

California State University, Monterey Bay
Digital Commons @ CSUMB

Capstone Projects and Master's Theses

Capstone Projects and Master's Theses

12-2020

English Discussion Group Curriculum

Cristina Rico
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Recommended Citation

Rico, Cristina, "English Discussion Group Curriculum" (2020). *Capstone Projects and Master's Theses*. 940.

https://digitalcommons.csumb.edu/caps_thes_all/940

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

English Discussion Group Curriculum

Cristina Rico

Monterey County Free Libraries - Adult Literacy Program

Sarah Hoeffel-Mentor

Collaborative Health & Human Services

Department of Health Human Services and Public Policy

California State University Monterey Bay

December 15,2020

Author Note

Cristina Rico, Department of Health Human Services and Public Policy, California State University Monterey Bay. This research was supported by Monterey County Free Libraries. Correspondence concerning this article should be addressed to Cristina Rico, California State University Monterey Bay, 100 Campus Center, Seaside, CA, 93955. Contact: crrico@csumb.edu.

Abstract

The internship took place in the Monterey County Free Library in the Adult Literacy Program. Monterey County has the lowest literacy rate among adults. Monterey County residents are foreign-born who are residents with no or some English skills. The county has language barriers between the residents and businesses. The contributing factors of low literacy rates are foreign born having no English skills, access to education to adults and parents and learning disabilities. If the issue continues in the cycle, individuals who are illiterate will face low income or unemployment, which leads to transmission of illiteracy, and low self esteem and shame. The capstone project is an English group conversation curriculum. The curriculum is designed to help residents to build English skills to break the cycle of low literacy rates in Monterey County. The curriculum is based on a previous conversation group from Castroville. The curriculum has twelve topics with lesson plans and conversation questions for the participants. The results are unknown at this moment due to the coronavirus pandemic.

Keywords: Literacy, Adults, Monterey County, Curriculum

Agency & Communities Served

The internship took place at Monterey County Free Libraries in the Adult Literacy Program. Monterey County Free Libraries have served residents in Monterey County since 1912. Monterey County Free Libraries (2020) mentions “The mission of Monterey County Free Libraries is to bring ideas, inspiration, information and enjoyment to our community.” The vision statement is “Monterey County is a community where everyone has the opportunity to achieve their potential and pursue happiness” (MCFL, 2020). The Adult Literacy program serves many programs in Monterey County. One of the programs in the Adult program is Career Online High School. Career Online High School is an online course that adult learners build their GED degree. They have to complete the whole course to earn their GED degree. If the participant will receive a scholarship. Another program in the Adult Program offers is The Families for Literacy. Families for Literacy is a program for adult learners who have children at the ranges of 0-9 age. The children will receive a kit. The kit has an age-appropriate book with a craft instruction and craft materials. The adult learner and their children can have both quantity time and read together in the power of literacy. Another program the Adult Literacy promotes is adult learning one on one tutoring. As part of the program, assess English learners where they are at in English comprehension. If they do not qualify for the program we ask them to wait six months to assess them again. We match them with volunteer tutors to pair them. They spent an hour with each other for a tutor. We offer a book club on Wednesday; discuss the book and learn about proper English concepts.

Problem Description

Residents in Monterey County English levels are low in the county. According to the Monterey County Adult Literacy Program (2020) mentions that 25% percent of the adult population reads below a 4th-grade level". Many residents are foreign born and many residents do not have time to attend traditional ESL classes. According to Susanne Crichton (n.a) mention "52. 5% speak a language other than English." In other words, residents in Monterey County have low English levels. The issue is that residents have low English levels in reading in Monterey County.

