TALKING UP A STORM

ACTIVITIES FOR ENGLISH CONVERSATION GROUPS
“My idea of good company is the company of clever, well-informed people who have a great deal of conversation; that is what I call good company.”

— Jane Austen, *Persuasion*

This mini-course was designed collaboratively by a team of tutors, trainers, and staff from Literacy New Jersey, LV-Pascack Valley, Project Literacy of Bergen County, LV-Morris, LVA Essex-Passaic, and LV-Salem Cumberland. We are grateful to Jackie Simon, Rose Chithran, Bevin Tierney, and Jill Wright for creating the lessons and to Laura Stanton, Gail Roffe, Tom Conlon, Brittany Blue, and Charlotte Fahey for designing the training session for tutors. A special thanks to Jackie Simon and Rose Chithran for helping the Literacy NJ staff with editing and revising. We would also like to thank the Metuchen Thursday evening ESOL Conversation Group for trying out our lessons as we edited them and letting us know which activities were the most interesting or fun.

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INTRODUCTION

We created *Talking up a Storm* to help programs establish ESOL Conversation Groups. The lessons were written by experienced Conversation Group leaders in order to help tutors who are new to leading conversation groups get started. We also hope that some of the lessons or activities can be useful to experienced group leaders who are looking for new ideas.

Course Design

This curriculum consists of eight, two-hour lessons. The lessons are designed for Intermediate and Advanced ESOL students. Please keep in mind that there is more material in each lesson than can be used in one two-hour session.

Lesson Structure

Each lesson includes:

- Objectives
- Materials & Preparation Needed
- Warm Up
- Combination of Whole Group/Small Group/Pair Activities
- Optional activities for Beginners and/or Advanced Students
- Conclusion/Activities to Practice at Home
- Resources
- Handouts

Icons

These icons appear throughout the script:

- Flip chart
- Handout

This little drawing appears throughout the lessons to give you advice, encouragement, & background information.
Additional Activities & Evaluations
Following the eight lessons is a section called Additional Activities with ideas for future lessons or “fillers”. We’ve also included a set of debriefing questions to help you and your team evaluate each session and a student evaluation for use at the end of the eight weeks.

Tips for Facilitating Learning
Most adults learned in teacher-centered classrooms: teachers talked, students listened, except when called on to ask or answer questions about what the teacher had said. As a tutor leading a group of adult students, the tutor becomes a facilitator of learning. These tips may be helpful if you are new to leading a class for adults:

Create a Comfortable Environment
Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

Get Students to Do the Talking
The point of each lesson is to offer students opportunities to speak and listen to English while discussing topics relevant to their lives and interesting to them. Ask yourself during each lesson, who is doing the talking? The goal for a conversation group is for the students to do at least 80% of the talking.

I tried the first unit on Introductions and it really worked well! The students kept talking and it was so difficult to get their attention that I actually had to flip the light switches. When I asked if this was done in their elementary schools, one adult student from Ghana said, "Only when there was electricity".
Listen
One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. Often the facilitator's comments repeat, sum up, or respond directly to what others have said.

Be Flexible
Tutors will find that there is much more material in each lesson than can be used in one conversation group session. This is to allow the tutors to choose activities that are on the right level for the students and that pique their interest. Facilitators must plan, but they must also be willing to discard those plans in response to the situation. Often the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. The facilitator needs to be able to evaluate the group's needs and determine how to respond to it.

Use Your Resources
Each conversation group is as different as the people who make it up. A good facilitator needs an overall program and goals but may also adapt it to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants may suggest resources.

Keep Your Sense of Humor
As in most human endeavors, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at one's self, and to share the laughter of others enhances the experience for everyone.
How Do You Do?

Getting to Know Each Other

Objectives

Students will:

- understand what a conversation group is (compared to an ESL class)
- feel comfortable practicing new English speaking skills without fear of judgment
- be able ask and answer common questions when meeting a new person
- learn some conversations tools
- learn idiomatic expressions related to conversations

Materials & Preparation

Whiteboard/blackboard or flip chart and markers
Name tags or tent cards
Pennies or Bingo Chips
Timer
Fishbowl or envelope
Copy handouts
Cut the Conversation Cards and the Group Conversation Questions handouts into cards/question strips.
Arrange seats in a circle or around a table
Welcome

Explain that the goal of the conversation class is to allow students have a forum to practice their English speaking skills.

“My role as tutor/teacher in this class is to be a facilitator and to make sure that everyone participates in the conversation. Let’s be clear on the meaning of the word conversation.

How would you define a conversation?”

Possible responses:
Two or more people talking
Unplanned, spontaneous, unrehearsed
Imperfect—even for native speakers
Exchange of ideas, opinions, information
Equal participation

“It is very important that the tutor involves the class early on. Let them help answer questions and define words. If you set the precedent early that you expect the students to speak, it will take the focus off of you as the tutor and establish you as the facilitator. The goal is for the discussion to flow from the group, not just the tutor.

“When and where do you need to have conversations in English? Are English conversations difficult? Why?”

Conversation Groups Lesson 1: Introductions
This class is designed to help you improve your conversational English skills. How do you think this class might be different from a regular English class?"

Possible responses:
Students speak more than the teacher
Less focus on perfect grammar and pronunciation and more focus on practice
Variety of topics could be presented
No one right answer

**ESTABLISH GROUND RULES**

“Since we are a new group, I want to make sure everyone understands the ‘rules’ of our group. Imagine playing a game of baseball or a board game without knowing the rules. I hope the rules will give us some guidelines so we can work better together.”

Give an example of a time where one person did all of the talking in a class and shy people were afraid to interrupt, etc.

“If our number one goal is to practice speaking English in this class, what should some of our group rules be?”

Group should try to generate list of rules together. (If this is too difficult provide a list.)

Possible responses:
Everyone must participate
Everyone must listen to the others (no “side conversations”)
There are no right or wrong answers or opinions
English only
Don’t try to be perfect
Feedback/corrections will be given immediately OR given occasionally
Have fun!
**INTRODUCTIONS**

“One thing that I know about teaching any type of class of adults is that they want to know: ‘who else is in the room?’

What do you want to know about each other? How do you start a conversation with a new person? What are some questions asked when two people meet each other for **the first time**?”

Solicit ideas from the group and write the answers on the board.

**Possible responses:**

- What is your name?  
  - How’s it going?
- Where are you from?  
  - How are you today?
- Where do you live?  
  - How are you feeling?
- How are you?  
  - Have you been here before?
- How have you been?  
  - What kind of work do you do?
- What languages do you speak?
Tutor may need to make two lists of questions appropriate for introductions and questions appropriate later in a conversation. You may want to categorize questions and answers into casual vs. formal conversation. Reinforce the point that you don’t know the answers to these questions ahead of time (they are unplanned, spontaneous).

“To get us started let’s find out who is here. But, instead of going around the room and just saying our name and where we are from, let’s make it a conversation. Please use some of these questions on the board to go around the room and take turns asking each other questions.”

Optional Variation for Beginners

Hand out a list of pre-written introductory questions. Tutor should review questions and possible responses with the group. Then have pairs practice.

Group Activity - Conversation Tools

“There are some key elements and skills you might need to use in conversation. You need to listen. You need to learn to express that you understand or don’t understand. You may want to express an opinion by agreeing or disagreeing. You may need to interrupt. Here is a list of some of those key components.”

Review together. Students should read handout aloud. Check for pronunciation, proper word stress/tone, and comprehension.
Pair/Small Group Activity

Divide the group into pairs or triads. Distribute a set of 10-15 conversation cards, face down. Students take turns, flipping a card over and speaking on the topic for one minute. When the student has finished, the other members of the group ask questions. Repeat the process until all of the cards have been turned over. Prompt students to use questions from the Conversation Tools handout.

Model this activity with the group. See if the students need help formulating follow-up questions.

Optional Variation for Beginners

For many groups, these will be too many conversation tools to learn at one time. Choose a few to focus on depending on the level of your students.

Optional Expansion Activity for Advanced Students

More advanced students can practice asking specific types of follow-up questions. The handout can be used to prompt them if they aren’t ready to do this independently.

- When (time)
- Where (place)
- Who (person)
- How (manner)
- What (object, idea, action)
- Which (a choice)
IDIOMS

“Here are some idiomatic expressions that you may have heard. Before we look at them, let’s make sure everyone knows what an idiom is. What is an idiom?”

Give an example. You may want to bring in a prop to demonstrate. For example say, “let’s get cooking!” and hold up a spatula or “keep your eye on the ball” and put a ball on your eye.

An idiom is a group of words that are often used together. The meaning of these words together is different from the meaning of the words separately.

“People use idioms in conversation all of the time. Here are a few related to speaking and conversation.”

Group Activity: Let’s Talk About Learning English

“Learning English is one area of common ground that we all have.”

Prompt students to try to use some conversation skills or idiomatic expressions that were just discussed. The following questions could be discussed in a round-table format or small group. Questions could be prepared in advance and drawn out of fishbowl or envelope. Students select a card and read the question to the group.
Game Variation: To encourage participation, tutor can place a pile of pennies (or other markers) in center of table. Each time a student speaks or contributes, they should take a penny from the pile. Mid-way through the discussion, ask students to count their pennies. It is a good way for students to be aware that everyone is participating.

CONCLUSION

“So today we spent some time introducing ourselves and getting to know each other.

Great job. Wonderful participation & listening. I especially liked how everyone tried to use complete sentences.”

Praise behaviors that you wish to reinforce.

“There is no homework in this class. However, I would like for you to practice English during the week:

Speak English for at least 30 minutes.

Listen to English for at least 30 minutes. (Watch TV/listen to the radio, etc.)

Listen for phrases, conversations, situations, or idioms that you don’t understand. Please feel free to bring those back to our group so that we can discuss them.

Next week we are going to discuss....”
INTRODUCTIONS

Work with a partner. Take turns asking each other the following questions:

What is your name?

How do you spell that?

Can you repeat that? How do I pronounce your name?

Where are you from?

What language do you speak?

Where do you live?

How are you today?

Is this your first English class?
### Conversation Tools

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sample Responses</th>
</tr>
</thead>
</table>
| Introduce Yourself           | Hi. I’m…what’s your name?  
                              | Hello. My name is… |
| Respond                       | Hi. I’m…  
                              | Nice to meet you. My name is…  
                              | It is a pleasure meeting you. |
| Ask a simple question         | How’s it going?  
                              | What’s new?  
                              | Isn’t it a beautiful fall day?  
                              | Did you see the news? Did you hear about…? |
| Respond. Show interest. Follow up. | Really?  
                              | Mmm-hmm…what about you?  
                              | Interesting. I never knew that.  
                              | *Listen…nod your head, make eye contact (more on this in a future session)* |
| Give an Opinion               | In my opinion  
                              | I’d like to suggest  
                              | If I were you, I would…  
                              | I believe that |

Adapted from Rooks, G. (1994). Let’s Start Talking. Heinle ELT.
# CONVERSATION TOOLS

| Agree          | Great idea.  
|               | I agree.    
|               | That’s a good point.  
|               | I think so too.  |
| Disagree      | I’m not so sure.  
|               | I don’t think so.  
|               | I disagree.    
|               | I understand how you feel, but I see it differently.  |
| Ask for clarification or more information | Why? Why not?  
|               | Could you repeat that?  
|               | Excuse me, could you explain more?  
|               | I’m sorry. I don’t understand.  
|               | What’s your reason for saying that?  
|               | What do you mean?  
|               | Why do you think that?  |
| Interrupt     | May I say something?  
|               | Sorry to interrupt you, but…  
|               | I’d like to cut-in and say…  |
| Close/End politely | Well, I’ve got to go.  
|               | I enjoyed meeting you/speaking with you.  
|               | I’m glad we had a chance to discuss that.  
|               | Will you excuse me? I need to leave now.  
|               | Take it easy. Take care.  
|               | Bye. Talk to you later.  |

**CONVERSATION CARDS**

Cut out cards. Lay cards face down on the table. One person chooses a card and must speak about the topic for 1 minute. When the time is up, group members should ask the speaker 1-2 questions each. The next person should choose a different card and repeat the process.

<table>
<thead>
<tr>
<th>Your family</th>
<th>Your job</th>
<th>A skill you have</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you like to do for fun</td>
<td>Your favorite food</td>
<td>Your country</td>
</tr>
<tr>
<td>Your favorite place to visit</td>
<td>What were you like as a child?</td>
<td>Pets</td>
</tr>
<tr>
<td>Your favorite holiday</td>
<td>Sports</td>
<td>Music</td>
</tr>
<tr>
<td>Favorite season</td>
<td>Movies</td>
<td>Favorite gift</td>
</tr>
</tbody>
</table>
ASKING QUESTIONS

What asks about things.  
What teams do you like?

Who asks about people. 
Who lives in your house?

When asks about time.  
When did you visit your favorite place?

Where asks about a place.  
Where did you live as a child?

Why asks about a reason. 
Why is that your favorite holiday?

Which asks about a choice. 
Which do you like better, movies or TV?

How asks for more information. 
How do you get to your job?
# Idioms

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring Up</td>
<td>To introduce a new idea, to mention</td>
</tr>
<tr>
<td></td>
<td><em>I hate to bring this up, but we really need to start on time.</em></td>
</tr>
<tr>
<td>Speak Up/Speak your mind</td>
<td>To share your opinion with others</td>
</tr>
<tr>
<td></td>
<td><em>If you don’t speak up, they won’t know that you are an expert on that topic.</em></td>
</tr>
<tr>
<td>Go into</td>
<td>To examine a topic in detail</td>
</tr>
<tr>
<td></td>
<td><em>Let’s get into the topic of food. I really want to hear about your favorite foods.</em></td>
</tr>
<tr>
<td></td>
<td><em>Don’t go into so much description. We only want to know if we should go see the movie.</em></td>
</tr>
<tr>
<td>Get a word In edgewise</td>
<td>To speak</td>
</tr>
<tr>
<td></td>
<td><em>I couldn’t get a word in edgewise. John just wouldn’t stop talking about his date.</em></td>
</tr>
</tbody>
</table>
### Idioms

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut off, Cut In</td>
<td>To interrupt</td>
<td><em>I don’t mean to cut you off, but I need to leave immediately. I’m late.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>I’d like to cut in; I have a different idea.</em></td>
</tr>
<tr>
<td>Off the top of my head</td>
<td>To remember instantly</td>
<td><em>Off the top of my head, I couldn’t remember the funny joke.</em></td>
</tr>
<tr>
<td>Common Ground</td>
<td>To have a shared interest or opinion</td>
<td><em>The students found common ground in their desire to improve their English.</em></td>
</tr>
<tr>
<td>Give it a shot</td>
<td>To try</td>
<td><em>Sara was nervous to speak. Her teacher said, “Give it a shot. It doesn’t have to be perfect.”</em></td>
</tr>
<tr>
<td>Break the ice</td>
<td>To start a conversation with a new person or to get started</td>
<td><em>The funny game was a great way to break the ice with the new team.</em></td>
</tr>
</tbody>
</table>
GROUP CONVERSATION QUESTIONS

Do you think learning English is easy? Why?
   Who agrees?
   Who disagrees?

Which is more challenging: listening to English or speaking English?

Is English more difficult to learn than other languages? Why?

If I wanted to learn your native language, what advice would you give me?
Does anyone want to add to that?

In which situations or places do you find it most frustrating to communicate?

Is it important to speak up when learning English? Do you try to speak up?

Do you feel comfortable cutting in when people in a group are speaking? Why or why not?

What do you do to break the ice when you first meet someone?

When might you need to cut someone off?

What topics would you enjoy getting into with this conversation group?

In your culture is it appropriate to bring up a different opinion?

Off the top of your head can you think of a funny incident you had while practicing English?
WITH OPEN ARMS

CONVERSATIONS ABOUT BODY LANGUAGE

Objectives
Students will:
- understand the importance of handshakes in American culture.
- give handshakes to each other.
- read a passage about body language.
- learn new vocabulary associated with the reading.
- understand that the same gesture may have different meanings in different countries.
- share information about gestures in their native countries.
- describe their experiences with American gestures.

Materials & Preparation
Whiteboard/blackboard or flip chart and markers
Name tags or tent cards
Computer and internet, or download video clips:
  YouTube: How to Give a Handshake in Business, Rachel Wagner
  YouTube: Top 10 Bad Business Handshakes, BusinessGov.au
Copy handouts
Cut Handout 3, Our Body’s Language
Arrange seats in a circle or around a table
Welcome
Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. (Follow up on any other "Practice at Home" activities assigned last week.)

Warm-Up
Greet each student with a handshake, making eye contact, and using an accompanying oral greeting and each student’s name.

“There are many different ways of greeting people. What are some ways that you greet people in your native culture?”

