonant and vowel sounds:

Ath mid-sound and ending sound:

northeast, north

vowel long a - place

vowel short a - map

## Vocabulary:

height - (ex. 5' 3")	step-mother/ step-father	Black, White)	tattoo/ scar
weight - (ex. 150 lbs.)	step-daughter/ step-son	Name	bald
student	foster parent	Address	thin/ skinny/ petite

profession / occupation	divorce /separated	Phone Number	stocky/ heavy/ overweight
country of origin	ex-husband/ ex-wife	Date of Birth	attractive/ plain
hair -(brown, blonde, red, black )	great grandparents	Social Security#	exciting/ fun/ outgoing
	half-brother / sister	road	thoughtful/ kind/ nurturing
eyes - (blue, green, brown, hazel, black)	God mother/ God father	landmark	self-centered/ egotistical
	God daughter/ God son	wrong way	happy-go-lucky
marital status - (single, married, widowed)	mother-in-law/ father-in-law	never heard of it	serious/ stern/ calm
	sister-in-law/ brother-in-law	can't help you	hearty/ robust/ healthy
gender /sex - (male, female)	tall/ short	on / between	not too far
ethnic origin	long/ curly /wavy/ straight	across from	a few blocks down
(Hispanic, Multiracial, Asian, American Indian,	beard/ mustache	next to/ between	go straight
	sideburns	straight ahead	turn around
I'm not sure	blond/ brunette/ red- head	turn around	avenue
regions	directions	get-off at	street
left/ right	north	get to	boulevard
northeast/ northwest	south	landmark	you can' miss it
southeast/ southwest	east	complicated	you just missed it

central	west	around the corner	you passed it
block	left	on the corner	I'm lost
drive	right	near/ far	nearby
intersection	in front of	sign	next to
mile	behind	traffic light	near

## Appendix E

### Personal Information Interview Questionnaire

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Hello. What's your full name?
2. What's your current address?
3. What's your zip code?
4. What was your previous address?
5. What's your daytime telephone number?
6. Do you have an alternate number where you can be reached?
7. Do you have a pager number?
8. What's your Social Security Number?
9. May I see your Driver's License, please?
10. Where do you work?
11. What is your position or title?
12. Where was your previous place of employment?
13. What is your nationality?
14. Where were you born?
15. What is your highest level of education (i.e., high school, college, etc.)?

**Appendix F**

**Family Questions and Answers**

Directions: Answer the following questions with complete sentences.

1. Are you married?
2. What is your spouse's (husband's/ wife's) name?
3. Do you have any children?
4. What are your children's names?
5. How old are your children?
6. Do you have any brothers?
7. How many brothers do you have?
8. Do you have any sisters?
9. How many sisters do you have?
10. How many aunts do you have?
11. Can you name all of your cousins on your mother's side?

\*\*\*\*\*

*Word Bank:*

mother	daughter	sister	brother	uncle	aunt
niece	nephew	grandmother	mother-in-law	grandfather	cousin

12. Who is your mother's mother?  
 "My mother's mother is my \_\_\_\_\_."
13. Who is your father's sister?  
 "My father's sister is my \_\_\_\_\_."
14. Who is your mother's brother?  
 "My mother's brother is my \_\_\_\_\_."
15. Who is your brother's son?  
 "My brother's son is my \_\_\_\_\_."
16. Who is your sister's daughter?  
 "My sister's daughter is my \_\_\_\_\_."
17. Who is your son's wife?

“My son’s wife is my \_\_\_\_\_.”

18. Who is your aunt’s daughter?

“My aunt’s daughter is my \_\_\_\_\_.”

**Appendix G****Describe Your Family!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Using the following adjectives listed below, complete the paragraph Below. Then, write similar short paragraphs for three other members of your family on the back of this sheet.