Contributing Factors

There are many contributing factors to English lower levels. One contributing factor are that Foreign-born residents have no English skills or some English. Foreign-born residents speak their native tongue instead of English. Haderlie and Clark(n.a) mention that " Many non -native English speakers, such as immigrants and refugees, have low English literacy levels. While some of these people may be literate in their native tongue, they are considered illiterate in the English language"(paragraph 6). Proliteracy.org (2020) mentions that "2 million immigrants come to the U.S each, and about 50 % of them lack high school education and proficiency English language skills" (paragraph 7). The information provided points out that many immigrants have no English skills when coming to the United States. Whatlely and Batalova(2013)mention that " In 2011, there were 25.3 million limited English Proficient (LEP) individuals, both foreign-born and the U.S- born, residing in the United States'" (para 1).Also, Foreign natives do not time to attend normal traditional ESL classes to due long hours at work.

Another contributing factor is the limited education. Strauss (2016) mentions that “Approximately 32 million adults in the United States can’t read, according to the U.S. Department of Education and the National Institute of Literacy. The Organization of Economic Cooperation and Development found that 50 percent of U.S adults can’t read a book written at an eighth-grade level.” The information provided explains that About 32 million in the United States are illiterate. Adults and parents who have a minimum education can lead to low levels of English (Literacy Foundation, 2020). Literacy Foundation (2020) mentions that “ Doing badly at or dropping out of school- many have not completed high school.” The information provided explains that adults who did not complete their education leads to having low levels or are illiterate. Also, limited education can lead to low levels of English. Haderlie and Clark(n.a) point out that “ When the school does not have adequate funding, they are forced to take at least some of the followings measures; Employ fewer teachers and increases class size, Hire underqualified teachers, and Cut funding for important instructional resources such as books and computers.”

Many foreign native-born adults really depend on their children to translate many things. Weisskirch (2010) mentions “ Language brokering may also be an opportunity for parents to scaffold the child’s learning experience by providing vocabulary and meaning to concepts in the heritage language(Orellana et al.2003)” (73).

Another contributing factor is learning disabilities to low English levels to adults. According to the Learning Disabilities Association(2020) demonstrates that “ Learning disabilities are due to genetic and/ or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processing problems that can interfere with learning basic skills such as reading, writing, and/or math” (paragraph 1). Haderlie and Clark(n.a) state

that “ About 4.6 million Americans report having a learning disability, however actual numbers are likely high because of underdiagnosis and underreporting due to the stigmas associated with learning disabilities.” The information provided mentions that Americans with a learning diagnosis are about 4.6 million in the United States. Also, Americans are also non-diagnosed and do not have knowledge if they have learning disabilities. Learning Disabilities Association(2020) mentions that “ 60 % of adults with severe literacy problems have undetected or untreated learning disabilities” (paragraph1.)The information provided can be challenging for adults who have low English levels. It is not only for the learner however the teachers and tutor. This factor can lead to low English Levels in reading.

Consequences

Low literacy Levels can have many consequences. One of the consequences of low literacy levels is unemployment or low-income jobs. Proliteracy.org (2020) mentions that “ Individuals at the lowest literacy and numeracy levels have a higher rate of unemployment and earn lower wages than the national average” (paragraph 5). The information provided points out that people who have low education have unemployment and low wages. People who have low education work at low wages. This issue can affect the workforce. Proliteracy.org explains that “ Low literacy costs the U.S. at least \$225 billion each year in non- productivity in the workforce, crime, and loss of tax revenue due to unemployment”(paragraph 5).

Another consequence is that low English levels can lead to the intergenerational transmission of illiteracy to their children or the next generation. Cappiello(2019) mentions that” The educated send their children to the best school where they read myriad books that challenge their thinking. Research shows a 72 percent chance of being illiterate when the parents have low literacy levels. Alexis de Tocqueville said, “ Literature is an arsenal from which all, including the

weak and poor, daily choose.” (paragraph 9). This information provided important because this issue does not only affect adults, however their children and the next generation. This continues the cycle can repeat for years and years. The next generation can struggle with the same cycle as their parents.