Have all students share information about greetings in their native cultures.

"What have you observed about the way people greet each other in the United States?"

Possible responses:
shaking hands   patting on the back
smiling         nodding the head
hugging         fist bump
kissing         high-five

You may want to list the responses in two columns: casual and formal greetings.

"Different greetings are appropriate in different situations. When do you think it’s appropriate to hug or kiss someone?"
**HANDSHAKES**

"One of the most important greetings in the U.S. is the handshake. It is often used the first time we meet someone, and in business and community situations. How do we give a handshake?"

Have students share information about what they think is important when giving a handshake.

Possible responses:

- eye contact
- pumping hand 2-3 times
- using the other person’s name
- firm handshake (not limp or too strong & using one hand)

Let’s watch a short video of two people giving a handshake.

If you’re not able to show the video, substitute a live demonstration.

Search YouTube for "Rachel Wagner how to give a handshake in business"

**Pair Activity - Giving Handshakes**

“What do you think of the video? Do you have any questions? Let's practice giving handshakes.”

Ask students to get in pairs to practice giving handshakes to each other using criteria on board…speaking, good eye contact) or ask students to move around the room and shake hands with everyone in the room.

**Additional Activity - Top Ten Bad Business Handshakes**

Just for fun, you also might want to show this video of the worst handshakes. Search YouTube for “Top 10 Bad Business Handshakes” by BusinessGov.au.
“Besides shaking hands, what are some other ways that we use our hands and bodies when we are talking to others?”

Possible responses:
- smiling
- waving
- nodding
- pointing

Model the words. Ask students to repeat unfamiliar or incorrectly pronounced words.

Show the class a copy of the reading “Body Language”, Handout 2.

“In a few minutes, we are going to read these short paragraphs. Before we read, let’s look at some words in the reading.”

Write words and responses on the board. Say the words and ask students to repeat them.

“Would anyone like to explain what....

...‘gestures’ means?”

Possible responses: head, arm, hand, leg movements that show meaning

...‘body language’ means?”

Possible responses: communication through body movements

...‘communication’ means?”

Possible responses: words and actions sent from one person to another

...‘facial expressions’ mean?”

Possible responses: feelings shown on a person’s face e.g., smile, frown

...‘eye contact’ means?”

Possible responses: directly looking at someone’s eyes
...‘frown’ means?”

Possible responses: wrinkled forehead, sign of worry or unhappiness

**Pair Activity— Vocabulary**

**Handout 1 - Body Language Vocabulary**

Read vocabulary words and definitions on the handout. After each vocabulary word, ask for a volunteer to physically demonstrate the word.

Have students get into pairs to complete the matching exercise.

Bring the group back together and have students volunteer answers.

**Group Activity— Reading**

**Handout 2 - Body Language**

Read handout aloud (or have a student volunteer read it aloud). Discuss the passage. More advanced students can read the text independently. Ask students to silently read it. Ask if there are any questions. After either method of reading is completed, the reading should be discussed as a group.

**Pair Activity— Role Playing**

**Handout 3- Our Body’s Language**

Pair students and designate one student as “A” and one student as “B” in each pair.

Read the directions to the students. Ask if there are any questions. Demonstrate with another tutor how this activity works.
Students complete the exercise, each taking a turn demonstrating gestures and guessing what gestures mean.

Bring the group back together to share her/his partner’s responses.

**GESTURES IN THE UNITED STATES**

**Small Group Activity— U.S. Gestures**

“Let’s take a look at some common gestures that you might see in the U.S.” Have students get into small groups to look over the handout and discuss the gestures listed with each other.

Bring the group back together to discuss. Review and practice some of the gestures together. See if students know the names for fingers in English, e.g. pinky, ring, little.

**Group Activity- Experience with American Gestures**

Ask students to share their experiences with American body language / gestures with the group. Have they noticed American body language / gestures? Are they different from gestures in native countries? Have their feelings been hurt by any American gestures? Are there American gestures that they like?
GESTURES IN NATIVE COUNTRIES

Pair Activity/Group Activity

Pair students. Ask students to share gestures that are common in their native countries with their partners. Tell the students that they will be asked to share information about a common gesture in their partner’s native country.

Bring the group back together. Each person will tell about at least one gesture that is common in her partner’s native country.

CONCLUSION

Ask if anyone has any questions.

Practice at Home

Speak English for at least 30 minutes.

Listen to English for at least 30 minutes. (Watch TV/listen to radio, etc.)

Spend a few minutes in a public place (school, café, mall). Observe people’s body language. Tell us about it next week.

Next week, we are going to discuss...
RESOURCES

Books:


Websites:


Video:

“Top 10 Bad Business Handshakes.” https://www.youtube.com/watch?v=exULCqQsDA
**BODY LANGUAGE VOCABULARY**

body language: use of the body to send messages

communication: information sent from one person to another through words or actions

eye contact: looking directly at someone’s eyes

facial expressions: feelings shown on a person’s face, such as a smile or frown

frown: wrinkled forehead; sign of worry or unhappiness

gestures: head, hand, arm and leg movements that show meaning to others

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Match the words with the definition.

____1. gestures  a. sign of worry
____2. communication  b. looking at someone’s eyes
____3. frown  c. communication through body movements
____4. facial expressions  d. feelings shown on a person’s face
____5. body language  e. words and actions from one person to another
____6. eye contact  f. head, hand, arm, and leg movements that show meaning
BODY LANGUAGE

Did you know that we communicate through speaking and body language? People often think of speaking as the main form of communication. But we communicate more through body language than through speaking. Every day, we use gestures, eye contact, and facial expressions to send messages to others.

Gestures are movements of our heads and bodies that communicate meaning to others. Facial expressions, such as smiling and frowning, tell another person how we feel without using words. Gestures and facial expressions are often used without thinking about them.

Another important part of communication is eye contact. Some cultures see eye contact as respectful, while others see it as disrespectful.

Different cultures have different gestures, facial expressions, and amounts of eye contact. Sometimes, the meaning of a gesture, expression, or eye contact in one country can mean something very different in another culture.

http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?noframes;read=917
One student will be A and one will be B. A will first act out the gestures on her sheet while B guesses what she means. Then B will act out the gestures on her sheet while A guesses what she means.

**Our Body’s Language—A**

Make a gesture to your partner with your hands.

Have your partner tell you what you meant.
Is she or he correct?
If not, tell him or her what you meant.

Use your face and eyes to show you are unhappy.

Have your partner tell you what you meant.
Is she or he correct?
If not, tell him or her what you meant.

Use your body to show that you are friendly.

Have your partner tell you what you meant.
Is she or he correct?
If not, tell him or her what you meant.

**Our Body’s Language—B**

Make a gesture to your partner with your hands.

Have your partner tell you what you meant.
Is she or he correct?
If not, tell him or her what you meant.

Use your face and eyes to show that you are angry.

Have your partner tell you what you meant.
Is she or he correct?
If not, tell him or her what you meant.

Use your body to show that you want to be alone.

Have your partner tell you what you meant.
Is she or he correct?
If not, tell him or her what you meant.
Do you use these gestures? How do you feel about these gestures?

- **Smiling**
  This is usually seen as a gesture of friendliness or happiness. However, in some cultures, a smile may be a sign of embarrassment or a lack of seriousness.

- **Eye Contact**
  In the U.S., eye contact while speaking to someone is expected and considered respectful. However, other cultures think that eye contact is disrespectful.

- **Pointing**
  While pointing with an index finger is often used in the U.S. to show something to someone, it is considered rude in many cultures. Instead, it is better to show something with the entire open hand, not just the index finger.

- **Thumbs up or thumbs down**
  In the U.S., a raised or lowered thumb is used to show approval or disapproval. However, in some countries, a thumbs up sign is considered offensive.

- **Using an index finger to ask someone to come**
  Although this is a way of asking someone to come in the United States, it is insulting in other cultures.

- **“V” sign**
  In the U.S., making a “V” with your index and middle fingers means “peace.” In other countries, if you make the “V” sign with your palm toward the other person, it means victory. However, if your palm faces you, the “V” sign may be considered obscene in some countries.

- **“O.K.” sign**
  In the U.S., making a circle with your thumb and index finger means that everything is okay. However, in other countries, this sign may be considered obscene.

- **Nodding head up and down**
  In many countries, nodding the head up and down means “yes” or agreement. However, in other countries, nodding up and down can mean no.

- **Pass something with one hand or with the left hand.**
  In some countries, the only way to pass something politely is with both hands. Some cultures also disapprove of passing with the left hand, which is considered dirty.
**Let’s Dig In!**

**Conversations about Food**

**Objectives:**

Students will:

- share information about food traditions in their native cultures.
- learn about their classmates’ likes and dislikes.
- be able to list ways of eating healthy.
- describe their favorite food and how it is made.
- be able to ask and answer questions about the most unusual foods they and their classmates have eaten.
- be able to talk about their food experiences in the United States.
- read and answer questions about food.
- be able to recommend and describe restaurants to their classmates.

**Materials & Preparation:**

- Whiteboard/blackboard or flip chart and markers
- Name tags or tent cards
- Index cards or pieces of paper
- Copy handouts
- Cut Handout 4, Food Conversation Questions
- Arrange seats in a circle or around a table
Welcome
Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. Follow up on any other “Practice at Home” activities assigned last week.

Warm-up
“Today we’re going to be talking about food. Food is an important part of many cultures and traditions. For example, in the United States, we often give and eat chocolate on Valentine’s Day, eat hamburgers and hot dogs at summer barbecues, and eat turkey on Thanksgiving. What are some ways that food is important in your culture’s traditions?”

Have students share information about food traditions in their native cultures.

Group Activity - Find Someone Who

“Although we may have different likes and dislikes, food is important in all of our lives. Let’s spend a few minutes finding out a little more about our classmates’ preferences.”

Distribute Handout #1: “Find Someone Who.

Read the directions and categories to students and ask if they have any questions. Discuss vocabulary they might not know (e.g. diner, spicy). Tell students they have 10 minutes for the activity.

Students will walk around the room, interviewing their classmates and completing the “Find Someone Who” handout.
After students have completed interviewing their classmates, come together as a whole group for a quick recap, offering students the opportunity to share any interesting or fun information.

"Find Someone Who" is an activity that can be adapted for any theme and is usually a good way to get the group energized and talking.

**HEALTHY EATING**

"Today, there is a lot of concern for eating healthy. Many diseases are related to a person’s diet and many people think that eating nutritious food is an important part of taking good care of yourself."

**Pair Activity - 5 Ways to Eat Healthy**

Have the students work in pairs. Ask each pair to come up with a list of at least five ways to eat healthy. Students will be asked to share their list with the class.

Bring the group back together. Each person tells the group about ways to eat healthy. Although one person may read the list, both people in each pair group should be encouraged to speak. List the suggestions on the white board.

**Group Discussion- Pros and Cons of Healthy Eating**

Write on the board, "Do you think it’s better to eat healthy and live a long life or eat anything you want and live a shorter life?"

Have all students give their opinion.
OUR FAVORITE FOODS

Have students work in pairs. Ask students to tell their partners about their favorite food, why it’s their favorite, and how it’s made.

Bring the group back together. Each person tells the group about her/his partner’s favorite food.

FOOD IN NATIVE COUNTRIES

Have students work in pairs. Ask students to tell their partners about food in their native countries, including common breakfast, lunch, and dinner food.

Bring the group back together. Each person tells the group about food in her/his native country. Tutor should encourage students to ask questions of each other.

Remember that students should be doing a minimum of 80% of the talking.

UNUSUAL FOODS

Distribute index cards or pieces of paper to students. Ask each student to write the most unusual food that she/he has eaten on the card. Collect the completed cards, fold them, and redistribute the cards or place them in a bowl/envelope.

Each student will now choose a card. Have students walk around the room and question other students in the group to find out whose card they have.

When everyone has found the writer of the card they are holding, the class comes together. Each student should share information about the unusual food he/she has eaten. Students should be encouraged to ask questions and offer more details on their unusual experience.
Optional Variation for Beginners

Beginners may need to practice formulating the questions and answers before doing the activity. For example, you may want to write on the board and practice:

“Have you ever...”/“Yes, I have” or, “No, I haven’t.”
“Did you ever...”/“Yes, I did” or “No, I didn’t.”

FOOD EXPERIENCES IN THE U.S.

Handout 2 - Food Experiences

Distribute Handout #2. Read the questions to the students. Ask if they have any questions. Have the students work in pairs. Tell them they have 10 minutes for the activity.

The class reassembles and each person tells the group about food experiences in the U.S.

Encourage students to ask questions of each other and encourage speakers to provide more details about their experiences, while keeping tutor speaking to a minimum.

FOOD CONVERSATION QUESTIONS

Handout 3 - Food Conversation Questions

Fold questions and place them in a fish bowl/envelope.

Each student chooses a question. Students take turns reading and answering questions.
RESTAURANT RECOMMENDATIONS
Ask students to recommend a restaurant to their fellow classmates. Each student should name the restaurant, give the location, and describe the food that is served there. Some students can recommend particular dishes. The restaurant can be one serving food from students' native countries or restaurants in the U.S. serving any type of food that students enjoy.

A paper can also be passed around for each student to write the name and location of the recommended restaurant. The tutor can make copies of the list and distribute to students the following week.

CONCLUSION
Ask if anyone has any questions.

Practice at Home
Practice speaking English for at least 30 minutes.

Listen to English for at least 30 minutes. (Watch TV, listen to the radio, etc.)

Try a new food this week and tell us about it next week.

Next week, we are going to discuss...
RESOURCES

Books:

Websites:
**FIND SOMEONE WHO**

Walk around the room and find someone in the group who fits each of the categories below. Please record the name of the person who fits the category on the line following it. You can use the name of the same person twice, but not more than that. You can list the names of up to two people for each category.

- likes pizza

- has eaten a bug or an insect

- eats breakfast every morning

- has been to a diner in New Jersey

- is a good cook

- likes spicy food

- likes coffee more than tea
FOOD EXPERIENCES

Ask your partner:

What kinds of new foods have you tried in the U.S.?

Do you like to try food from other countries or do you prefer to eat food from your native country?

What are your experiences in grocery stores? In restaurants?

What is your favorite food? Can you tell me how to make it?
FOOD CONVERSATION QUESTIONS

Cut up questions to distribute to the group or put in a bowl for students to choose themselves. Students should take turns reading and answering questions.

What did you eat the last time you ate at a restaurant?

What is your favorite kind of food? Why?

Is it important for families to eat together? Explain.

Which food do you think is the most healthy? Why?

Is tipping a waiter important in your native country? Do you tip waiters in the U.S.?

Are you concerned about “eating healthy?” Do you eat a lot of fruits and vegetables?

Many people in the U.S. are trying to lose weight. Is this common in other countries?

Do you know anyone with an eating disorder?

Would you rather eat at home or in a restaurant?

Is it okay if someone skips breakfast?

Do you think soda, candy, and snacks should be sold in schools? Why or why not?

What is the most expensive meal that you have ever eaten?

How do you feel about the size of portions in American restaurants?

Do you feel it’s important to finish the food on your plate?

What is your favorite “junk” food?
SHOP ‘TIL YOU DROP

CONVERSATIONS ABOUT SHOPPING

Objectives

Students will:

- be able to discuss likes and dislikes about shopping.
- develop new vocabulary for types of stores and other shopping terms.
- learn idiomatic expressions related to shopping.
- learn grammar relevant to shopping.
- learn about and discuss common shopping scenarios (e.g. looking for an item, returning an item).

Materials & Preparation

- Whiteboard/black board or flip chart and markers
- Name tags or tent cards
- Fishbowl or envelope
- Copy handouts
- Cut Handout 3 into question strips
- Collect circulars or advertisements from major retailers (e.g. Macy’s, Target, Bed Bath & Beyond, Costco)
- Arrange seats in a circle or around a table
Welcome

Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. (Follow up on any other "Practice at Home" activities assigned last week.)

**Warm-Up**

“Today we are going to discuss shopping. There are many different reasons to shop. While the focus of today is shopping, we are not going to discuss food shopping.”

“As you take your turn to speak, you are welcome to answer with one word but I would encourage you to add more detail and to speak in full sentences.”

“What was the last thing you bought for yourself? Where did you buy it? Why did you buy it?”

**Pair Activity - Where We Shop**

Review questions as a whole group to clarify understanding and vocabulary. Then have the students form pairs to discuss the questions.

After pair work, elicit feedback/collect data to see which type of shopping was most
popular as a group.

**SHOPPING VOCABULARY & IDIOMS**

**Group Activity: Shopping Vocabulary**

Start a list of shopping words on the board. Ask students to add to the list by brainstorming words or phrases that they associate with shopping. Discuss meanings of words that confuse the group.