Word Bank:

*compliments:* pretty handsome lovely good-looking

cute nice-looking attractive

*eyes:* green brown blue hazel*hair:* blond Brunette red-head light/ dark hair*size:* petite thin/ skinny heavy/ large overweight*height:* tall short average medium*age:* young middle-aged old elderly*dress:* casual relaxed formal business-like*education:* smart well-educated intelligent well-read

dumb uneducated unintelligent inexperienced

*personality:* nice pleasant funny happy

caring interesting loving thoughtful

mean rude serious unhappy

exciting dull boring

Paragraph 1: My mother is \_\_\_\_\_. She has \_\_\_\_\_ eyes

and \_\_\_\_\_ hair. Her size is and her height is

\_\_\_\_\_. She is a very \_\_\_\_\_ (*personality*)

person. Her age is \_\_\_\_\_ and her dress is

\_\_\_\_\_. She is also a \_\_\_\_\_ (*education*) person. I love

her very much!

Paragraph 2:

## Appendix H

### Getting Around

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: In teams of three, use the local area maps provided and write explicit directions from your school to the major city landmarks listed below. Then, practice reading the directions to your group. Be prepared to read at least one set of directions to the class.

1. the nearest shopping mall:
2. fire station:
3. City Hall:
4. the nearest supermarket:
5. a community hospital:
6. the closest movie theater
7. a favorite restaurant

**Appendix I CLOZE dialog**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete the following dialog with vocabulary listed in the Word Bank below. Then, practice reading the dialog with a partner. Be sure to exchange roles of asking and giving directions. On the back of this sheet, write your own directions to a nearby location named by your facilitator.

Word Bank:

map	I'm lost	mile	landmark	straight ahead
turn around	get to	near	on the corner	next to
complicated	you can't miss it		you passed it	you'll see it

Person 1: Excuse me, I think \_\_\_\_\_. I can't find my way. Can you help me?

Person 2: Okay, maybe I can help. Where are you going?

Person 1: I'm trying to \_\_\_\_\_ the post office.

Person 2: Oh, well the directions to get there are a little \_\_\_\_\_. I'm not surprised you haven't found it!

Person 1: Well, I bought a street \_\_\_\_\_ to help me locate it, but I've never used one before.

Person 2: Since \_\_\_\_\_, the first thing you have to do is \_\_\_\_\_ because you're facing the wrong direction.

Person 1: Okay, then what should I do?

Person 2: Just go \_\_\_\_\_ down this same street until you see Birch Street.

Person 1: Is there a \_\_\_\_\_ I can look for to help me find Birch Street?

Person 2: Well, it's a major road and it's easy to see the road sign. Don't worry, \_\_\_\_\_. The tricky part is after you turn left on Birch Street, the road curves to the left. Follow the road around and make your first left.

Person 1: I'm sorry; did you say the first or second left?

Person 2 It's the first left. Then, you'll see the post office \_\_\_\_\_, at a small 4-way intersection.

Person 1: Okay, how many \_\_\_\_\_ do I have to drive to reach there?

Person 2: Only about three.

Person 1: Is it \_\_\_\_\_ any other buildings.

Person 2: Yes, it's right \_\_\_\_\_ a big supermarket. Once you're in that area, \_\_\_\_\_ because it's a large post office.

Person 1: Thank you very much!

Person 2: No problem. Good luck!

## Appendix J

### Grammar, Pronunciation and Vocabulary Focus for Workshop Three

Facilitator should pay special attention to the following grammatical structures, pronunciation and vocabulary and review those that seem to be providing students with difficulty:

Grammatical Focus:

Demonstratives: these, those

Simple present tense "have" Ex. No, thank you. I have other plans.

Yes/No Questions & short answers,

Questions/answers using - can

Can you come to the party? I'm sorry, I cannot come to the party.

Use Two-Word Verbs to respond to express negative emotions.

Ex. It's too loud. Response: I'll turn down the T.V. (turn up, turn down, turn on, turn off)

Command- Ex. Please be quiet!

Request - Ex. Could you please pay for the window repairs?

Singular & Plural Body Parts

I have one \_\_\_\_\_. I have two \_\_\_\_\_(s).

Also irregulars - teeth, feet

My \_\_\_\_\_(s) hurt.

I have a \_\_\_\_\_ ache.

He has a \_\_\_\_\_.

She has a \_\_\_\_\_.

He is \_\_\_\_\_.

She is \_\_\_\_\_.

Adverbs of Time: Today, tomorrow, yesterday, soon

Present Tense – need

I need to see the doctor today.