Finally, Low esteem can lead to the consequences of low literacy in adults. According to Adkins and Ozanne (2005) mentions that “ People deficient in literacy skills may experience social derision ranging from schoolyard taunts to being labeled " unproductive stupid, chronic failures, socially dependent and morally deficient (Beder,1991,67)” Adults who have low literacy are stigmatized for having low literacy. Stigma can cause low literate people to lead them to shame(Adkin and Ozanne,2005). People with low literacy can lead to low esteem and isolate themselves from loved ones and being shamed (Literacy Foundation,2020).

Problem Model

Contributing Factors	Problem	Consequences
Foreign-born having no English levels	Residents in Monterey County English levels are low in the county.	Low-income jobs or unemployment
Education for adults and parents		Leads to the intergenerational transmission of illiteracy
Learning disabilities		Low esteem, and shame

Capstone Project Description and Justification

Capstone Project

The capstone project is to publish an English Discussion Group curriculum plan in King City for the next intern for the Adult Literacy Program. The capstone project plans are to develop ten discussion topics. The topics will have a warm-up activity to start the English Conversation and then expand teaching some formal and informal phrases. After, the conversation will continue by the facilitator will ask some questions to the participants and lead a conversation within the participants. Surveys will be handed to participants at the end of each session. The capstone project will provide an attendance of the numbers of participants attending each session.

Surveys will measure how much people attend and which nationality are the majority of people. The capstone project will provide American food-based snacks for the participants to enjoy during the conversation group. The duration of the English conversation is about an hour to an hour and a half.

Project Purpose

The purpose of the Capstone is to bring some adult resources to South County in King City. As a resident from King City, there are no English resources in King City. The population of King City is mainly Hispanic residents. According to Robin Cauntay; manager of the King City Branch (2019) mentions “ South County has no resources here for Adult literacy.” Cauntay (2019) mentions that “ They offer Homework Center, Storytelling time, and Veteran Center.” She mentions that “ This branch had some ESL classes for the U.S. Citizenship classes in the

past.”She also mentions that “She does not know what happened to the ESL teacher who was teaching in those classes”(Cauntay,2019). There are foreign-born residents in King City, especially mainly Hispanics. They speak their own native language and have some or no speak the English language. In the area, the problem is that there are language barriers between the community and the residents of the City of King. Foreign-born parents would ask their children to translate many things; important papers, teacher conferences, and appointments.

Project Justification

Monterey County Free Libraries (2020) mentions that “ 25% percent of the adult population reads below a 4th-grade level”. The project will increase reading levels in Monterey County. Foreign-born natives do not have time to attend traditional ESL classes. This project can help participants have an opportunity to have some ESL lessons in the project in availability time. The project will have participants engage in a conversation by using the ESL lessons skills learned that day.

Project Implementation

The capstone project will be implemented from a previous English conversation from Castroville. The capstone project will bring the same concepts from the previous conversation group. The topics are based on conversation strategies and will be expanded in a simple curriculum. The facilitator will follow the curriculum from the last intern and establish the conversation group to the public. The current intern will be responsible for developing twelve topics. It will spend an estimate of an hour on each topic. The current intern is accountable for outreaching for the English conversation group to the public. The current intern is held to make a simple flyer for the English Conversation group. The current intern will be responsible for making a professional job description for the next person for continuing this project. The current

intern will be accountable for any other documents needed for this current project. As the current intern will make sure that everything is done by the implementation as promised. Finally, The current intern will be responsible for making sure that there is a letter for the next person in this discussion group that explains in detail about the project.

The capstone project is to determine a date for the discussion. Participants will be foreign-born adults who desire to practice English. The facilitators will follow the published curriculum to establish a conversation group. The conversation group will be held in a room in the King City branch library. The funding for this conversation is unknown right now.