**Possible responses:**

<table>
<thead>
<tr>
<th>Browse</th>
<th>Return</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase/Buy</td>
<td>Receipt</td>
<td>Sale</td>
</tr>
<tr>
<td>Discount</td>
<td>Credit card</td>
<td>Coupon</td>
</tr>
<tr>
<td>Cash</td>
<td>Debit card</td>
<td>Exchange</td>
</tr>
<tr>
<td>Check</td>
<td>Sold Out</td>
<td>Store Credit</td>
</tr>
<tr>
<td>Bargain</td>
<td>Price Tag</td>
<td>Regular Price</td>
</tr>
</tbody>
</table>

**Optional Variation for Advanced Students**

Have students work in small groups/teams to brainstorm list of vocabulary associated with shopping. They will have 5 minutes to come up with a list. After the time is up, groups should count their words. Each word/phrase is worth one point. Ask students to read list to the entire group. Teams get an extra point for each word that is unique to their group. Have the winning team stand up and take a bow!
Group Discussion: Idioms

Handout 2 - Shopping Idioms

Explain that idioms are words or phrases that are not taken literally - sometimes they refer to an action (pick up, window shop) and sometimes they could describe a person (shopaholic).

Choose 2-3 of the idioms to discuss with the class (or use more for a more advanced group).

Group Activity: Let’s Talk More About Shopping

Handout 3 - Conversation Questions

Prompt students to try to use new vocabulary or idiomatic expressions that were just discussed. The questions can be discussed in a round-table format, small group or pairs. Students select a card and read the question to the group.

SHOPPING GRAMMAR

Below are three expansion activities you can use to help students improve their grammar while continuing to discuss shopping. Choose the activity or activities that will be helpful for your group.

Using Adjectives

Practice using different types of adjectives to describe nouns related to shopping. Give an example, such as: "That is an ugly striped tie." Write this on the board and ask for other adjectives that could express an opinion about the tie. Some other examples to try:
Where did you get that leather bag?
Where did you get that _________ bag? (large, pretty, brown, etc.)
Have you seen that new coffee shop on the corner?
Have you seen that _______ coffee shop on the corner? (fancy, big, purple, etc.)

Very vs. Too
Discuss the difference between "very" and "too".

"Very" and "too" both come before adjectives to make the meaning stronger. "Too" implies a negative result.

Work together to make sentences using each, starting with the examples below.

The mall is very crowded. (The mall is crowded, but it’s not a problem.)
The mall is too crowded. (The mall is so crowded that it’s a problem.)

The package is very heavy. (It is difficult, but possible to carry the package.)
The package is too heavy. (It is impossible to carry the package.)

Handouts 4
Very or Too

If “very” and “too” are difficult for the students to distinguish between, use Handout 4 for extra practice. Students can work in pairs to discuss and complete the worksheet. Bring the group back together afterwards to discuss.
Adverbs of Frequency

Practice adverbs of frequency by discussing shopping habits. For example, "I always shop on Saturday" or "I usually go to the supermarket but I sometimes shop at the corner store".

Adverbs of frequency tell how often something is done. They are usually used with the simple present tense.

When something is done ___% of the time, ____ is used:

- 100%  always
- 90-99%  usually
- 75-90%  often
- 25-75%  sometimes
- 0%  never

Shopping Role Plays

Handout 5-5A
Shopping Role Plays

Buying and Returning Items

First ask for a student or tutor volunteer to demonstrate with you how the role play will work. Then have the students form pairs and practice the dialogues in Handout 5 and 5A. Use the demonstration to highlight and discuss any unfamiliar vocabulary.

"With a partner, practice this role play. Fill in any empty spaces. One person will be a customer who wants to purchase a computer and the second person..."
will be a sales person in a store.”

Once the students have had time to do the first dialogue, ask them to move on to the second part, Returning an Item.

Bring the group back together for a discussion about returning items to different types of stores. Ask students if they have ever returned an item to a food store (Shoprite), a discount clothing store (Marshall's) or a hardware store (Home Depot). What were their experiences? Do different types of stores have similar policies for accepting returns?

**OPTIONAL ACTIVITIES FOR BEGINNERS**

**Asking Politely**

If the dialogue above is too advanced, work instead on ways to ask questions politely in English. Write the sentences on the board.

Possible responses:

Can you help me.....?

Excuse me, ...............?

............., please?

I would like to....... 

**Picture dictionary**

Use a picture dictionary to review shopping vocabulary and discuss shopping. For example, the Oxford Picture Dictionary (2nd edition), p. 27-28 (Shopping/Same and Different) or p.131, the Mall.
OPTIONAL ACTIVITIES FOR ADVANCED STUDENTS

How to Be Smart Consumer

Have students work in pairs or small groups. Each group should take one circular or advertisement and one person should write the answers to the questions on Handout 6. Tell students that when they are finished they will share some of their answers with the whole group.

More Shopping Discussions

I need to buy a gift for a wedding (a baby, a teenage boy, my boss, a hostess). What should I buy? How much should I spend? Where should I go?
What gift advice would you give?

Do you agree with these statements?

The best things in life are free.
Money makes the world go around.

CONCLUSION

Ask if anyone has questions.

Practice at Home

Speak English for at least 30 minutes.
Listen to English for at least 30 minutes. (Watch TV/listen to the radio, etc.)

Next week, we will talk about...
RESOURCES

Book:


Websites:


WHERE WE SHOP

Discuss the following questions with a partner:

1. Do you like shopping?

2. How often do you usually shop?

3. Where do you shop?
   Check
   - Department store (Macy’s, Sears)
   - Supermarket (Shoprite, Stop & Shop)
   - Online, Computer (Amazon)
   - Discount Store (TJ Maxx, Marshalls)
   - Dollar Store
   - Major Retailer/Big Box Store (Walmart, Target, Best Buy)
   - Thrift Store
   - Small store/Boutique
   - Catalog
   - Yard sales, garage sales
   - Malls
   - Outlets
   - Other: ________________

4. What kinds of shopping do you like?
## Shopping Idioms

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up</td>
<td>to buy, to purchase</td>
<td>I just need to pick up some pencils for my son.</td>
</tr>
<tr>
<td>Shop around</td>
<td>to check further on prices, quality before buying</td>
<td>I shopped around before selecting the best TV for my house.</td>
</tr>
<tr>
<td>Window-shop</td>
<td>to look at items in a store without buying</td>
<td>I love to window-shop at the Short Hills Mall to see the latest trends.</td>
</tr>
<tr>
<td>Take back</td>
<td>to return merchandise to a store</td>
<td>Kathy had to take back the jeans because they were the wrong size.</td>
</tr>
<tr>
<td>Stock up</td>
<td>to buy extra items for future use</td>
<td>Tom stocked up on toilet paper when it was on sale at Target.</td>
</tr>
<tr>
<td>Shop till you drop</td>
<td>shop for a long time</td>
<td>Let’s shop until we drop and spend the whole day at Jersey Gardens!</td>
</tr>
<tr>
<td>Buy a lemon</td>
<td>poor quality</td>
<td>The computer was a real lemon. John regretted not buying a new one.</td>
</tr>
<tr>
<td>Impulse buy</td>
<td>to purchase something without thinking about it too much</td>
<td>That was an impulse buy. I really don’t need another pair of sneakers, but they were on sale.</td>
</tr>
<tr>
<td>Talk shop</td>
<td>to discuss work (this is not actually about shopping)</td>
<td>I asked my husband not to talk shop just before bedtime. Too much talk about work keeps me awake!</td>
</tr>
<tr>
<td>Shopaholic</td>
<td>someone who is addicted to shopping</td>
<td>My sister has a closet full of new clothes that she never wears. She is a real shopaholic.</td>
</tr>
<tr>
<td>Bargain Hunter</td>
<td>Someone who always looks for the lowest price</td>
<td>Marshalls is a great store for bargain hunters. You can find many items for less.</td>
</tr>
<tr>
<td>Second Hand</td>
<td>Used or previously owned</td>
<td>I prefer to buy kids clothes second hand—they grow too quickly to buy new.</td>
</tr>
</tbody>
</table>
CONVERSATION QUESTIONS

Cut up questions to distribute to the group or to put in a fishbowl or envelope. Take turns reading and answering questions.

What things do you shop for?

What was the last thing you picked up at the store?

What store do you like best and what store do you like least? Why?

In the US, it is very easy to take back unwanted items to a store. Is this true in your home country?

When you buy something, what is most important to you: price, quality, fashion trend, status image?

When you buy something do you shop around and go to many stores to compare prices?

What is shopping like in your home country?

Which shopping items are more or less expensive in your country?

Do you ever buy second-hand things?

Are you saving to buy something?

Are you a bargain hunter?

What is the best bargain you have ever bought?

Do you know anyone who is a shopaholic?

Have you ever had an impulse buy that you regretted?

What kinds of things do you like to stock up on?
VERY OR TOO?

“Very” and “too” make the meaning of an adjective stronger, but “too” implies a negative result.

Example:
The package is very heavy. (It is difficult, but possible to carry the package.)
The package is too heavy. (It is impossible to carry the package.)

In which sentences are negative ideas expressed?

Mary looks very happy.
This sweater is too expensive.
John shops too much.
The new TV was very expensive, but we saved our money and bought it.
The new TV was too expensive.
These boots are too tight to wear.

Use “very” in three sentences.

1. 
2. 
3. 

Use “too” in three sentences.

1. 
2. 
3. 
SHOPPING ROLE PLAY: BUYING A COMPUTER

With a partner, practice this dialogue. Fill in any empty spaces. One person will be a customer who wants to purchase a computer and the second person will be a sales person in a store.

Customer: Can you help me find a computer for my son who is going to college?

Sales Person: Yes. What type of computer does your son want?

Customer: He would prefer a very expensive _________________. However, I would prefer a less expensive computer.

Sales Person: I have a suggestion that I think you both will like. Come over here and take a look at the computers that are on sale.

Customer: Yes. I see the computers that are on sale. Which one is best for our family?

Sales Person: You will need to make the final decision, but I think the ________________ is best because it is at a reasonable price and it is very light since it is only 3 pounds. Your son can take it to class and to the library.

Customer: Let me think for a moment. I know this brand and I think it might last for his four years of college. The price is also just right. Thank you so much for your suggestion.

Sales Person: No problem. Just take this particular box with that computer to the cashier.
SHOPPING ROLE PLAY: RETURNING A COMPUTER

With a partner, practice this dialogue. One person will be a customer who wants to return the same computer. The second person will be the assistant at the return desk. If you were the customer first, now be the assistant at the return desk.

Customer: Can you help me? I need to return this computer that I bought for my son.

Return Desk Assistant: What is wrong with the computer?

Customer: My son doesn’t like that computer. He wants to have the same one as his best friend.

Return Desk Assistant: I am sure that you could exchange this computer for that one if you want.

Customer: No. That won’t work since we haven’t agreed on which computer is best. Can I just get my money back?

Return Desk Assistant: Yes. I see that the computer is in the same box and looks like you haven’t used it. As long as you have the receipt and the same credit card, I can give you a refund.
**HOW TO BE A SMART CONSUMER**

Each group should take one circular/advertisement and one person should write the answers to the following questions. You will be asked to share some of your answers with the larger group.

What store is this circular/advertisement from?

What discounted item is appealing to you? Why?

How do you figure out if the advertised special is a “good deal”?

If the item is expensive (television, computer, car) what else can you do to tell if it is a “really good deal”?

How do you judge if you really need this item or not?

Is it best to buy an item with cash, a check, a debit card, or a credit card? Why?

List the problems that might occur if you use cash, a check, a debit card or a credit card.

If you don’t pay back a credit card in full each month, you will have to pay interest on the balance. Please explain what this means.

Why are so many Americans in debt?

Does this happen in your home country too? Why or why not?
**TAKE CARE!**

**CONVERSATIONS ABOUT HEALTH**

**Objectives**

Students will:

- demonstrate their understanding of the parts of the body by playing a game.
- compare health care in the United States to their home countries.
- list ways to stay healthy.
- learn strategies for protecting themselves from skin cancer.
- practice making a doctor’s appointment.
- practice asking and answering questions at the doctor’s office.
- be able to call 911 to ask for assistance in a health emergency.
- complete an emergency card to use when they need medical care.
- be better able to decide how to use health care resources.

**Materials & Preparation**

- Whiteboard/blackboard or flip chart and markers
- Name tags or tent cards
- Index Cards (both 3x5 and 5x7)
- Copy handouts
- Gather examples of articles/pictures about health topics from magazines, newspapers, or the internet
- Arrange seats in a circle or around a table

Remember that you can't do all of these activities! Pick and choose which are most relevant to your students. In a 2-hour session, the group will probably only do a few of these activities. If the students are interested in health topics, continue the activities in the next session.
Welcome
Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. Follow up on any other "Practice at Home" activities assigned last week.

Warm-Up
Discuss the importance of health in everyone’s life. Show visual examples including magazines, newspaper articles, or internet sources about general health topics. For example, the Star Ledger every Thursday has a section focusing on health. Ask students if they have seen any popular talk shows on television on medical information. (The most popular show is Dr. Oz.) You can also ask if students use the internet to look up information about particular medical problems or diseases. Give an example of how to do this or ask a student how they do this. Ask, "Has anyone been sick in the United States? Have you had to ask for medical help?"

Parts of the Body
Play “Simon Says” or “Hokey Pokey” to practice the names of parts of the body. Clarify rules and start with easy body parts and progress to more difficult body parts. Put any difficult words on board or easel.

Have the list of body parts to either refer to or hand out and review if students don’t know them. You can also refer to the Oxford Picture Dictionary.
COMPARISON OF HEALTH CARE PRACTICES

At the top of a 5x7 card, students can copy from the board or flip chart: Health Care and under that In U.S. and In Your Home Country.

Small Group Activity– Comparing Health Care Practices

Have the students work in small groups. Ask the group to compare health practices in the United States to their home countries. Suggested subtopics: visits to doctors, cost of medical care, clinics, hospital care, & emergency care.

First, students should individually write their answers on the index cards. They should then share this information with other students in their small group.

Group Discussion– Comparisons

Bring the group back together so students from each group can share their information with the larger group.

Ask:

1. If you were sick in your home country, what did you do?
2. If you are sick in the United States, what do you do now?
3. How do you determine if you should see a doctor or go to the hospital?
4. What do you like about the health care in the United States?
5. What do you dislike about the health care in the United States?
HEALTHY PRACTICES

Handout 2-2C
“10 Things You Can do Right Now to Live Longer”

Ask the students how can they stay healthy and live longer. You can write this on the board or on a flip chart. Tell the students that you have an article that lists 10 things that you can do to live longer. Show the students the picture from the article.
**Pair Activity/Group Discussion—Ways to Stay Healthy**

Have the students work in pairs or small groups to brainstorm 10 things that should be on this list.

Bring the group back together. Students in each group read their lists to the group one at a time. Put different suggestions on the board or flip chart.

Discuss the 10 things in the article. If the students look puzzled, you can tell them about the first one listed—“floss”. Since this suggestion is unusual, you can ask the students if they understand the word. Students might pantomime how to floss. Discussion about the advantages and disadvantages of flossing might ensue. You can also read from the article some of the reasons why flossing is important and how many years the author claims it can save people if they floss. Ask students if they visit a dentist and if they have their teeth cleaned.

Answer any questions that are generated. (Students should be aware that the author is a reporter and not a doctor. Reporters gather information from various sources but generally are not medical experts.)

**Optional Variation for Advanced Students**

With more advanced students, you can handout copies of the article to read and then continue the discussion. Ask the students to look at the article and try to decide what else was suggested. Or, tell the students that they can read the article at home and can ask any questions about content or vocabulary in the following class.

**Group Discussion—Preventing Sunburn**

Use props to illustrate how to prevent sunburn. Tutor can bring in sun tan lotion, a sun hat, and a shirt with long sleeves or one that is specially designed to protect the wearer from UV light.
Distribute a copy of the related article. Tutor will focus on the title of the article and the meaning of the illustration. The tutor can briefly summarize any major points.

Highlight the first five points listed at the end of the article starting with, “Look for products with an SPF of 15-50…” Students should discuss what they will do next summer.

Optional Variation for Advanced Students

With more advanced students, you can handout copies of the article to read and then continue the discussion. Or, suggest that students can read the article at home if they are interested in the topic and can ask questions about the vocabulary or content in the following class.

**DIALOGUES AND GUIDED ROLE PLAYING**

Below are three activities for dialogues and role playing. Have students work in pairs to practice the exercise twice so that they flip the roles.

Students will practice a dialogue to make a doctor’s appointment with a partner. Two sets of students will practice in front of the group. This is a good time to point out any pronunciation corrections that the whole group can practice out loud. Ask students if they have called a doctor’s office for an appointment and if they had any difficulties.
Students will practice a guided role play at the doctor's office. One student plays the role of the patient and one student plays the role of the doctor. Students are asked to fill in more blanks in this exercise. At the end of the activity, they should be encouraged to add more questions and answers.