I need to make an appointment.

Pronunciation:

Basic vocabulary

Short vowels - a, e, i

Initial consonant blend- st- stomach

Initial consonants - h, f, m, l, t, b

Digraph - ch / chin, cheeks, sh / shoulders

Silent letter - k / knee

Plural s

Basic vocabulary

Initial consonants- b, h, t, c, s

r-controlled vowel - ur / burn

Initial consonant blend- br, st, sn

Compound words- backache,

Initial consonants - d, h, t, w, y

Short vowel - o- doctor

Long vowel - i – time , - o - hello

Initial consonants - d, p, s

Beginning blends - pl / please

Beginning digraph - th / thank

suffix - ly / sincerely

contrast long vowel(i) word families and their spellings

delight (ight) & polite (ite)

Initial consonants- d, f, m, j, w

Endings - ed / disappointed, annoyed,

disgusted, depressed

prefix - dis / dislike (like)

suffix - tion / rejection (reject) r -

controlled vowel (er) - nervous

## Vocabulary:

sorry	mouth	dislike	sore throat
excuse me	chin	rejection	cough
pardon me	arms	want	stiff neck
Thank you	hands	wish	runny nose
No, thank you	fingers	desire	sneeze
sincerely	legs	angry / anger	cut
dear	knee	upset	broken
please	feet	furious	burn
pardon	toes	annoyed	Hello
delighted	neck	busy studying	earache
polite	teeth	sleeping	toothache
can	chest	RSVP	stomach ache
cannot	stomach	jealous	cold
other plans	body	would	backache
mad	appointment	head,	tomorrow
disgusted	doctor	face	soon
disappointed	receptionist	eyes	nose
depressed	time	stress	today
nervous	date	"body language"	yesterday
hate	days of the week	ears	

## Appendix K

### Grammar, Pronunciation and Vocabulary Focus for Workshop Four

Facilitator should pay special attention to the following grammatical structures, pronunciation and vocabulary and review those that seem to be providing students with difficulty:

Grammatical Focus:

Use comparatives: better, worse:

Pizza is *better* than pasta.

Gum is *worse* than candy for teeth

“How much” questions: How much is this? (article of clothing)

Practice - Adverbs - always, usually, seldom, often, never, sometimes

I always read food prices.

I usually read expiration dates.

I never buy food with expired dates.

Pronunciation:

Use appropriate rhythm and stress in phrases and simple sentences when expressing likes and dislikes:

Do you like . . . ? Yes, I do. I like . . . a lot.

No, I don't. I can't stand . . . .

No, I don't like . . . very much.

What kind of . . . do you like?

What do you think of . . . ?

What's/ Who's your favorite . . . ?

Initial consonant blend-sn-sneakers, sk- skirt

Short vowel -a- hat, pants

Digraph - sh- shirt / shoes

Initial consonant blend - p, b, s, h, t

Initial consonants - f, l, p, v, n, c, s, t

Medial digraph - sh / cashier

Medial blend - nutrition

Long vowel (ue) value

Vowels- a\_\_\_e / sales, date, labels

Vocabulary:

compare	Yes, however . . .	wish	shorts
like/ dislike	shirt	desire	shoes
agree/ disagree	hat	opinion	sneakers
accept/ reject	tie	fact	sandals
yes/ know	belt	happy/ sad	socks
however	dress	nervous	food
feel	Skirt	boring	labels
understand	t-shirt	interesting	price
empathize	Pants	exciting	value
know	Jeans	entertaining	expiration date
tired	Nutrition	worst	On the other hand
good	Cashier	invitation	
best	Store	wore	I see your point . .
better	Tags	bad	sales person

**Appendix L****Individual Interest Survey****NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Directions: In pairs, take turns interviewing each other using the following survey.

After each student responds orally, write your answers down on a separate sheet of paper.