Assessment Plan

The capstone's assessment plans will be measured by attendance and surveys. The capstone project will measure how many participants will attend the English Conversation. The capstone project will contain an attendance sheet to make sure how many participants attend and which nationality are the participants from. The attendance sheet will be collected and protected in a locked cabinet. Also, the capstone project will measure by collecting surveys at the end of the group sessions. The survey will be based on a previous survey from the library. It will be conducted on how much participants have learned or gained anything from the conversation group. The curriculum has been conducted from the scope of work by creating a signup sheet for the curriculum shown in (Appendix D) and adding additional extra lessons as part of the curriculum. For example, Topic 3 Home (Appendix I) has vocabulary words for participants to have and practice vocabulary in order to expand their English skills. Also, several topics like Topic 2 shown in (Appendix H) shows basic English language skills like simple Present lessons with examples and lessons.

Expected Outcomes

The capstone project's outcome is to deliver basic English practice skills to foreign-born natives in King City. The project's outcome can break the language barriers cycle in the community. Foreign-born residents can use English skills from the discussions session to apply to their daily lives. The capstone project outcome is to improve the literacy rates in Monterey County among foreign-born natives in the community. The capstone project can promote literacy to foreign-born natives by practicing, reading, and pronouncing English skills to their families and friends. Foreign-born natives will be confident in learning a new language besides their native language. By the end of the capstone project, My mentor and I hope to complete the curriculum in the end with paperwork in binder to pass the project to a professional coordinator. We want to achieve this project to find a professional coordinator continuing this project in the future in Monterey County. We want to improve English literacy rates for residents in Monterey County. We want to bring resources to South Monterey County and have participated in this project for a cause.

Project Results

The result of this project is unknown due to the Coronavirus pandemic. Since the capstone project was unable to do in person due to the COVID- 19 restriction. The new group leader will take over the project after the job description is filled. The future group leader will

use the Pre/ post surveys attached to this project and analyze the results after the group session. The group leader and Sarah will have an excel spreadsheet to keep track of the data. The project results will be recorded and the group leader will be in charge of tracking on the data. Hopefully when the results are finalized. The group leader will see if Monterey County literacy skills have increased on English skills improved.

Conclusion & Recommendations

The internship took place in Monterey County Free Libraries in the Adult Program. About 25 percent of Monterey County have a fourth grade level or below. (Monterey County Free Libraries, 2020). The cause of lower English proficiency is Foreign-born having no English levels, access to education for adults and parents and learning disabilities. If the cycle of illiteracy continues there are going to be major consequences.

Personal Reflection

My personal reflection of this project is that I enjoyed working with my mentor and this capstone project. I never made a curriculum on my own and with my mentor's help. This capstone project was the most difficult challenge ever made in my life. I got to make an English program for my community. I wanted to dedicate my time and effort to my mother. My mother wanted to learn more about speaking English she since she immigrated to California. She wanted to learn English however she did not have the time to practice due to long hours at work. Every Time I was working on this project. It reminded me of my mother and I know others who want to practice their English skills. I enjoyed working with my mentor, Sarah for the past year and five months. My mentor has helped me learn to understand the professional setting. She has helped

me bring my spirit out and confidence. My mentor was very helpful during the process of this capstone project. I felt working with my mentor was a great experience and a perfect opportunity. We got to know each other both professionally and personally during my time in the agency.

References

Adkins, N. R., & Ozanne, J. L. (2005). Critical Consumer Education: Empowering the Low-Literate Consumer. *Journal of Macromarketing*, 25(2), 153–162. doi:

10.1177/0276146705280626

Cappiello.L(2019). Illiteracy in America is the real national crisis. Retrieved from

https://www.galvnews.com/opinion/guest_columns/article_5657c620-59d9-52fe-ae8c-c9bc96bc8c11.html. (Para 9)

Cauntay. R(2019, Sep). Professional Interview. King City Branch.