Students will practice a dialogue about calling 911 for a medical emergency. Again, have students practice with another student and then select volunteers to read the dialogue to the group. Ask the group if they have called 911 and if the responses from the 911 operator were the same or different.

Optional Variation for Advanced Students - Writing Dialogues
More advanced students can make up their own dialogue and role plays. Instead of giving out a dialogue, give a scenario, for example:

Call the doctor's office to schedule an appointment.

Pretend you are at the doctor's office. What questions will the doctor ask you? What are your questions for the doctor?

Call 911 to report an emergency.

EMERGENCY CARD
The students will complete an emergency card using Handout 7 and a 3x5 index card. Relevant information could also be used to make an appointment with a doctor or clinic, or to go to the hospital. The card should be small enough to put in a pocket or pocketbook.

**WHAT SHOULD I DO?**

Put students in small groups to work out their answers to these case studies. Then have them report their answers to the larger class. This can be used as a summary of the health lesson to see if the students understand what they should do in the United States when facing a health problem.

**MEDICAL IDIOMS**

“Idioms are English expressions that people use to explain a particular situation. The actual words in these expressions might mean something different than their individual definition.”

Read the sentence out loud with expression to help the students. Then have the students try to figure out the correct meaning of the idiom after it is read and will circle the correct word. Each student will work with one partner and will discuss why they have chosen each answer.

After the exercise is completed, bring the group back together to review the answers.
CONCLUSION
Ask if anyone has questions.

Practice at Home

Speak English for at least 30 minutes.

Listen to English for at least 30 minutes. (Watch TV/listen to the radio, etc.)

Next week, we are going to discuss…

RESOURCES

Books:

Staying Healthy: An English Language Learner's Guide to Health Care and Healthy Living, Florida Literacy Coalition 2008

Staying Healthy for Beginner's: An English Language Learner's Guide to Health Care and Healthy Living, Florida Literacy Coalition 2014

Websites:


**BODY PARTS**

Let’s practice the name of body parts so that we can play some games. One person will be chosen to say the words on the list. Each of you will point to that body part. After you practice, we will play one or two American games (“Simon Says” and “Hokey Pokey”).

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10 things you can do right now to live longer

Health

Leslie Barker
Staff Writer

Published: 29 September 2014 05:12 PM
Updated: 30 September 2014 10:38 AM

If you want to have the longest, healthiest life possible, you should never have lit that first cigarette. Never tasted that first cheese fry. Never stepped foot inside a fast-food restaurant or driven somewhere you could have walked. Never turned up your nose at vegetables or let yourself get those nasty sunburns.

If you did, take heart. There’s still plenty you can do to add years to your life.

“Most things I would say are common-sense things, things you were taught in first grade,” says Dr. David Johnson, chair of the department of internal medicine at UT Southwestern Medical Center. “You don’t have to go to medical school to figure out things are bad for you like smoking, being a sloth.”

So listen up. These 10 ways are easy and have more significance than most of us realize. Truth to tell, Johnson says, “Collectively, even if they don’t let you live longer, they allow you to live more healthily in a much more psychologically satisfying life.”

Floss

It’s not just to remove spinach remnants from dinner. Flossing removes plaque, the bacterial film that forms along your gum line. Get rid of bacteria, and you lessen your chances of heart disease, stroke, diabetes, Alzheimer’s disease and some forms of cancer, says Dr. Larry Korenman of Loveable Smiles in Richardson.

“Oral bacteria can create proteins that are found in artery walls and in the bloodstream,” he says, “causing blood to clot more easily. Infection in the mouth can cause its own small blood clots, which can enter the bloodstream.”
Years added? More than six if you floss daily (which only 5 percent to 10 percent of Americans do), writes Dr. Michael Roizen in *RealAge*.

**Get a colonoscopy**

“It’s a great test,” says Radhika Vayani, an internal medicine doctor of osteopathy at the University of North Texas Health Science Center in Fort Worth. “The 24-hour prep is the worst. You basically drink nasty stuff, and you have diarrhea. But you won’t feel the procedure. If they see a polyp, they get rid of it right then and there. That could save you from having colon cancer in five years.”

**Years added?** Lots. Nine out of 10 people whose colon cancer is discovered early will still be alive in 10 years, according to the American Cancer Society. Many will live a normal lifespan.

Stop eating before you’re full

Most Americans eat and eat “till we’re so full we’re about to be sick,” says Vayani. “But it takes the body 15 to 20 minutes to say, ‘You’re full.’”

**Years added?** Being 100 pounds overweight can subtract a decade from your life, according to an Oxford University study. So it stands to reason that maintaining a healthy weight and thus reducing your risk for diabetes, heart disease and various other unpleasantries would add at least some precious time to your life.

**Use sunscreen**

In a Centers for Disease Control study, only 32 percent of adults reported usually applying sunscreen. Yet this year in the U.S., 3.5 million people will get skin cancer and 76,000 more will develop melanoma, says the American Cancer Society. Every hour, someone will die from that deadliest form.

**Years added?** Possibly 20. The CDC study reported that someone who died of melanoma between 2000 and 2006 died two decades prematurely. Although the sun doesn’t cause all melanomas, it does cause most. So slather on more sunscreen than you think you need to, more often than you think necessary.

**Stop smoking**

Yes, despite years and years of evidence proving all the nasty stuff it causes, “tons of people smoke,” Vayani says.
Years added? “If you quit at age 30, you can increase your life by 10 years,” she says. Quit at 40? Add nine years. 50? Six years. 60? Three.

Sleep

Not getting enough has been linked to memory problems, hearing problems, anger, high blood pressure, stroke, depression, vehicle accidents and obesity. A decades-long international study of 1.3 million people found “unequivocal evidence of the direct link” between lack of sleep and premature death, according to sleepbetter.org.

Years added? Hard to say, but if someone died in a car accident caused by sleep deprivation, for instance, that’s probably several decades.

Move

“Exercise has been demonstrated over and over to be useful,” Johnson says. “Truth is, any level is of value.” Walking, he says “gets you outside, and some outside is good as long as you don’t overdo it. The best way to get Vitamin D is sunshine.”

Years added? At least three years. That’s the number from a study reported in The Lancet for people who exercised even 15 minutes a day. Put another way, a story on WBUR-FM, Boston’s public radio station, reported that every minute you exercise adds seven minutes to your life.

Eat produce

Benefits abound. Among them: Eating five or more servings per day — instead of a piddly three or less — reduces your risk of stroke by 26 percent, according to a study reported in Men’s Health.

Years added? Webmd.com reports that Seventh-day Adventists, who typically follow a vegetarian diet, outlive those who don’t by three to seven years.

Cultivate healthy relationships

Spending time with family and friends is “psychologically helpful,” Johnson says, adding that it “isn’t a cure-all; it won’t counteract a McDonald’s cheeseburger.”

Vayani tells patients, “If you have people in your life who are negative, who are pulling you down, you have to get rid of that relationship. It affects you more than you realize.”

Years added? Nothing specific, but “studies have shown that people with more friends and
people in healthy relationships live longer,” she says.

**Be grateful**

“We experience great things all day long that we fail to acknowledge,” Johnson says. “I don’t want to sound new wave-y, but our health is more than just physical health. I see dozens of people who have illnesses that would lay you or me low, but they seem totally happy. How in the Sam Hill can that be? They’ve chosen to look at the good instead of the challenges.”

**Years added?** Maybe some, maybe none. “Even if I don’t live a long time,” Johnson says, “I’m happy with what I experience.”

The New Rules for Sunscreen
By Roni Caryn Rabin

May 27, 2013 3:30 pm

THE CONSUMER
Advice on money and health.

There is no question most skin cancers are related to sun exposure, yet even with sunscreen sales approaching $1 billion a year, skin cancer rates continue to climb. Melanoma diagnoses have risen nearly 2 percent a year since 2000 and are increasing even more among young white women.

Some experts blame inappropriate use of sunscreen, saying that people do not apply enough lotion (a golfball-size dollop) or do not reapply it every two hours as instructed. But there’s another major concern: Until recently, many sunscreens with a high sun protection factor, or SPF, were designed primarily to protect people from ultraviolet B rays, the main cause of sunburn. These sunscreens may have enabled users to stay out longer but did not necessarily protect them from ultraviolet A rays. These are associated with aging and skin damage, but some experts believe they may also be implicated in skin cancer.

Experts are urging people to limit their time in the sun, especially at midday, and protect their skin with hats, shirts and cover-ups instead of relying exclusively on sunscreen.

“Sunscreen is not a magic bullet,” said Dr. Steven Q. Wang, director of dermatologic surgery and dermatology at Memorial Sloan-Kettering Cancer Center in Basking Ridge, N.J., and a spokesman for the Skin Cancer Foundation, which receives funding from sunscreen manufacturers. “It’s just
one of the defenses against the harmful effect of UV radiation, and that message gets lost.”

This summer, most of the sunscreen on store shelves must conform to new Food and Drug Administration labeling rules that may help remedy consumer misperceptions. Still, concerns remain about ingredients in some sunscreens.

Use of the label “broad spectrum protection” now means the sunscreen has been proved to protect against both UVA and UVB rays, although the UVA protection may be comparatively weaker. Any product with an SPF lower than 15 must carry a label warning that it will not protect against skin cancer. Products cannot claim to be waterproof, only water-resistant, and labels must note a time limit of either 40 or 80 minutes before the sunscreen is ineffective. Manufacturers can still sell sunscreens with SPFs that exceed 50, though F.D.A. officials are evaluating whether they should remain on the market, said Reynold Tan, a scientist in the agency’s Division of Nonprescription Regulation Development. It’s not clear that sunscreens with higher SPFs actually are more effective, and consumers may not apply them as frequently.

Advocates like Sonya Lunder, a senior analyst for the Environmental Working Group and an author of its report on sunscreen, have criticized the F.D.A. for backing away from some of its own proposals, like putting in place a star system that would give consumers more information about UVA and UVB protection, capping the SPF values allowed on the market at 50, and banning sunscreen sprays, which may not work as well to prevent sunburn.

Europe and Canada have tougher standards, Ms. Lunder said. “In the U.S., you can make a bad sunscreen and just not call it ‘broad spectrum,’ but still sell it,” she said. “In Europe, the pass-fail test is stronger, and it must protect against both UVA and UVB.”

Here is some advice to bear in mind when selecting sunscreen:
Look for products with an SPF of 15 to 50, and that are labeled “broad spectrum protection,” meaning they protect against both UVA and UVB rays. Higher SPF values are misleading. “It’s like the gas mileage sticker on a car. It’s based on test conditions that you’ll never achieve in the real world,” said Ms. Lunder.

Keep babies younger than 6 months out of the sun, as their skin is especially sensitive. Sunscreen should not be used on infants. If they are outdoors, keep them completely covered and in the shade.

Try to keep older children inside when the sun is harshest, from 10 a.m. to 2 p.m. A bad sunburn in childhood or adolescence doubles the risk of melanoma later in life, according to the Skin Cancer Foundation.

Avoid sunscreen sprays. The F.D.A. has banned sunscreen powders (though some products may still be available) and has asked for more data on sprays. The concern is twofold: that not enough sunscreen makes it onto the skin, and that the spray may be inhaled into the lungs.

Avoid products with vitamin A, retinol or its derivatives, such as retinyl palmitate and retinyl acetate. At the moment, the F.D.A. says there isn’t enough evidence to suggest these are harmful, but the Canadian health authorities appear to be concerned that the additives increase sun sensitivity. They have proposed requiring that sunscreens with retinyl palmitate carry a warning saying they can increase the possibility of a sunburn for up to a week.

The Environmental Working Group recommends avoiding products with oxybenzone, a chemical that may disrupt hormones. Though research has found this effect, many scientists say the effect is so weak as to be insignificant. The advocacy group, however, recommends products that use zinc oxide and titanium dioxide as active ingredients. (These products may leave a milky white film on the skin.)

Look for fragrance-free products. Scents bring more unnecessary
chemicals and potential allergens to the mix.

- Take endorsements and seals of approval with a grain of salt. The Skin Cancer Foundation gives a “scal of recommendation” to sunscreens, but only if their manufacturer has donated $10,000 to become a member of the organization.

A version of this article appears in print on 05/28/2013, on page D4 of the NewYork edition with the headline: The New Rules for Sunscreen.
Make a Doctor’s Appointment (Dialogue)

Practice this dialogue with another student. Afterwards, students will practice in front of the class.

**Patient:** Hello. This is _______. I don’t feel well and need to make an appointment.

**Receptionist:** Hello. Can you spell your name?

**Patient:** My last name is spelled _ _ _ _ _ _ _ _ _ _ _ and my first name is spelled _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

**Receptionist:** Thank you. What is your phone number?

**Patient:** My phone number is ______________.

**Receptionist:** Thank you. Please tell me what your problem is.

**Patient:** My hip hurts very badly. I fell last week and I can’t walk far.

**Receptionist:** Our first available date is this Friday. Are you free at 11:00am?

**Patient:** Yes. Please tell me the address of the office.

**Receptionist:** We are at 26 Main Street on the first floor.

**Patient:** Thank you.

**Receptionist:** See you on Friday at 11:00am.
ASK AND ANSWER QUESTIONS AT THE DOCTOR

Two people will act out this dialogue. One person will be a sick student and the second student will be the doctor. When there is a blank that means that you should add to the dialogue.

At the end, both of you can continue to ask questions and to answer them.

**Sick Student:** My knee really hurts. Is it broken?

**Doctor:** How long has your knee been hurting?

**Sick Student:** It has been hurting for _______________________.

**Doctor:** How did ________________________________?

**Sick Student:** I fell ________________________________.

**Doctor:** How much pain ________________________________?

**Sick Student:** My pain is ________________________________.

**Doctor:** Can you ________________________________?

**Sick Student:** I can __________________ but I can’t ____________________.

Can you add to this dialogue? Try to pretend this is a real appointment. The sick student or the doctor can continue to ask and answer questions.
CALLING 911 (DIALOGUE FOR A MEDICAL EMERGENCY)

If you or someone else is in immediate danger due to a health emergency, call 911. Practice this dialogue with one other student. Practice this dialogue twice and change who you are. Some students will read their dialogue to the class.

**Caller:** Hello. I need an ambulance.

**911 Operator:** What is the problem?

**Caller:** My father has fallen down the stairs. He can’t move his left arm and is in a lot of pain.

**911 Operator:** What is your address?

**Caller:** My address is 28 Oak Street in Shady Brook, New Jersey.

**911 Operator:** Can you tell me your phone number?

**Caller:** My phone number is 908-763-6890.

**911 Operator:** Tell me your name and your father’s name?

**Caller:** My name is _______________________ and my father’s name is ____________________.

**911 Operator:** Please spell your last names.

**Caller:** Our last names are the same. It is spelled _____________.

**911 Operator:** Please don’t move your father. Where is your father now?

**Caller:** He is sitting at the bottom of the stairs.

**911 Operator:** Good. The medics will determine if anything else is broken and will assist him in moving after they ask him a few questions.

**Caller:** O.K. I understand.

**911 Operator:** The ambulance will be there in five or ten minutes.

**Caller:** Thank you so much.
MEDICAL EMERGENCY CARD

Name:

Date of Birth:

Address (Street, City, State, & Zip Code):

Home Phone:  

Cell:

Health Insurance Name:

Number of Policy:

Emergency Contact (Name, Relationship, Telephone Number)

Medications:  

Allergies:

(front of card)

(back of card)
WHAT SHOULD I DO? (HEALTH CASE STUDIES)

Work within a small group to discuss these medical problems. Figure out what your group should recommend. Someone in the group should write down your suggestions.

1. My throat has been hurting for one week. I can hardly speak.

2. I can’t see out of one eye. My eye is very red and I can’t get it open.

3. I fell this morning down the stairs. I can’t get up but I have my cell phone.

4. I have a high fever and I can’t eat. I have no energy and I can’t go to work. I have pain in every bone in my body.

5. I was just in a car accident and I can’t move my neck or back.
MEDICALIDIOMS

Idioms are English expressions that people use to explain a particular situation. The actual words in these expressions might mean something different than their actual individual definition.

Try to figure out what these medical idioms mean. The tutor will read the sentence out loud. Then try to figure out the meaning and circle the correct word. Work with one partner.

I am as fit as a fiddle.  I feel great or I need to play a song.

I am at death’s door.  I am feeling very good or very sick.

I hope I don’t black out.  I want to go dancing or to sit down.

I need to go for a check-up.  I need to exercise or to see a doctor.

I want a clean bill of health.  I want to be perfectly healthy or to dance.