1. Do you like music?
2. What is your favorite type of music?
3. Do you like sports?
4. Have you ever played a sport on an organized team?
5. Which sport do you care for the least?
6. Do you enjoy cooking?
7. If so, which type of food do you most enjoy cooking?
8. Do you enjoy dining out?
9. What is your favorite type of meal?
10. Do you prefer spending your time with friends or by yourself?
11. Do you enjoy going shopping?
12. What types of items do you prefer buying?
13. Do you prefer hot or cold weather?
14. If you could choose to live anywhere in this country, what state would you pick and why?
15. How do you feel about snow?
16. What is your favorite past time?
17. Do you have any other hobbies?
18. Do you like spending time with children?
19. Do you like spending time with the elderly?
20. Do you consider yourself a family-oriented person?
21. Do you like to read?
22. Do you enjoy watching TV?
23. Do you prefer reading the newspaper or magazines?
24. Do you like to exercise?

25. What is your favorite type of exercise?
26. How do you feel about sunsets?
27. Do you like to discuss politics?
28. How do you feel about rude people?
29. Do you prefer to travel long distances by train, plane or automobile?

**Appendix M****Tourist brochure rubric**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>10 points</b>	<b>8 points</b>	<b>6 points</b>	<b>4 points</b>
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 sections of brochure are free of writing errors.	No more than 1 spelling and/or writing errors are present.	No more than 3 spelling and/or writing errors are present.	More than 3 spelling and/or 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.

## Appendix N

### 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 3<sup>rd</sup>, 2009 from <http://iteslj.org/questions/education.html>

## Appendix O

### 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 3<sup>rd</sup>, 2009 from <http://iteslj.org/questions/education.html>

## Appendix P



## RESERVING A HOTEL ROOM

A: Welcome to the Hihat 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 Q

### 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 3<sup>rd</sup>, 2009 from <http://iteslj.org/questions/travel.html>

**Appendix R****Discussion Questions about Money**

Do you like to save money or to spend money?

Do you like to pay your bills when you receive them, or do you like to wait for a few weeks before you pay them?

Which do you prefer: cash, check, or credit card? Why? Which is the most commonly used form of money in your native country?

Do you prefer quantity or quality?

If you travel to another country, what do you do about money?

Do you like the cash and coins in your native country better than the cash and coins in America? Why?

How often do you go to the bank? Do you use an ATM machine? Do you use the drive-through? Do you use online banking?

In your native country, do people use banks?

Before there were banks, how did people save and store their money? Was it safe?

Do you like to go shopping? What do you like to buy?

What do you like to spend your money on? What do you not like to spend your money on?

Do you send money to your native country? How do you do it? Is it easy?

Do you think it's better to be poor and happy or rich and unhappy? Why?

In your native country, are there any famous stories about money?

If you had \$100 million dollars, would you still go to work? What would you do with your time if you didn't have to work?

How do you pay your bills in America? How do you pay bills in your native country?

Have you ever lost money? How did you lose it? How did you feel?

Do you think some things are overpriced? Why?

Do you like shopping at sales? Do you use coupons? How do you save money?

Retrieved on August 4<sup>th</sup>, 2009 from

[http://www.eastideliteracy.org/tutorsupport/documents/TalkTime/TT\\_Wk1\\_spring\\_07.pdf](http://www.eastideliteracy.org/tutorsupport/documents/TalkTime/TT_Wk1_spring_07.pdf)