Crichton. S (n.a) Conversation group. Retrieved from

<https://docs.google.com/presentation/d/1ucf8P03O4kOYqSpNd1MmDIvWJNjXDSLrIS1xlvDfEKM/edit#slide=id.p1>

Haderlie.C and Clark. A (n.a) Illiteracy Among Adults in the US. Retrieved from

<https://www.ballardbrief.org/read/illiteracy-among-adults-in-the-us>

Litercity Foundation.org(2020). Cause of illiteracy. Retrieved from

<https://www.fondationalphabetisation.org/en/causes-of-illiteracy/>

Monterey County Free Libraries (2020) Adult Literacy Program. Retrieved from

<https://www.co.monterey.ca.us/government/departments-i-z/library/learn-explore/literacy/become-a-tutor>

Monterey County Free Libraries (2020) Administrative Office. Retrieved from

<https://www.co.monterey.ca.us/government/departments-i-z/library/locations/administrative-office>

Strauss.V. (2016) Hiding in plain sight: The adult literacy crisis. Retrieved from

<https://www.washingtonpost.com/news/answer-sheet/wp/2016/11/01/hiding-in-plain-sight-the-adult-literacy-crisis/>

Weisskirch, Rob. (2010). Child Language Brokers in Immigrant Families: An Overview of Family Dynamics. Retrieved from:

https://www.researchgate.net/publication/267719448_Child_Language_Brokers_in_Immigrant_Families_An_Overview_of_Family_Dynamics

Whatley. M and Batalova. J. (2013). Limited english proficient population of the United States.

Retrieved from <https://www.migrationpolicy.org/article/limited-english-proficient-population-united-states-0>

Appendix A

Scope of Work

Activities	Deliverables	Timeline/Deadlines	Supporting Staff
Flyers	Word Microsoft	March 2 (made) Approved in March 5th	Myself and Sarah (mentor)
Topics: Getting to know each other, Holidays, Food, and the future	4 English Conversations books	Found Topics: April 4	Myself
Research more activities	4 English Conversations books	March	Myself
English Game*	TBD	TBD	TBD
*^ Change Capstone Project	Talk to the instructor for concern project due to COVID-19	Changed on April 23	Sarah, and myself
Develop a curriculum plan	Word Microsoft	Developed: April Deadline: Summer 2020	Sarah and Myself
Develop each twelve topics In a simple conversation lesson	Word Microsoft, English Conversations books, and sample template	Deadline: End of Summer 2020	Myself
Develop duties	Word Microsoft/ phone or email	Deadline: May 2020- end of Fall Semester	Sarah and myself
Develop an Outreach to the community	Word Microsoft/ phone or email	Deadline: November 2020	Sarah and myself,
Create a Job Description for a facilitator	Word	Deadline: November	myself
Updating Date and time flyer	Word Microsoft/ phone or email/Canvas	Deadline: November 2020	Myself
Look at the current survey and Update it	Word	Deadline: November 2020	Myself and Sarah
Create Sign up documents	email/ Word	Deadline: November 2020	Myself Approved by Sarah
Write a Letter to Future Group leader	Word	Deadline December 2020	Myself and Sarah
Complete Curriculum for English Conversation Group	Word Microsoft/ phone or email, "The Binder"	TBD End of Fall Semester	Sarah and myself

Hire a group Leader	TBD	TBD	Sarah
Give “The Binder” to group leader	In person	TBD	Sarah
Communicate with King City Branch	phone or email	TBD	Group leader
Contact with agencies, community leaders, and advertising agencies to promote the program	phone or email	TBD	Group leader
Flyers dispute to King City	TBD	TBD	Group leader
Print out flyers (provided) and dispute in King City Library Newsboard (outside)	TBD	TBD	Group leader
Printable Attendance Sheet (provided)	TBD	TBD	Group leader
Materials ready for the event	TBD	TBD	Group leader and Sarah
Snacks	TBD	TBD	Group leader
SET UP CHAIRS	TBD	TBD	Group leader
Introductions and give out for pre survey, (part A) .	TBD	TBD	Group leader
Lead the Conversation group	TBD	TBD	Group leader
Survey Part B	TBD	TBD	Group leader
Clean up and put the room like it was before	TBD	TBD	Group leader and Sarah
Analyze Surveys and attendance	Excel	TBD	Group leader
Input data into excel	Excel	TBD	Group leader
Put the curriculum binder in a drawer with a lock.	TBD	After each session	Group leader
A meeting with Sarah about updates.	In person, email , or phone	TBD	Sarah and Group Leader
Communicate with Cristina if Group leader has any questions about the curriculum	Email or phone call	Anytime throughout the process	Cristina and Group leader