Do you have to draw blood?  A nurse uses a thermometer or a needle.

It is hard to kick a habit.  I need to stop smoking or to run a race.

This fever makes me feel run down.  I am so tired or I have so much energy.

The doctor told me I was in top shape.  The doctor said I was weak or strong.

I am under the weather.  I feel just right or I might have a cold.
**WHEN IN ROME...**

**AMERICAN CUSTOMS AND CULTURAL ADJUSTMENT**

**Objectives**

Students will:
- identify and discuss similarities and differences of customs in the United States and their home countries.
- be introduced to the four stages of cultural adjustment.
- be able to understand the stages of cultural shock and relate this to their own experiences.
- learn ways to make their adjustment to the American culture easier.

**Materials & Preparation**

Whiteboard/blackboard or flip chart and markers
Name tags or tent cards
Fishbowl or envelope
Copy handouts
Cut Handout 5, Coping Strategies for Cultural Adjustment, into question strips
Arrange seats in a circle or around a table
Welcome
Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. (Follow up on any other "Practice at Home" activities assigned last week.)

**WARM-UP- COMPARISON OF CULTURES**

“Today we are going to talk about American culture and how it is the same or different from the culture of your family and in your home country.

Introduce yourself with your country of origin, how long you have lived in the United States, number of family members that live with you, where you live now, what you do on a daily basis. Include other items you like, e.g. educational background or previous employment.

Ask all students to introduce themselves to the group, including the above points in their introduction. Write on the board the following headings: name, country, how long in the United States, family, town, job, etc. as a visual aid.

Introduce the topic:

Encourage all students to speak and to speak in sentences if possible.

**Small Group Activity- Comparing the U.S. to Home Countries**

Make a point of speaking in sentences. You may want to write the full sentences on the board.
Divide the class into groups of 2-4 students. Tell the students to list 5 ways their life here in the United States is the SAME as their life in their home country.

When the groups have finished, ask the groups to report their items one by one. Make a list on the board or chart paper under category headings such as home: work, school, leisure, shopping, social, etc.

Now ask each group to make a list of 5 ways that students’ daily lives are DIFFERENT in the United States than in their home countries. Again ask each group to report their items one by one and make a list on the board or chart paper using the same categories.

Solicit comments from students focusing on the comparison of SAME and DIFFERENT items. Ask follow up question, for example:

“Which DIFFERENT item is the easiest to live with? Why?

“What from your country do you miss the most?”

Students can discuss these questions in the small group or with the whole class.

**BASIC STAGES OF CULTURAL ADJUSTMENT**

The model for Stages of Cultural Adjustments by Gregory Trivonovitch initially focused on students who were studying abroad. Currently this model is commonly applied to new immigrants in the United States. When people move to a different country and culture, they need to understand that it will take time and tremendous effort for them to adjust to these changes. Therefore, the students are not alone in this difficult journey and the ESOL Conversation Group is a place to discuss how to best deal with this cultural shock.
Review the four stages and focus on key words in Italics. Ask students if people in their culture have honeymoons. Do people on their honeymoon have special expectations about this wedding trip? Give examples of how some immigrants had heard that the streets in the United States were “paved with gold”. What happened to these same immigrants when they actually did move to the United States? Was this true? Do this type of questioning for each stage.

After discussing each stage and asking students if they identify with any of these stages, you may let them know that most immigrants sometimes move in between stages and might move up and down. Give an example of how this is possible or clarify what a student has already expressed. Ask the students to check one or two stages that they think they might be in. They can also explain why they have checked particular stages.

**Background Reading— Common Issues in Cultural Adjustment**

The students in your group might be having some difficulty in adjusting to the many cultural differences that may cause them to be frustrated. Be aware of some of the following issues.

**Loss of Status:** Students might have accomplished an academic level in their country that is not respected in the United States. For example, sometimes foreign credentials are not accepted in the United States and some students might have to either take a qualifying exam (physical therapy or medical doctor) while others might have to start their academic career over again.

Or they might have had an important job and now they are not qualified to have the same type of employment in their new country.
**Weaker Support Systems:** Students might not immigrate with their immediate family or extended family and will be without friends. Setting up a new support system is difficult and might not be as strong.

**Frustration about Completing Simple Tasks:** This is especially difficult for newer immigrants with limited language skills in English. Some students might not be able to answer the telephone or even shop for food if they don’t feel comfortable with English and have the “correct” words. They might have to ask their children for assistance.

**Small Group Activity- What Stages Are We In?**

Introduce the questions by reading some or all of them. Ask the students to get into groups of two to four depending upon the size of the Conversation Group. Have the students answer their own questions first and then share their answers with the others in the group. At the end of the time allowed, ask different students for their answers. You may ask the same question to each group to see if there are similarities and differences.

**Optional Activity for Advanced Students**

Another way to focus on adapting to the American culture is to introduce relevant articles in newspapers. Due to the length and complexity of “From a Rwandan Dump to the Halls of Harvard” by Michael Wines in the New York Times on Oct. 22, 2014, it is best to highlight particular sentences and paragraphs for the students.
After reading the article, the tutor needs to ask the students what they already know about Rwanda and the war there almost twenty years ago. If little is known, then briefly point out where Rwanda is and basic facts of the war from the article.

Print out just the first two pages of the four page article. Focus on the first four paragraphs on page one. You can either number these before copying the article or underline the sentences in these paragraphs.

Read the first four paragraphs on page 1 to the students. Have the students follow along and ask questions about this section.

1. “Tell me what you have learned about Justus' early life in Rwanda.”
   
   Possible responses:
   
   orphan due to war  living in a car in a garbage dump  street beggar

2. “When was the last time that Justus had taken a bath?”
   
   one year

3. “Why didn't he run away from the American charity worker when she visited the dump?”
   
   He wanted to go to school.

Tell the story about how Justus did well in school in Rwanda and was then able to get a full scholarship to Harvard.

Turn to page two 2. Focus on what Justus said about cultural differences when he moved to the United States to become a student at Harvard at 22 years of age. Focus on paragraphs 1, 2, the end of 3, and 5.

Read paragraph 1 on page 2 to the students. Ask a student to read paragraph 2 about eating lobster.
Ask students, "Did anyone have similar experiences eating lobster or other strange food. Please explain."

Have another student read the end of paragraph 3 starting with …"and disturbed to find homeless beggars…." 

"When you first arrived in the United States, were you also surprised to see beggars in the United States? Please explain."

Continue to ask a student to read paragraph 5.

"Do you have the same or different views about what Justus had found in the United States compared to his home country. Explain why or why not."

Possible responses:
People work very hard
They think more independently
They do things fast and they move fast
They speak differently to adults
They tell you the truth and tell you about their experience

COPING STRATEGIES FOR CULTURAL ADJUSTMENT

Discuss how difficult it is to move from one country to another and to adapt to so many changes in their lives. Some of these changes might include a different language, educational system, employment expectations, housing, food, community, family, and health care. This exercise is to allow students to understand that they have a role in making this adjustment more easily.
To better adjust to cultural shock, answer the following questions. Take one question from the envelope. Answer it and pick another student to answer the same question. That student will ask another student to pick the next questions.

Continue doing this until all questions are answered in the same way.

Some survival techniques could be suggested by the tutor and possibly other students in the group. These include having the student focus on major issues compared to minor issues. Examples could be given of major issues and minor issues. Another point is to make the students aware that they can ask for help from a variety of sources including other immigrants who have been here a bit longer.

Other related suggestions can be found on Survival Techniques: http://home.snu.edu/~hculbert/shock.htm.

If students need some suggestions to work on any part of this unit, you may suggest the following personal characteristics. These might include to be open minded, to be more flexible, and to have a sense of humor.

Other suggestions are listed on Preparing To Go - Dealing with Culture Shock: https://studyabroad.uncg.edu/

**CONCLUSION**

Discuss what motivates you to try to adjust to the American culture.

**Practice at Home**

Speak English for at least 30 minutes
Listen to English for at least 30 minutes. (Watch TV/listen to radio, etc.)

Pick one suggestion for adjusting to a new culture that you will try. Write about how you will do this during the next week.
Resources


COMPARISON OF CULTURES

Form into groups of 2-4 students. With your group make a list of five ways your life here in the United States is the SAME as your life in your home country.

1.

2.

3.

4.

5.
COMPARISON OF CULTURES

Form into groups of 2-4 students. With your group make a list of five ways your life here in the United States is DIFFERENT than your life in your home country.

1.

2.

3.

4.

5.
FOUR BASIC STAGES OF CULTURAL ADJUSTMENT

Directions: The tutor will read the four basic stages of cultural adjustment to you. You should read along and ask questions if you don't understand the meaning of each stage.

Check which stage you think you might be in. You can check one or two stages if you think you are in both stages right now.

_______  *The Honeymoon Stage: Excitement*

New immigrants are fascinated with everything that is new. They have planned this move and have a dream for their future.
The new immigrant wants to please others and will smile and shake their head “yes” when asked a question. However, they might not understand what has been asked.

_______  *The Hostility Stage: Anger*

The immigrant might be frustrated and confused both with their level of English and in trying to understand the American systems.
The new immigrant might not want to leave their home because everything is so much more difficult than they expected.

_______  *Acceptance Stage: Humor*

The immigrant doesn’t make as many mistakes and understands how to get needed information. They are able to “laugh” at problems they had before.
Instead of being upset and almost at the point of crying, they can now understand why they couldn’t do simple activities like speak on the phone when they needed something.

_______  *Home Stage: Comfort*

The immigrant feels at home in the U. S. and is more relaxed. They can function well and are able to live successfully in the new culture.
WHAT STAGE DO YOU THINK YOU ARE IN?

Directions for Students: Refer back to Handout #3 (Four Basic Stages of Cultural Adjustment)

Answer the questions by yourself first. Write down your answers. Then share your answers with a partner or a small group. After you have discussed your answers with your partner or group, be prepared to share some of your answers with the larger group.

1. Which of the four stages are you in now?

2. Do you sometimes move in between two stages? If yes, please explain.

3. How long have you lived in the United States?

4. Did you speak English before you moved here?

5. Did you move here by yourself or with your family?

6. What did you expect to experience in the United States before you moved here?

7. Did you find that your expectations were correct or not? Please explain.

8. Describe the hardest part about your move to the United States.
BOSTON — Nine years old and orphaned by ethnic genocide, he was living in a burned-out car in a Rwandan garbage dump where he scavenged for food and clothes. Daytimes, he was a street beggar. He had not bathed in more than a year.

When an American charity worker, Clare Effiong, visited the dump one Sunday, other children scattered. Filthy and hungry, Justus Uwayesu stayed put, and she asked him why.

“I want to go to school,” he replied.

Well, he got his wish.

This autumn, Mr. Uwayesu enrolled as a freshman at Harvard University on a full-scholarship, studying math, economics and human rights, and aiming for an advanced science degree. Now about 22 — his birthday is unknown — he could be, in jeans, a sweater and sneakers, just another of the 1,667 first-year students here.
But of course, he is not. He is an example of the potential buried even in humanity’s most hopeless haunts, and a sobering reminder of how seldom it is mined.

Over the 13 years since his escape from the smoldering trash heap that was his home, Mr. Uwayesu did not simply rise through his nation’s top academic ranks. As a student in Rwanda, he learned English, French, Swahili and Lingala. He oversaw his high school’s student tutoring program. And he helped found a youth charity that spread to high schools nationwide, buying health insurance for poor students and giving medical and scholastic aid to others.

He is nonetheless amazed and amused by the habits and quirks of a strange land.

“I tried lobster, and I thought it was a big fight,” he said. “You have to work for it to get to the meat.” And the taste? “I’m not sure I like it,” he said.

Fresh from a land dominated by two ethnic groups — the majority Hutu and the Tutsi, who died en masse with some moderate Hutu in the 1994 conflict — he says he is delighted by Harvard’s stew of nationalities and lifestyles. He was pleasantly taken aback by the blasé acceptance of openly gay students — “that’s not something we hear about in Rwanda”— and disturbed to find homeless beggars in a nation otherwise so wealthy that “you can’t tell who is rich and who isn’t.”

He says his four suitemates, hailing from Connecticut, Hawaii and spots in between, have helped him adjust to Boston life. But he is still trying to figure out an American culture that is more frenetic and obstreperous than in his homeland.

“People work hard for everything,” he said. “They do things fast, and they move fast. They tell you the truth; they tell you their experiences and their reservations. In Rwanda, we have a different way of talking to adults. We don’t shout. We don’t be rowdy. But here, you think independently.”
COPING STRATEGIES FOR CULTURAL ADJUSTMENT

Directions to Students: To better adjust to cultural shock, answer the following questions. Take one question from the envelope. Answer it and pick another student to answer the same questions. Continue doing this until all questions are answered.

What have you already done to start adjusting to your life in the United States?

What can you do on your own to make this adjustment easier?

What kinds of activities can you try so that you have more interaction with others outside of your home?

What can you remind yourself to do in the future to help you to adjust better?

What are some ways you can improve your English language skills?

Do you have any suggestions to help others to adjust to this new culture?
Be My Guest!

Conversations about American Holidays

Objectives

Students will:

- learn history of selected American holidays and how they are celebrated by Americans in the U.S.
- compare and contrast U.S. holiday with holidays from their own countries.
- learn vocabulary specific to holidays.

Materials & Preparation

- Whiteboard/blackboard or flip chart and markers
- Name tags or tent cards
- Fishbowl or envelope
- Copy handouts
- Arrange seats in a circle or around a table

Additional materials listed separately for each holiday. Some of these holidays lend themselves to celebration- you may want to plan a party for this lesson!
Welcome

Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. (Follow up on any other "Practice at Home" activities assigned last week.)

Warm-Up

"Today we are going to talk about holidays in the U.S. There are many different holidays we celebrate in the U.S.

"To get us started, let's hear from everyone."

Write on the board and ask, "What is a holiday?"

Possible responses:
a day of celebration       a day off work
a day of recreation

Encourage students to try speaking in full sentences.
Write on the board and ask:

“What holidays do people in your country celebrate?”

“What U.S. holidays do you know?”

“What other U.S. holidays have you heard about?”

Have the students move into pairs or groups of no more than four and discuss the above questions. While students are discussing, circulate among the groups to offer assistance and corrections as necessary and to answer any questions students may have.

After a short time, bring the class back together to discuss the above questions as a large group.

Below are different activities for different holidays so you can choose a holiday that happens at the time of year you are meeting.
New Year’s Day

Materials & Preparation
- Computer and internet, or downloaded You Tube Videos of Auld Lang Syne
- Cut Handout 5 into question strips

NEW YEAR'S RESOLUTIONS
Model and have the group practice be going to + verb in the context of New Year’s Resolutions.

"What is a New Year’s Resolution?"
Possible responses
- a promise to oneself to improve
- a decision to do something better
- a promise to do something nice for someone else
- a decision to stop doing something bad
- a plan beginning on New Year’s Day

Give examples of common resolutions:

“Next year, I am going to lose weight.
Next year, I am going to exercise more.
Next year, I am going to eat more healthy food and less junk food.”

Give examples of common resolutions frequently not kept:

“This year, I didn’t lose weight.
This year, I didn’t exercise more.
This year, I didn’t eat less junk food.”

Ask students if they made resolutions last year, and what resolutions they kept and what resolutions they didn’t keep.
Pair Activity- Making Resolutions

Have the students form pairs. Tell them:

"You are getting ready to review last year’s resolutions and make some new resolutions. Talk to your partner about resolutions you kept and those you didn’t from last year, and what resolutions you want to make for this year. Make a list of five resolutions for this year."

While students are discussing in their groups, circulate to offer assistance and answer questions as necessary. When students have completed their lists of at least three resolutions, bring the group back together to discuss.

PREPARING FOR THE NEW YEAR

"In the U.S., people prepare for the New Year by doing certain things. What do people in your country do? Do people usually do things to prepare for the New Year?"

Possible responses:
- clean the house
- prepare special foods
- go shopping

Small Group Activity- Getting Ready for New Year

Have the students work in small groups.

"You are getting ready to celebrate the New Year. What do you have to do to be ready? In the U.S., people who are having a party for the New Year might decorate their homes. What do people in your country do? Do people usually decorate their homes to prepare for the New Year?"
"Tell your group about how you will get ready for the holiday in the U.S. and/or in your country."

Bring the group back together to discuss.

**Small Group Activity- New Year's Parties**

Have the students work in pairs or small groups.

"You are planning a party to celebrate the New Year. What food will you serve? Who will you invite? What special customs will happen at your party? Describe these to your partner."

Bring the group back together to discuss their party plans.

**AULD LANGE SYNE**

Read the suggested sections of "How Auld Lang Syne took over the world". Highlight the following sections and have the students read out loud to learn about the background of the song and how it is sung differently around the world.