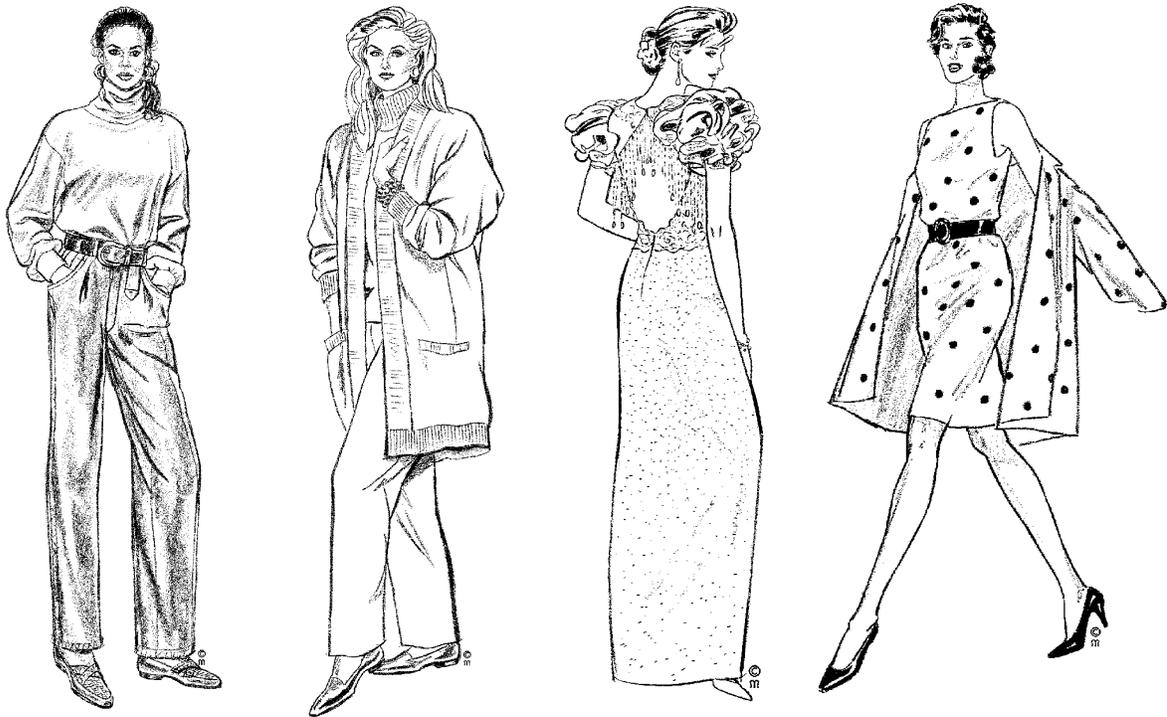
## Appendix S

### Pictures for Activity “Who’s wearing what?”

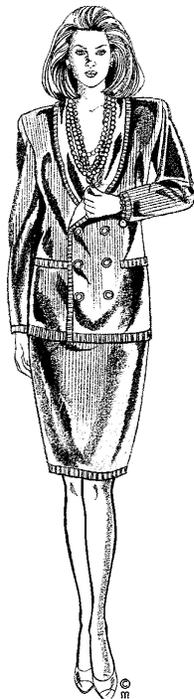
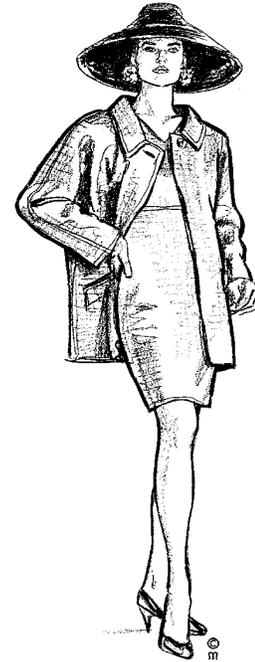
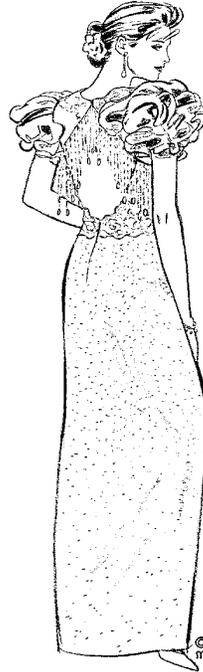
Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



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

## Appendix T

### 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 condition - why waste money on a new one?</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 always makes you help him.</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><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 for the printer.</p>	
<p><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><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><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><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> 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> You want to go with your brother's family wherever they go - and take your wife as well.</p>
<p><i>The neighbor</i> You don't want them to go away, because they always ask you to look after their house, and you hate it.</p>	

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<http://www.englishlearner.com/teachers/speaking.html>

**Appendix U****Language lab log**

Student's name: \_\_\_\_\_ Course: \_\_\_\_\_

<b>Week</b>	<b># hours</b>	<b>Content covered this time</b>	<b>Student's signature</b>	<b>University official's signature</b>
One				
Two				
Three				
Four				
Five				
Six				
Seven				
Eight				
<b>Total</b>				