Key

*^ unless something changes to due COVID 19 * To be Determined (TBD)

Appendix B



ENGLISH CONVERSATION GROUP

CLASSES INCLUDE:

- Getting to know each other
- Simple Present
- Home
- Birthdays
- Holidays (Travel/ Vacation)
- Food
- Time
- Sleep
- Music
- The future
- Tradition
- Visiting the Library



You want to improve English skills. MCFL has a English Conversation Group for you. English Conversation Group have basic English skills and have a conversation for new learners !

King City Branch
 402 Broadway St, King City, CA
 93930

Time: :
 Date:

Refreshments
 and Snacks
 available

CONTACT US:

Phone : (831) 883-7568
 Email to Sarah Hoeffel
 hoeffels@co.monterey.ca.us

To learn more, visit us at:
<http://www.montereycountyfreelibraries.org>.

December 15, 2020

Cristina Rico
Former MCFL Intern
cristinarico388@yahoo.com
(831)235-0344

Group Leader Recipient
English Conversation Group Leader
188 Seaside Circle
Marina, CA 93933

Dear Group Leader Recipient,

Hello, My name is Cristina Rico. I am a CSUMB graduate and former library intern. The vision of this project was part of my Collaborative Health and Human Services capstone project for the Fall 2020 Semester. The project was not able to be implemented in person due to the Coronavirus pandemic. I created each document to prepare yourself for the Conversation group. It could prepare you or help you prepare yourself. Our statistics on the illiteracy rate are from the 2010 Census. According to Monterey County Free Libraries, (2020), About 25 % of the adult population read below a 4th-grade level. In south county, King City, California has no English or ESL resources. Conversation groups help to break the cycle of illiteracy, because in the end, it's the students who have to do the work, the conversation group can't do it alone.

If you get stuck in the conversation group or the lessons do not work. There is a list of game type fun ideas to reset the scene in the room includes

- Name three (or five) word that start with H
- Two Truths and a Lie
- Think of an adjective for the person sitting next to you

Also, there are plenty of ideas in conversation group books and online.

English Conversation Group Curriculum plans to introduce 12 different English basic skills topics and conversation questions. The group leader will be implementing the lessons and learning conversation questions to participate in for adults.

If you need to contact me, please do so by emailing me directly at cristinarico338@yahoo.com. My direct cell phone number is (831) 235-0344. Thank you for considering this letter at this time

Sincerely,

[Cristina Rico](#)

Cristina Rico

Appendix D



Attendance Sheet

Conversation Group Session

Topic: _____ Date: month / date / 20**
Time: ____: ____ AM/PM

	Name :	State Your Nationality :
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

9.		
0.		
1.		
2.		
3.		
4.		
5.		

Appendix E

Outreach Plan

Date: November 30, 2020

Target Audience

Residents / Adults in South Monterey County (King City ,CA)

Goal: Improve English skills in South Monterey County

Objectives: The objective is to provide an English Conversation group and resources to the residents

in South Monterey County.