Suggested sections to read and discuss:

First paragraph: Every New Year's Eve

"Have you heard the song, 'Auld Lang Syne'?"

Second paragraph: Rock Star Scottish bard Robert Barns

"Did you know that the original song was from Scotland?"
Section under A million meanings
"What does Auld Lange Syne mean?"

Section under All Around the World
"How many countries in the world were listed as having some version of the song?"

**Auld Lange Syne Sing-a-long**

Watch a You Tube Video of the song. For example, Rod Stewart Live at Stirling Castle. (If you use this one, point out the way the audience is holding hands in a special way.)

Have the group sing or hum the song. Follow the words for the first verse on “Old Lang Syne”.

**Whole Group- Question Cards**

Put the questions from Handout 5 in a fishbowl or envelope. Have each person take a question and answer it. Or, have students all pick a question and walk around to find another student to ask.
Martin Luther King Jr. Day

Materials & Preparation
- Computer and internet or downloaded audio clip of "I Have A Dream"
- Cut Handout 7 into question strips.

Group Discussion- Celebrating Famous People
Facilitate a group conversation by asking the following questions:

“In your country, are there holidays that celebrate or remember famous people?
Who are these people?
Why are they famous? How have they changed your country?
What famous American people have you heard of?
What have you heard about these people?”

I HAVE A DREAM
Show a picture of Martin Luther King Jr. Ask:

"What have you heard about Martin Luther King Jr.?

Pass out excerpt of I Have A Dream speech and play audio clip of I Have A Dream speech.

Ask what questions students have about the speech and vocabulary.

"Who would like to explain what a dream is?"
Explain that when Martin Luther King Jr. was alive, black people were not considered equal to white people. Give examples, such as segregation in schools, public places, etc.

**Pair/Small Group Activity- Our Dreams**

Write on the board and ask the class, "**What is your dream? It might be for yourself, for your family, for your friends, for your native country, for the U.S., for the world, or for whatever you wish.**"

Have students move into pairs or groups of no more than four and discuss the above question.

When students have verbalized their dreams, bring the group back together to discuss. Ask for a volunteer to go first and tell the group about their dream. If no student volunteers, call on one student who can definitely answer the question to start the discussion. Encourage all students to share, but allow a “pass” if someone doesn’t want to share.

**Whole Group- Question Cards**

Put the questions from Handout 7 in a fishbowl or envelope. Have each person take a question and answer it. Or, have students all pick a question and walk around to find another student to ask.
Mother’s Day

Materials & Preparation
- Pictures of your mother or grandmother.
- Ask the students to also bring in pictures of their mother or grandmother.
- Collect magazine pictures of women
- Computer and internet or download of audio file: Mother's Day Turns 100
  http://www.npr.org/templates/story/story.php?storyId=10131839 or search "npr mother's day turns 100"

Group Discussion- Holidays for Family Members
Ask the students:

“In your country, are there holidays that celebrate family members? For example, children, mothers, fathers, grandparents, etc.? What are these holidays? Which people are celebrated on these holidays? When are these holidays celebrated? How do you celebrate these holidays? What do you know about Mother’s Day in the US?”

CELEBRATING MOTHER’S DAY

Pair or Small Group Activity:

If it hasn't come up in the earlier conversation, explain some of the things we typically do in the U.S. to observe this holiday- breakfast in bed, chocolates, cards, etc.

Have the students form small groups to discuss how they will plan to celebrate Mother's Day. Ask them to discuss:

What will you do? Who will you invite? What do you need to do to prepare?
Bring the group back together to discuss.

**OUR MOTHERS**

Show a picture of your own mother or grandmother. Have students who have brought pictures show theirs, as well.

Ask students to describe how their mother or grandmother looked to them while they were growing up and later as both of them got older.

Make a list on the board of these descriptive words (adjectives). See if mothers or grandmothers across cultures have any similarities or differences.

If students do not have a picture of their mother or grandmother, use the magazine pictures of women.

Make a list of actions or activities that mothers usually do. This could include taking care of children, cleaning the house, working, making food, etc.

Ask the students if these activities could also be used to define what fathers do too.

Ask the students to tell the group about one food that their mother prepared for them or their family when they were young. Why was it special? What ingredients were used? What did it taste like?

Ask the students if it is difficult in the American society to be a “good mother”? What does being a “good mother mean” in the United States? How does this compare to being a “good mother” in their home country?
If the group discussion isn't lively or many students aren't talking, have them form small groups to discuss some of these questions.

**HISTORY OF MOTHER'S DAY**

Give students copies of the History Channel article, Handouts 8-8C.

Read some highlights from the article. Have students form groups to discuss the questions on Handout 9.

**Answers to questions on Handout 9:**

1. Anna Jarvis  
2. 1908  
3. to honor the sacrifices mothers make  
4. Second Sunday in May  
5. Give her flowers…  
6. It has become commercial & expensive  
7. for the same reasons as above

**Optional Activity for Advanced Students**

Listen to the audio clip, "Mother's Day Turns 100" and discuss.

**Pair Activity- Mother's Day Cards**

Have the students work in pairs to design a Mother's Day card with one or two thoughts that they think the founder of Mother's Day in the U.S. would approve.
Independence Day

Materials & Preparation

- American Flag
- Computer with internet or download the audio clips:
  Star Spangled Banner: [https://archive.org/details/TheStarSpangledBannerInstrumental](https://archive.org/details/TheStarSpangledBannerInstrumental)
  Declaration of Independence
  [http://www.npr.org/2014/07/04/328204572/reading-the-declaration-of-independence-a-tradition-continues](http://www.npr.org/2014/07/04/328204572/reading-the-declaration-of-independence-a-tradition-continues) or go to npr.org & search "reading the declaration of independence a tradition continues".

Group Discussion- Independence Day

Ask students, "**When did your country become a country?**" Elicit responses from all students. Some responses may include that the country was formed centuries ago, but was part of another, larger union of countries, for example USSR, and more recently became independent.

Ask students if people in their country celebrate the day their countries became a country, or the day their countries became independent, and how they celebrate this day.

After giving students the opportunity to share their countries’ customs for this special holiday, ask who knows when the U.S. became an independent country? What have the students heard about the history of how the U.S. became a country?

Founding of the U.S.

Talk about some of the key dates in the founding of the U.S.:

- First people living in US were Native American Indians, who have been here for many centuries
- First white Europeans arrived in US in early 1600s
Mayflower settlers arrived in Massachusetts in 1620
 Declaration of Independence: July 4, 1776
 War of Independence (the Revolutionary War) 1775-1783
 Constitution ratified September 13, 1788 by 11 colonies
 Star-Spangled Banner became US National Anthem on March 3, 1931

Make sure they also know that we usually call Independence Day the 4th of July.

**Mini-Lesson on Vocabulary**

Ask students if they know the definitions of these words; discuss.

*Independence* the freedom and ability to make your own decisions in life, without having to ask other people for permission, help, or money; political freedom from control by the government of another country

*Independent* not owned or controlled by someone or something

*Parade* a public celebration when musical bands, brightly decorated vehicles etc move down the street

*Fireworks* a small container filled with powder that burns or explodes to produce colored lights and noise in the sky

*National Anthem* the official song of a nation that is sung or played on public occasions

*(Star) Spangled* covered with many stars

**DECLARATION OF INDEPENDENCE/STAR-SPANGLED BANNER**

Write a sentence or two from the Declaration of Independence on the board.

For example:
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Play the audio clip of the *Declaration of Independence*. Facilitate a discussion of how this audio sounds and what the group thinks.

**Possible responses:**

many different voices    old-fashioned language
many different accents, etc.

The Star-Spangled Banner was written by Francis Scott Key in 1814. He wrote the words as a poem during the War of 1812 after seeing the British bombard Fort McHenry outside of Baltimore, Maryland.
**JULY 4TH CELEBRATIONS**

Ask the group, *"Have you ever celebrated Independence Day? How did you celebrate? What did you do?"* Elicit responses from all students.

Ask, *"What have you heard about American Independence Day celebrations?"*

Possible responses:

- parades
- barbeques
- fireworks

**Small Group Activity- Planning for the 4th of July**

*Handout 12 - Planning a July 4th Party*

Have students move into pairs or groups of no more than four and discuss their ideas for a 4th of July party.

After a short time, bring the class back together to discuss the party plans as a large group.

**Whole Group- Question Cards**

*Handout 13- Question Cards*

Put the questions from Handout 13 in a fishbowl or envelope. Have each person take a question and answer it. Or, have students all pick a question and walk around to find another student to ask.
Halloween

Materials & Preparation

- Children's picture books about Halloween
- Background reading:
  Halloween [http://course.unt.edu/ttaylor/Holidays/Halloween%20Reading.htm](http://course.unt.edu/ttaylor/Holidays/Halloween%20Reading.htm)
  Where Does Halloween Come From? 2005abcteach.com
- Pumpkins, apples, candy

Group Discussion- Halloween

Ask the group, "What have you heard about Halloween?"

Halloween Vocabulary

Ask who in the class knows the meaning of the following words, and then read & write on the board the words on the list below.

Costume a set of clothes worn by an actor or by someone to make them look like something such as an animal, famous person etc

Trick or Treat! the words that children say when they go trick or treating, to say that they will play a trick on someone if they are not given a treat (a sweet, or candy)

Go trick or treating if children go trick or treating, they dress in costumes and go from house to house on Halloween saying 'trick or treat' in order to get sweets

Jack-o-lantern a pumpkin that has a face cut into it and a candle put inside to shine through the holes


**CELEBRATING HALLOWEEN**

Small Group Activity- Celebrating Halloween

Ask the group, "Have you ever celebrated Halloween? What did you do to celebrate?" Elicit responses from all students.

Have students move into pairs or groups of no more than four to discuss the questions on Handout 14

**Group Discussion: Trick or Treating**

Bring the class back together to discuss the questions as a large group. After group discusses questions, facilitate a whole-group discussion about trick or treating. Ask, "Do you think it is safe for children to go 'trick or treating'? Why or why not?"

Elicit responses from all students and answer student questions as needed.

**HISTORY OF HALLOWEEN**

Group Discussion- History of Halloween

Talk a little bit about the history of Halloween. It is important to state that this holiday is to celebrate the harvest or to honor the dead. Include the date of the holiday in the United States (Oct. 31st).

Ask the students if they have a similar holiday in their own country and to describe it.

Bring in pumpkins and apples as props - but don't forget the candy. Tell childhood memories of what it was like to go trick or treating” in the United States when you were a child. Have the students say “trick or treat” and figure out its meaning.
Small Group Activity- Scary Stories

Have the students work in small groups to come up with a scary story about Halloween that could be told to children. They can either create an oral or a written story.

Help the group come up with a list of vocabulary for their stories. Write their words on the board for the groups to refer to while making up their stories. Give each group a Halloween picture book as an example.

Bring the group back together to share their stories with each other.

This could also be a fun group activity, where the tutor starts a ghost story and each student has to add the next part until everyone has added something.
Thanksgiving

Group Discussion- Thanksgiving

Ask the students, "What kind of fall holidays exist in your country? Does your country have some way to recognize or celebrate the fall harvest? What is the name of this holiday? Do people in your country eat special foods on this holiday?" Solicit responses from all students.

After giving students the opportunity to share their countries’ customs, ask what students have heard about American Thanksgiving.

Thanksgiving History & Vocabulary

Talk about some of the key dates in American history with respect to Thanksgiving:

- The first people living in North America were Native American Indians, who have been here for many centuries
- The first white Europeans arrived in US in early 1600s
- The Mayflower settlers arrived in Plymouth, Massachusetts in 1620
- The first Thanksgiving was in 1621 and lasted for three days
- Thanksgiving is celebrated on the 4th Thursday in November
- Thanksgiving was proclaimed a national holiday in 1863 by Abraham Lincoln

After group discusses the history of American Thanksgiving, clarify any relevant vocabulary students are unfamiliar with:

Thanks to say or do to show that you are grateful to someone or for something

Giving to behave towards someone in a way that shows you have a particular attitude or feeling towards them; in this case behaving with a grateful attitude and feeling

Thanksgiving a public holiday in the US and in Canada when families have a large meal together to celebrate and be thankful for food, health, families etc
**Turkey** meat from a bird that looks like a large chicken

**Stuffing** mixture of bread, onions, and other herbs that is put inside a turkey or chicken before it is roasted.

**Squash** one of a group of large vegetables with solid flesh and hard skins

**Black Friday** the day after Thanksgiving, traditionally the first day of the Christmas shopping season, when many stores have sales

After group discusses history and vocabulary, ask what the group has heard about Thanksgiving and Thanksgiving celebrations in the US. Elicit responses from each student in the group.

Ask if anyone in the group has ever celebrated Thanksgiving in the US, and what they did to celebrate. Show picture *Freedom From Want* by Norman Rockwell and ask students what they think about it.

### Thanksgiving Dinner

**Pair/Small Group Activity- Planning Thanksgiving Dinner**

Have the students work in small groups. Tell them,

"You want to host a Thanksgiving dinner. What food will you serve? Make a list. Describe this food to your partner and say why you chose it and how you will cook it."

Bring the group back together to discuss the meals they imagined.
OURS... to fight for

FREEDOM FROM WANT
Whole Group - Question Cards

Put the questions from Handout 15 in a fishbowl or envelope. Have each person take a question and answer it. Or, have students all pick a question and walk around to find another student to ask.

CONCLUSION

Ask if anyone has any questions.

Practice at Home

Speak English for at least 30 minutes.
Listen to English for at least 30 minutes. (Watch TV/listen to radio, etc.)

Next week, we are going to discuss…

RESOURCES

Print, Audio, Games:


Martin Luther King Jr Day
Book:
Picture:

Audio:

Reading:

Mother’s Day
Audio:

Independence Day
Audio:


Reading:

Halloween
History:

Thanksgiving
Book:
1621: A New Look At Thanksgiving, Catherine O'Neill Grace and Margaret M. Bruchac with Plimoth Plantation; photographs by Sisse Brimberg and Cotton Coulson 2001

Picture:

History:
NEW YEAR’S RESOLUTIONS

Resolutions I kept last year:

Resolutions I didn’t keep last year:

Five resolutions I want to make this year:
NEW YEAR’S PREPARATIONS & PARTY

You are getting ready to celebrate the New Year. What do you have to do to be ready? Describe this to your partner.

You want to decorate your home for the New Year. What decorations will you use? What do they look like? What do you have to buy?

You are planning a party to celebrate the New Year.

What food will you serve?

Who will you invite?

What special customs will happen at your party?

Describe these to your partner.
How Auld Lang Syne took over the world

By Steven Brocklehurst

Every New Year’s Eve millions of people around the world raise their voices in a chorus of Auld Lang Syne. How did a simple Scottish folk song, with words most people do not know or fully understand, become one of the world’s most popular songs?

Changing its tune

Rock star Scottish bard Robert Burns is the man responsible, though he was inspired by fragments of traditional songs from earlier times. He wrote the lyrics in 1788 but the tune we know now does not first appear with the song until after his death. In 1799 Edinburgh publisher George Thomson included the song in his Select Collection of Original Scottish Airs.

Both the words and the tune appear to be based on earlier fragments which Burns "restored" but the power of the two together has become unstoppable.

A million meanings

Auld Lang Syne is an international anthem and one of Scotland’s gifts to the world. Burns scholar Thomas Keith says it is a song of reunion not of parting, as some people think. It recalls happy days gone by, separation and coming back together. Mr Keith says there is a family and friendship feeling to the song that everybody seems to immediately understand.

"It is something to do with that melody as well as the Burns lyrics, because the lyrics are sometimes known and sometimes not," he says.

So what does Auld Lang Syne mean?

It would translate into standard English as "old long ago" or more colloquially "the good old days". In the modern idiom some might say "back in the day".

It is a tale which looks back at old times with a friend from childhood and seeks to rekindle the past by a handshake and a goodwill drink (a guid willie-waught as Burns would have it).

Scots diaspora

The song’s initial popularity coincided with the age of Scottish emigration, especially to Canada and the US, in the 19th Century. Its mood of family and friendship - and its good dose of melancholy - stayed in the hearts of the Scottish Diaspora and became stronger and more rooted as it became part of the countries they settled. US military historian Robbie Wintemute says that during the American Civil War the Union tried to restrain singing of Auld Lang Syne because of the sentiments of returning home and reconciliation.

However, after the signing of the surrender terms, General Grant ordered the band to play it, recognising that
the country and the soldiers had been through a tremendous upheaval and that now was a time for healing.

**Christmas Day Truce**
The international popularity and special significance of Auld Lang Syne was poignantly illustrated during the Christmas Truce at the start of World War 1.

For a brief moment the guns fell silent and troops from both sides left the trenches to swap souvenirs and sing songs.