Strategies:

Activity	Timeline	Expected Outcomes	Staff Responsibly	Comments
Have a Curriculum Binder	November - Early December 2020	Professional Development, Information Management, Research Methods, Professional Communication	Cristina and Sarah	Curriculum will be contained in a binder and inside a safe drawer until Sarah hires a group leader
Hire a group leader	TBD		Sarah	
Give the Group leader the binder	TBD		Sarah	
Decide a date to start the Conversation group	TBD	Professional Communication and Professional development	Sarah, Group leader	
Make an appointment with Robin , King City Branch for a room.	TBD	Professional Communication and Professional Development	King city Branch manager and Group Leader	
Call /Adversaries in the local newsletter	TBD	Professional Communication	Group leader	
Print out flyers (provided) and dispute in King City Library Newsboard (outside)	TBD	Professional Development	Group Leader	
Printable Attendance Sheet (provided)	TBD	Professional development	Group leader	
Materials ready for the event	TBD	Professional development	Sarah and Group leader	
Refreshments and	TBD	Professional	Group	Cookies or pastries

Snacks		development	leader and Sarah	Water is okay Plates and napkins and Trash bags are required.
Set up chairs	TBD	Professional development	Group leader	
Introductions and give out for pre survey, (part A) .	TBD	Professional Development, Leadership, Professional Communicatio n	Group leader	
Lead the Conversation group	TBD	Professional Development, Leadership, Professional communicatio n	Group leader	
Survey Part B	TBD	Professional Development, Leadership, Professional communicatio n	Group leader	
Clean up and put the room like it was before	TBD	Professional development	Group leader	
Analyze Surveys and attendance	TBD	Statistical/ Research methods	Group leader	
Input data into excel	TBD	Information Management Statistics Method	Group leader	
Put the curriculum binder in a drawer with a lock.	TBD	Professional development	Group leader	

A meeting with Sarah about updates.	TBD	Professional Communication	Sarah and Group leader	
Communicate with Cristina if Group leader has any questions about the curriculum	Anytime throughout the process	Professional Communication	Cristina and Group Leader	Make a schedule with her for availability.

Strategies:

- **Setting in King City Branch (Meeting Room)**
 - Location: 402 Broadway St. King City California 9393

Materials:

- **Microsoft: Word, and Excel, Google Calendar, Planner**
- **Folders, Pens, Pencils, A Flashdrive, Paper, Ink, Dividers, , Computer, Printer, “ The Binder”**
- **Drawer with a lock and key**
- **Keep in Mind**
 - Make sure to have extra printed materials on-hand for events
 - All materials should be relevant, appealing, and contain up-to-date information
 - Try using culturally appropriate and messaging for your target audience
 - Keep information short and simple
 - Keep information confidential
 - Keep in mind of cultural competency
 - **Make sure** to have the meeting room the way it was before.
 - Please use the Binder as a tool for the English Conversation group
 - Print out the attendance sheet, surveys, and a copy for the lessons for yourself.
 - Print out any vocabulary or other English basic worksheets to participants.
 - Please feel free to contact Cristina Rico with any questions about the Curriculum.
- **Contact Information :**
 - Cristina Rico, Former MCFL intern and developer of the Curriculum

- Phone number: (831) 235-0344
 - Email: cristinarico338@yahoo.com
 - Robin Cauntay, King City Branch Manager
 - Phone number: (831) 385-3677
 - Email: CauntayR@co.monterey.ca.us
 - Sarah Hoeffel, Literacy and Volunteer Services Manager
 - Phone: (831) 883-7507
 - Email: hoeffels@co.monterey.ca.us
- **Agencies / Advertising/ Communities Leaders Contract Information:**
- King City Branch Library, Public Library
 - **Phone number:** (831) 385-3677
 - Sheryl Bailey, King City Rustler Local Newspaper: Marketing Associate
 - **Phone number:** (831)225-0986
 - Gail Esteban, King City Rustler Local Newspaper: Office Manager
 - **Phone number :** (831)225-0986
 - Rotary Club of King City, Community Leaders
 - **Phone number: (831)386-0835**
 - **Mail address:**
 Rotary Club of King City
 P.O. Box 611
 King City, CA 93930
 - Steven Adams, City Manager /City Clerk Department
 - **Phone number:** (831) 386-5971
 - **Email:** customerservice@kingcity.com
 - **Address:** 212 So. Vanderhurst Ave. King City, CA 93930
 - Families of the Libraries, Supporters of the Libraries
 - **Phone number:** (831) 385-3677
 - Casey Printing, Publication Printing Companies
 - **Phone number:** (831)385- 3222
 - **Address:** 398 E. San Antonio Dr. King City, CA 93930
 - Micheal Davis, KC102 On air personality,