According to a letter from Sir Edward Hulse, of the Scots Guards, the British and German soldiers joined together to sing Good King Wenceslas, The Tommies Song and finally Auld Lang Syne.

Sir Edward wrote: "It was absolutely astounding and if I had seen it on a cinematograph I should have sworn it was faked."

**Hollywood loves it**
In the early part of the 20th Century the film industry brought Auld Lang Syne to an even bigger audience.

Charlie Chaplin used Auld Lang Syne for a New Year scene in the Gold Rush, a 1925 silent film which was re-released with a new score, devised by Chaplin, in 1942.

There was not a dry eye in the house when nine-year-old Shirley Temple sang the song to a dying soldier in the 1937 John Ford film Wee Willie Winkie, or during the final scene of Frank Capra's It's a Wonderful Life (1946).

There are hundreds more examples, including the 2008 movie of Sex and the City.

Scottish singer Mairi Campbell's rendition of the song was used in a New Year scene in the hit film, after a special request from its star Sarah Jessica Parker.

Campbell says: "I like the way it was used in the film. I was quite taken aback. The focus leaves the shoes and the dresses and moves into forgiveness and compassion."

The 1989 comedy When Harry Met Sally has this memorable exchange at a New Year's party when Billy Crystal's Harry gets distracted immediately after declaring his love for Meg Ryan's Sally.

Harry: "What does this song mean? My whole life, I don't know what this song means. "I mean, 'Should old acquaintance be forgot'? Does that mean that we should forget old acquaintances, or does it mean if we happened to forget them, we should remember them, which is not possible because we already forgot?"

Sally: "Well, maybe it just means that we should remember that we forgot them or something. Anyway, it's about old friends."

**All around the world**
Auld Lang Syne has been translated into many different languages and is sung in many parts of the world.

In India and Bangladesh, the melody was the direct inspiration for the popular Bengali song "Purano shei diner kotha" (Memories of the Good Old Days) and in Korea, from 1919 to 1948, the lyrics of the national anthem were to the tune, which was introduced to the country by Western missionaries.

Its popularity in Russia stems from an admiration of the people's poet Robert Burns, and in China Auld Lang Syne is so established that many assume it is a native song.

It is popular in farewell parties in Mexico and many European scouting gatherings. The Danes have it as a folk song and the Dutch use it as a tune for their football song "We love Orange".

The Japanese got their hands on Auld Lang Syne in the 1890s when it was introduced into the school
 curriculum by an American teacher - Luther Whiting Mason - in a wave of Westernisation. The words were changed but the essence of the song remains. The song they call Hotaru no hikari speaks of remembrance, nostalgia and friendship.

It has become something of a Japanese school anthem and is commonly heard in graduation ceremonies and at the end of the school day. It is also used in stores and restaurants to mark closing time.

It's the New Year Party song

Auld Lang Syne, with its themes of friendship, melancholy and reconciliation, is the perfect New Year song and is sung lustily at gatherings from Edinburgh to New York's Times Square. But its place as an anthem for 31 December owes much to Guy Lombardo and his Royal Canadian Big Band. Guy, who recalled hearing the song being played by Scottish immigrants in Canada, was instrumental in fixing it in the consciousness of Americans by playing it on his radio and TV shows which reached millions every New Year from 1929 to 1977. His broadcast was sponsored by Robert Burns cigars.

Extreme Hokey Cokey

In the final verse the singer offers his hand of friendship and asks for his old pal's in return.

"And there's a hand, my trusty fiere!/And gie's a hand o' thine!"
The tradition has been that this is the point, and not before, where the hands are crossed and offered to the people on either side of you in the gathered circle.

Scottish singer Eddi Reader says: "The actual physical act of saying 'give me your hand' and then everybody does it, I don't know one other song on the whole planet that makes people do that."

But comedian Fred Macaulay complains about what he calls the "hand fascists" who insist you must wait until the end of the song before joining hands.

Most ignore the "correct" way of doing it, including then Prime Minister Tony Blair when he broke protocol to say to the Queen "gie's a hand" at the Millennium Dome at the turn of the century.

The Queen daintily took the proffered hand but did not cross her hands, waving them gently by her side instead.

And she certainly did not take part in what Fred Macaulay calls the "extreme hokey cokey" which follows, when the enjoined circle runs in and out in a giddy celebration.

It's Syne not Zyne

Finally, when you are belting out the song try to remember that it is Auld Lang Syne with an S not Zyne with a Z.

And while we are at it, the words "for the sake of" Auld Lang Syne are not to be found anywhere in the song. It does not speak of "in the days of" Auld Lang Syne either.

The verses end with a simple "for Auld Lang Syne" or "and Auld Lang Syne" - although you have to stretch the words a bit to fit the tune.

Happy New Year.
LYRICS TO AULD LANGE SYNE

Should old acquaintance be forgot,
and never brought to mind?
Should old acquaintance be forgot,
and days of long ago?

CHORUS:
For days of long ago, my dear,
for days of long ago,
we'll take a cup of kindness yet,
for days of long ago.

And surely you'll buy your pint cup!
and surely I'll buy mine!
And we'll take a cup o' kindness yet,
for days of long ago.

CHORUS

We two have run about the slopes,
and picked the daisies fine;
But we've wandered many a weary foot,
since days of long ago.

CHORUS

We two have paddled in the stream,
from morning sun till dine;
But seas between us broad have roared
since days of long ago.

CHORUS

And there's a hand my trusty friend!
And give me a hand o' thine!
And we'll take a right good-will draught,
for days of long ago.

CHORUS
What is a holiday?

What holidays do people in your country celebrate?

What US holidays do you know?

What US holidays have you heard about?

In your country, when do you celebrate the New Year?

In your country, how long does the New Year celebration last?

Are there special foods you eat only for the New Year? What are these? Why are they special?

Are there special customs for the New Year? What are these? Why are they special?

What do you know about the New Year celebration in the US?
I HAVE A DREAM (EXCERPT)

Let us not wallow in the valley of despair, I say to you today, my friends.
And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.
I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."
I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
I have a dream today!
I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.
I have a dream today!
I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."
This is our hope, and this is the faith that I go back to the South with.
With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.
What is a holiday?

What holidays do people in your country celebrate?

What US holidays do you know?

What US holidays have you heard about?

In your country, are there holidays that celebrate or remember famous people? Tell me about one.

What famous American people have you heard of?

What have you heard about famous American people?

What have you heard about Martin Luther King Jr.?

What is your dream? It might be for yourself, for your family, for your friends, for your native country, for the USA, for the world, or for whatever you wish.

How does the speech, "I Have a Dream" make you feel? Do you think Dr. King’s dream has come true? Why or why not?

Do you think that Americans have different rights from people in your native country?

Do you celebrate a holiday in your native country that is similar to Martin Luther King Jr. day?
**HISTORY OF MOTHER'S DAY**

Mother’s Day is a holiday honoring motherhood that is observed in different forms throughout the world. The American incarnation of Mother’s Day was created by Anna Jarvis in 1908 and became an official U.S. holiday in 1914. Jarvis would later denounce the holiday’s commercialization and spent the latter part of her life trying to remove it from the calendar. While dates and celebrations vary, Mother’s Day most commonly falls on the second Sunday in May and traditionally involves presenting mothers with flowers, cards and other gifts.

**MOTHER’S DAY: HISTORICAL PRECURSORS**

Celebrations of mothers and motherhood can be traced back to the ancient Greeks and Romans, who held festivals in honor of the mother goddesses Rhea and Cybele, but the clearest modern precedent for Mother’s Day is the early Christian festival known as “Mothering Sunday.” Once a major tradition in the United Kingdom and parts of Europe, this celebration fell on the fourth Sunday in Lent and was originally seen as a time when the faithful would return to their “mother church”—the main church in the vicinity of their home—for a special service. Over time the Mothering Sunday tradition shifted into a more secular holiday, and children would present their mothers with flowers and other tokens of appreciation. This custom eventually faded in popularity before merging with the American Mother’s Day in the 1930s and 1940s.

**MOTHER’S DAY: EARLY INCARNATIONS**

The roots of the modern American Mother’s Day date back to the 19th century. In the years before the Civil War (1861-65), Ann Reeves Jarvis of West Virginia helped start “Mothers’ Day Work Clubs” to teach local women how to properly care for their children. These clubs later became a unifying force in a region of the country still divided over the Civil War. In 1868 Jarvis organized “Mothers’ Friendship Day,” at which mothers gathered with former Union and Confederate soldiers to promote reconciliation.

Another precursor to Mother’s Day came from the abolitionist and suffragette Julia Ward Howe. In 1870 Howe wrote the “Mother’s Day Proclamation,” a call to action that asked mothers to unite in promoting world peace. In 1873 Howe campaigned for a “Mother’s Peace Day” to be celebrated every June 2. Other early Mother’s Day pioneers include Juliet Calhoun Blakely, a temperance activist who inspired a local Mother’s Day in Albion, Michigan, in the 1870s. The duo of Mary Towles Sasseen and Frank Hering, meanwhile, both worked to organize a Mothers’ Day in the late 19th and early 20th centuries. Some have even called Hering “the father of Mothers’ Day.”
MOTHER’S DAY: FOUNDING BY ANNA JARVIS

The official Mother’s Day holiday arose in the 1900s as a result of the efforts of Anna Jarvis, daughter of Ann Reeves Jarvis. Following her mother’s 1905 death, Anna Jarvis conceived of Mother’s Day as a way of honoring the sacrifices mothers made for their children. After gaining financial backing from a Philadelphia department store owner named John Wanamaker, in May 1908 she organized the first official Mother’s Day celebration at a Methodist church in Grafton, West Virginia. That same day also saw thousands of people attend a Mother’s Day event at one of Wanamaker’s retail stores in Philadelphia.

Following the success of her first Mother’s Day, Jarvis—who remained unmarried and childless her whole life—resolved to see her holiday added to the national calendar. Arguing that American holidays were biased toward male achievements, she started a massive letter writing campaign to newspapers and prominent politicians urging the adoption of a special day honoring motherhood. By 1912 many states, towns and churches had adopted Mother’s Day as an annual holiday, and Jarvis had established the Mother’s Day International Association to help promote her cause. Her persistence paid off in 1914 when President Woodrow Wilson signed a measure officially establishing the second Sunday in May as Mother’s Day.

Anna Jarvis had originally conceived of Mother’s Day as a day of personal celebration between mothers and families. Her version of the day involved wearing a white carnation as a badge and visiting one’s mother or attending church services. But once Mother’s Day became a national holiday, it was not long before florists, card companies and other merchants capitalized on its popularity.

While Jarvis had initially worked with the floral industry to help raise Mother’s Day’s profile, by 1920 she had become disgusted with how the holiday had been commercialized. She outwardly denounced the transformation and urged people to stop buying Mother’s Day flowers, cards and candies. Jarvis eventually resorted to an open campaign against Mother’s Day profiteers, speaking out against confectioners, florists and even charities. She also launched countless lawsuits against groups that had used the name “Mother’s Day,” eventually spending most of her personal wealth in legal fees. By the time of her death in 1948 Jarvis had disowned the holiday altogether, and even actively lobbied the government to see it removed from the American calendar.
MOTHER’S DAY: CELEBRATIONS AND TRADITIONS

While versions of Mother’s Day are celebrated throughout the world, traditions vary depending on the country. In Thailand, for example, Mother’s Day is always celebrated in August on the birthday of the current queen, Sirikit. Another alternate observance of Mother’s Day can be found in Ethiopia, where families gather each fall to sing songs and eat a large feast as part of Antrosht, a multi-day celebration honoring motherhood.

In the United States, Mother’s Day continues to be celebrated by presenting mothers and other women with gifts and flowers, and it has become one of the biggest holidays for consumer spending. Families might also celebrate by giving mothers a day off from activities like cooking or other household chores. At times Mother’s Day has also been a date for launching political or feminist causes. In 1968 Coretta Scott King, wife of Martin Luther King Jr., used Mother’s Day to host a march in support of underprivileged women and children. In the 1970s women’s groups also used the holiday as a time to highlight the need for equal rights and access to childcare.
THE FOUNDING OF MOTHER’S DAY IN THE U.S.

Have small groups of students answer these questions after highlights of founding of Mother’s Day are read or highlighted. Afterwards, ask students to discuss their answers with the whole group.

1. Who founded Mother’s Day in the United States?

2. When did this happen?

3. Why did this person decide to start Mother’s Day?

4. When does this holiday occur on the calendar?

5. In what simple ways did the founder expect families to honor their mothers?

6. How has this holiday changed?

7. Why did the founder protest against the holiday?

8. Do you have the same holiday in your own country?

9. If so, how is it celebrated?

10. Do you think that it has also become too commercial and expensive?
**MOTHER’S DAY**

What is a holiday?

What holidays do people in your country celebrate?

What US holidays do you know?

What US holidays have you heard about?

In your country, are there holidays that honor family members? For example, children, mothers, fathers, grandparents, etc.?

What do you know about Mother’s Day in the US?
LYRICS TO THE STAR-SPANGLED BANNER

O say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say does that star-spangled banner yet wave,
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner, O! long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country, should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave,
O'er the land of the free and the home of the brave.

O thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation.
Blest with vict'ry and peace, may the Heav'n rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave![12]
PLAN A 4TH OF JULY PARTY

Plan a 4th of July party at your home. Tell your group your ideas for a 4th of July party.

How will you celebrate?

What activities will you have at this party?

Who will you invite?

Role play how you will invite your friends with your partner. Will you send an invitation? Call your friends? Text your friends?

What food do you want to serve at your party?

Make a shopping list.

Make a menu and tell your partner why you want to serve this food.
**JULY 4TH: INDEPENDENCE DAY**

What is a holiday?

What holidays do people in your country celebrate?

What US holidays do you know?

When did your country become a country?

Do people in your country celebrate a day like the U.S. Independence Day?

When did the USA became an independent country?

What have you heard about the history of how the US became a country?

Have you ever celebrated Independence Day?

What have you heard about American Independence Day celebrations?
Halloween

What do you know about Halloween?

Have you or your children ever worn a costume on Halloween? What was it like?

What is the best Halloween costume you've ever seen?

Do you hand out treats to children on Halloween? What kind of treats do you give to them?

Have you ever carved a pumpkin into a jack o'lantern for Halloween? How did you do it?

Do you think it is safe for children to go "trick or treating"? Why or why not?

Do you celebrate Halloween in your home country? If yes, is it the same or different than how we celebrate in the U.S.?
THANKSGIVING

What is a holiday?

What holidays do people in your country celebrate?

What US holidays do you know?

What US holidays have you heard about?

What kind of fall holidays exist in your country?

Does your country have some way to recognize or celebrate the fall harvest?

What is the name of this holiday?

Are there special foods you eat for this holiday?

What have you heard about Thanksgiving?

What do you know about the history of Thanksgiving?

Have you ever celebrated Thanksgiving? How?
Getting Away From It All
Conversations about Recreation

Objectives
Students will:

• discuss what they and their classmates do in their leisure time.
• learn vocabulary for leisure activities.
• learn about the different regions in New Jersey and what tourist activities are available and where.
• practice describing a place.
• Plan an end of class party or hold an end of class party.

Materials

• Whiteboard/blackboard or flip chart and markers
• Name tags or tent cards
• Fish bowl or envelope
• Map of New Jersey
• Copies of New Jersey Fun & Facts Guide for each pair/small group or other magazines. (See http://www.visitnj.org/form/request-or-download-free-travel-guides to order or download free materials from NJ Travel & Tourism.)
Welcome
Greet students. Find out if over the week anyone listened to or watched something interesting in English or found an opportunity to practice speaking English. (Follow up on any other "Practice at Home" activities assigned last week.)

Warm Up
Today we are going to discuss recreation and things to do for fun in NJ. Post a map of NJ on the wall. Have students find your location on the map. Ask students what other parts of NJ they have lived or visited.

Ask if the students know the different regions in NJ.

(NJ is generally divided into North Jersey, Central Jersey, South Jersey, and the Jersey Shore. If you are using materials from NJ Travel & Tourism, they may see regions listed as Skyland, Gateway, Shore, Delaware River, Atlantic City, & Southern Shore. Here's a map that shows each: http://www.newjerseyvisitorsnetwork.com/regions.)

Ask if their country has distinct regions. How would they explain them to a visitor?

Where in NJ?
“Think of a place that you have visited in New Jersey. Without telling your classmates the name of the place, give them three clues to help them guess which place in New Jersey that you are thinking of.

For example: The place I am thinking of is at the southern tip of New Jersey. It has a lovely beach. It has many Victorian homes.”

If your classmates cannot guess which place in New Jersey that you are thinking of, tell them they may ask up to 10 additional questions. If they cannot correctly guess the place the person is thinking of after ten questions, they give up and
learn the correct place. If someone correctly guesses that it’s Cape May, it becomes the next person’s turn.”

Alternate Version- Guessing Game
Have the students form pairs. Each person will tell their partner about a place in their home county that they enjoy visiting. Bring the group back together and have each student tell the group about their partner’s place.

IN OUR FREE TIME
Talk as a group about what you each like to do in your free time. Practice using simple action verbs, eg. "I like to swim". List vocabulary used on the board.

To make this more difficult, you can also have them practice using gerunds. Have students use a verb from the board and make a sentence such as, "I like swimming".

Alternately, you could use this exercise to practice talking about the future, such as "This weekend I am going to go swimming" or the past, "Last weekend I went swimming."

PLAN A TRIP
Have the students divide into small groups. Give each group copies of the NJ Fun & Facts Guide, the NJ Travel Guide, and/or other magazines or articles about things to do in NJ.

Each group will choose a destination they would like to visit and plan a trip. Ask them, "Where will you go? How long will you stay? What will you do there?"

Bring the group back together to share the trips they have planned.
NJ State and National Parks

NJ has wonderful national and state parks. Find out more about Liberty State Park in Jersey City and two beaches, Sandy Hook Recreational Area and Island Beach State Park.

Use your NJ Travel Guides or the handouts on park websites to find out about a state or national park.

**PLAN A CLASS PARTY**

The lesson on recreation can be a perfect time to have an end of class party, or to have the students plan one.

To plan a party, ask the students different types of questions about the party.

What will we eat?
Who will take pictures?
How should we decorate?
What games should we play?

These questions can be modified if you are working on a particular tense, e.g. "What are we going to eat?"

**QUESTION CARDS**

[Handout 2- Question Cards]
Put the questions from Handout 1 in a fishbowl or envelope. Have each person take a question and answer it. Or, have students all pick a question and walk around to find another student to ask.

**CONCLUSION**

Ask if anyone has any questions.

**Practice at Home:**

Speak English for at least 30 minutes.
Listen to English for at least 30 minutes. (Watch TV/listen to radio, etc.)

**Next week, we are going to discuss...**

**RESOURCES**


ISLAND BEACH STATE PARK

http://www.njparksandforests.org/parks/island.html
LIBERTY STATE PARK

nj fast facts

Liberty State Park

Mailing Address: 1 Audrey Zapp Drive
Jersey City, NJ 07305
(201) 915-3403 or 3414

Size: 1,212 acres

Directions:
Take Toll Tollage
exit 148 jersey city. Follow the signs to the park. More detailed directions in a map of the area.

GPS Coordinates:
GPS 40°41'55.37" N 74°03'41.19" W

Facilities & Activities:
- Book Your Event
- Visitors center
- Information Center
- Ferry Service to the Statue of Liberty and Ellis Island
- Ferry Terminal
- Boating & camping on Hudson and New York Bay
- Trail Launch
- Beach Area
- Boat Ramp Area
- Playground
- Food concession
- Fishing & Wildlife
- Bicycles
- Marine

Trails:
- Hiking
- Biking
- Nature trails
- Fitness trail

Opportunities:
- Volunteers
- Oral History
- Special Employment
- Internships

History:
- Historic Timeline
- Buildings
- Colonial
- Morris Canal
- CBRS
- Construction
- 9/11 Twin Towers
- Liberty State Park
- Oral History Project

Education:
- Education Programs
- Workshops
- Book Your Program
- Public Programs
- Professional Development Workshops

http://www.state.nj.us/dep/parksandforests/parks/liberty.html
SANDY HOOK RECREATION AREA

Sandy Hook is a 2,044 acre barrier beach peninsula at the northern tip of the New Jersey shore. The park includes seven miles of ocean beaches, salt marshes, hiking trails and a maritime holly forest. Historic sites include the Sandy Hook Lighthouse, the oldest surviving lighthouse in the United States. Birding, hiking, wind surfing, fishing and exploring the park's natural and cultural resources are available year round.

Beach Recreation
Fishing
Biking
Hiking
Birding
Camping
Boating
Picnics
Food Trucks

http://www.nps.gov/gate/planyourvisit/thingstodosandyhook.htm
NJ STATE PARKS

Use the NJ Travel Guides or the park websites to answer the following questions. Work with a partner or small group. Then share your answers with the whole group.

1. Select one national or state park.

2. Where is it located in the state?

3. Describe what it is.

4. What type of activities can you do there?

5. How much does it cost to visit the park?

6. How long would it take to get there?

7. What age group would enjoy this trip?

8. Add anything else you have found out about this national or state park.
GROUP CONVERSATION QUESTIONS

What do you like to do in your free time?

Which parts of NJ have you been to?

If you had friends coming to visit you in NJ, where would you take them?

In your country, what did you like to do in your free time?

What is your favorite place in the U.S.?

What is your favorite place in your country?
ADDITIONAL ACTIVITIES

PROPS FOR A CONVERSATION GROUP

Personal Photographs
Using student's personal photographs is a great way of involving them emotionally in any lesson. By asking them to describe a personal photo, the facilitator is giving the student the opportunity to make an emotional and physical connection to what he or she is describing. Students generally enjoy this activity, as it lets them speak about something that is important to *them*. It also gives them an opportunity to speak about something they know well - thus building confidence in their own speaking abilities.

Grammatically, photographs can be used to practice a number of structures:
Present Continuous - what are the people in the photo doing?
Present Perfect - what have the people in the picture done since the photo was taken?
Past Forms - what happened the day the photo was taken?
Descriptive Adjectives - describing the people and/or places in the photographs.

Building Blocks
The use of building blocks is a great tool for combining physical actions with verbal production. This kinesthetic relationship linking ideas and descriptions to physical movement and structure literally helps students "construct" their use of the language. Some ideas for using building blocks:
Ask students to describe where they live using building blocks to signify various rooms, houses, streets etc.
Have students tell each other stories using the building blocks to signify various events in the story. In this way, they can continually refer to the building blocks as the stories become more complex.
Use multi colored building blocks to improve grammar skills. Students use specific colors when specific structures are required (this is similar to the use of colored chalk or markers).

Audio & Video Recordings
Making recordings or videos can help students become more playful with the learning process and involve them at a deeper level. Here are a few suggestions for using either a phone or tablet as recorders:
Have students record their conversations. The feedback involved is invaluable - and often
more effective than simple teacher correction. Students are surprisingly quick to catch their own mistakes in pronunciation and grammar when listening to themselves.

Have students practice and prepare a presentation or dialogue for a video or audio recording. Students preparing materials for a finished "project" tend to be very involved in that project. This involvement contributes to effective "long-term" learning.

Record important presentations. The best example of this is a recording of a job interview.

**Colored Chalk or Markers**

Using colored chalk or markers helps students associate certain colors with certain tenses, structures or functions. The most important point to remember when using colored chalk or markers is to be consistent. If you use green for the simple past, always use green for the simple past. This simple technique is quite effective as it helps students associate grammar with visual references.

**PRONUNCIATION PRACTICE IDEAS**

Below are some ideas that can be used as a warm up at the beginning or end of a session.

*Describing and Speaking about a Picture*: The facilitator hands out magazine pictures and the students describe them in pairs.

*Newspaper Articles*: Each student brings in a newspaper article of choice, the text of which has been practiced at home, and reads it to the other students.

*Bring Poems to the Class*. The facilitator can read the poem, have students discuss it to ensure understanding and have volunteers read in their best presentation format.

*Reading Plays*: Find short plays or dialog role plays and have students read, practice and perform in front of the group.

*Sing a Song*: Hand out words of a song and after discussing the lyrics, have students sing with the music. Music not only helps with pronunciation but can also be used to introduce new vocabulary and grammar structures.

**When choosing songs, try to find those which:**

- have lyrics that focus on a particular grammar structure
• have few slang words
• have good grammar and interesting vocabulary
• are appropriate for the age, sex and cultural groups in the class
• have themes that most people can relate to such as love, unrequited love, interesting situations, human thoughts and feelings.

**Walking Questions**
This is a good speaking activity to use while you are waiting for latecomers to arrive.

On a piece of paper, write out 10-15 questions that are suitable for your learners in terms of language ability and relevancy. Cut the questions up into strips and tape them up around the room.

1. As learners come into the room, tell them to walk around and read the questions.
2. Tell learners to take one question and ask it to a person they are standing nearby.
3. Give learners time to ask each other their questions and give answers.

Repeat steps 1-3 two or three times.

**Problem Solving**
Have students brainstorm some problems they have encountered in the United States. Write a list on the board or on some large paper.

Divide the class, if necessary, into groups of four. Each group chooses one problem and discusses possible solutions. They should write down all the solutions they come up with. They should then choose their three best solutions.

Each group shares their problem and three best solutions. The rest of the class chooses the best solution from the three offered.
**AND THAT’S THE NEWS**

Find the newspaper pictures and cut them out of the paper. Do not include the caption. Cut out the headline for each article that goes with a picture. You should choose pictures that are not too self-explanatory so that learners will need to think about what the article could be about. Put the pictures up around the classroom.

1. Pair up the learners. Explain that they will walk around the room in their pairs and spend 1 minute at each picture. During the minute, they should discuss what they think is happening in the picture and what the newspaper article that accompanies it is about.
2. When learners have finished discussing each picture, give each pair a headline. They should find the picture that matches their headline and take it with them back to their seat.
3. Based on the picture and headline, learners write a brief account of the story.
4. Learners summarize their stories for each other. You may want to write short summaries of the original stories so learners can compare their versions.

**ADD A SENTENCE**

Think of a list of topics about which your learners would have something to say. Here are some examples for lower and higher levels.

**Lower-level examples:** winter, coffee, water, children, English, the U.S., mountains, airplanes, rain, yesterday, today, tomorrow, every day, last year, family, holidays, weather, my country, work, shopping.

**Higher-level examples:** love, time, homesickness, childhood, family, television, American people, dreams, travel, politics, immigration, education, 5 years ago, happiness.

1. At the beginning of each class, the student(s) chooses a topic.

2. All/Both should say at least one thing about that topic. Sentences can be simple: “I like coffee.” or more elaborate: “In my country, coffee is a major export.” For
motivation, keep track of the number of sentences by either making a hash mark, or by making a list of the sentences.

3. The conversation can go on as long as the students have more to contribute. If the students prefer, the topic can be decided on beforehand so that they have time to prepare.

4. Facilitators may want to add to their topics lists things that have already been covered. This activity will be a good way to review the vocabulary and sentence structures about that particular topic.

**PERSONAL POSSESSIONS**

Bring a personal possession to class. You may ask a few learners to bring an item in as well.

Review different types of questions words before doing the activity. You may even want to write them on a list or write each one on separate cards.

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
<th>When</th>
<th>Why</th>
<th>Which</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>What kind</td>
<td>How many</td>
<td>How much</td>
<td>How long</td>
</tr>
</tbody>
</table>

Take out a personal possession from your purse or wallet, or bring something from home. Ask your learners if they know what it is, if not, give them the name. Then encourage them to ask as many questions as they can about it.

Example: a bottle of saline solution

**What is it?**

*It’s saline solution.*

**What do you use it for?**

*I use it to clean my contact lenses.*

**How do you use it?**

*I take out my contacts and pour the saline solution on them. Then I rub both sides of*
the contact lens and use the saline solution to rinse them.

When did you get it?
One month ago.

How often do you use it?
Twice a day.

Where did you buy it?
At Walgreen’s.

How much did it cost?
$1.99.

The next time you do the exercise, ask learners to show an item, and either the you or the other students can ask the questions.

**POP SONGS FOR GRAMMAR PRACTICE**

**Songs to Teach the Present Simple**
- "Good Day Sunshine" – The Beatles
- "I Just Don't Understand" – The Beatles
- "As Tears Go By" The Rolling Stones
- What a Wonderful World – Louis Armstrong 
  Songwriters: Thiele, Robert; Weiss, George David
- "Behind Blue Eyes" – (The Who) Pete Townshend
- "Across the Universe" – The Beatles
- "Friends" – Elton John 
  Songwriters: John, Elton; Taupin, Bernie

**Songs that Teach the Past Tense**
- "Candle in the Wind" – (Elton John) Songwriters: John, Elton; Taupin, Bernie
- "Our Last Summer" – Abba. Songwriters: Ulvaeus, Bjorn; Andersson, Benny
- "No reply" – The Beatles
- "Rene And Georgette Magritte With Their Dog After The War" – Paul Simon
- "Was a Sunny Day" – Paul Simon
**Songs that Teach the Question Form**

"Why" – The Beatles
"What Goes On" - The Beatles
"Tell Me Why" – The Beatles
"Why Worry Now" – Dire Straits
"Baby’s in Black" – The Beatles

**Songs that Teach Present Progressive/Continuous**

"What You’re Doing" – The Beatles
"I’m Only Sleeping" - - The Beatles
"I'm Looking Through You" - The Beatles

**Songs that Teach the Conditional**

"If I Fell in Love with You" – The Beatles
"If I Needed Someone" – The Beatles
"I Don’t Want to Spoil the Party" – The Beatles

**ACRONYMS**

Each year, new acronyms become so popular that we see and hear them everywhere, and some of them even get added to the dictionary. The same happens with new words, most recently those dealing with technology.

Below are acronyms and words recently added to the dictionary. Ask your students if they’ve heard of these. Do they know what they mean? What other abbreviations have they come across?

YOLO
LOL
DIY
Selfie
Hashtag
**Restaurant Role Play**
Bring in a menu from a restaurant. Give each student a copy. Ask students to look at the menu and ask questions about any words they don’t understand. Review the different ways a waiter might take an order (“What can I get you?” or “Can I take your order?”) and the suitable responses. Then have students get into pairs and practice ordering items from the menu, with one student as the waiter and one as the customer.

**Creative Sentences**
Place an odd combination of words (no more than 5) on the board. Have students work with partners to come up with as many sentences as possible using all (or at least most) of the words. Sample words:

1. grandfather pumpkin Thursday chicken snowball
2. March windy cookies post office dance
3. car tree Susan 4:00 thirty-three

**Telephone**
Set up groups of 4 people, in lines. Whisper a short sentence into the first person of each group’s ear. That person whispers the statement to the person behind her, and she, in turn, whispers what she heard to the person behind her. The last person in the line reveals what she heard to the class. Give a point to the team whose sentence was the closest. Do this 4 or 5 times. The team with the most points wins. Sample sentences:

There are 13 things in my pocket.
She sells seashells.
My mother found a feather.
He eats hamburgers and fries.
Benny buys cards for Bob’s birthday.
The fried rice tastes fine.
CONVERSATION GROUP “FILLERS”

Bring in some snacks that you think your students haven't tried before, and invite the students to sample them and give their comments.

Call on a student to draw his or her country's flag on the board, then teach him or her how to describe the flag to the class (It has three stripes...)

Copy a page from a comic book, white out the dialogue, make copies for your class, and have them supply utterances for the characters.
Copy some interesting pictures of people from magazine ads. Give a picture to each student, have the student fold up the bottom of the picture about half an inch, and write something the person might be thinking or saying. Put all the pictures up on the board, and let everyone come up and take a look.

Draw a pancake-shape on the board, and announce that the class will soon be moving to a desert island. Invite students one by one to go to the board and draw one thing they would like to have on the island. Ask them to give a reason for it.
Fill the board with vocabulary your students have encountered in previous classes (make sure to include all parts of speech), and ask them to make some sentences out of the words.

Hang up four different posters (example - one of a world map, one of a famous singer, one of a flower, and one of Einstein) in the four corners of your room. Tell students to choose one corner to stand in, and talk about why they chose that poster.

In pairs, have students tell each other about a major sport played in their countries. Have them explain some of the terms used in the game and a diagram of the field to show their partner how the game is played.
**Student Evaluation**

This conversation group was:

- □ Excellent  □ Great  □ Good  □ Poor

How was the pace of the lessons?

- □ Too fast  □ Just right  □ Too slow

Which activities did you like the most?

- □ Talking about your experiences  □ Comparing the U.S. to your home country
- □ Playing games  □ Sharing information with others in the group
- □ Discussing articles  □ Practicing dialogues and role plays
- □ Practicing dialogues and role plays

This conversation group helped me to:

- □ Speak English more often  □ Understand more when I hear English
- □ Speak English to more people  □ Feel more confident speaking English

What did you like about the conversation group?

What did you **not** like about the conversation group?

What other topics would you like to learn about?

Comments:
**DEBRIEFING LESSONS**

The following questions are for tutors to use when reflecting on the completed lesson and planning for the future lessons.

What went well?

What could we do differently next time?

Did the students talk most of the time?

Did the students talk to each other?

Was each student talking?

Was the material at the right level?

Are there topics that we didn’t finish that we should go back to later?