- Office Phone number : (831) 385-5422
- Email : MICHAEL@KRKC.COM

Appendix F



Group Leader /Conversation Coordinator - Literacy Program

Organization Description

The Mission of Monterey County Free Libraries is to bring ideas, inspiration, information and enjoyment to our community.

Program Overview

Group Leaders will work at different branches around the County offering conversation group facilitation for English learners to practice their skills. The goal is to offer English learners a safe, supportive environment to practice spontaneous or semi-spontaneous use of the language. Group leaders will focus on offering practical, real life conversation opportunities. The Literacy manager will work with the Group leader to help prepare weekly topics and simple exercises, giving group participants a chance to use English language skills in a comfortable, fun environment. As a natural part of the conversation groups, leaders will have a chance to focus on cultural lessons along with language.

Working in the Literacy Program will require collaboration with tutors and program volunteers as well as learners and their families and any potential members of the literacy program or other educational and social service agencies. Agencies include MPUSD, the State Library, First Five of Monterey County, the Peace and Justice Center, etc. In addition, the student will be working in a library environment with professional staff and will be required to abide by the same standard of punctuality, customer service, and professionalism.

Health & Safety/Requirements

ADA requirements: 20-50 lbs. lifting.

Flu shots recommended

TB Test

Additional requirements Computer Literacy, Driver's License, must be 18 or older,

Responsibilities and Duties

- Group Leader will lead a conversation group with lessons and conversation questions
- Will be provided with a binder containing the curriculum and materials
- Responsible for distributing vocabulary sheets and Pre/Post surveys to participants.
- Group leader will take participant's concerns to the Literacy Manager
- Making sure to secure sensitive/confidential materials.
- Input data from surveys and attendance sheets in an Excel File.
- Setting up room with Chairs, and refreshments / snacks, and returning the room to it's original condition when done

Qualifications

- High School Diploma or college/university
- Computer literate in Microsoft
- Excellent communication skills
- Cultural sensitivity
- Leadership qualities
- Spontaneity, and patience
- Confidentiality
- An eye for organization

Site Details

Administration Office Address:

188 Seaside Circle

Marina, CA 93933

United States

Various Branches of Monterey County Library, see www.emcfl.org for locations

General Phone:

(831) 883-7597

General Email:

hoeffels@co.monterey.ca.us

Website:

<http://www.emcfl.org>

Social media:

<https://www.facebook.com/eMCFL>

Appendix G

Conversation Group Self -Evaluation Survey A

Topic : _____ Name: _____

Date: _____

Pre-Survey

Why do you need to learn more English?

Please give examples of situations that are difficult for you in English

When people speak English to you how much do you understand?

___ Everything ___ Most ___ Some ___ A Little ___ Very
Little

When watching movies or TV how much do you understand?

___ Everything ___ Most ___ Some ___ A Little ___ Very
Little

When you speak English, how much do other people understand?

___ Everything ___ Most ___ Some ___ A Little ___
Very Little

Please mark in order the skills that you most need in order of importance, #1 being most important and #4 least important at this time (please do not use the same number twice):

___ Listening

___ Speaking

___ Vocabulary

___ Pronunciation

*Adapted from Needs Assessment and Learner Self -Evaluation

Conversation Group Self -Evaluation Survey B

Topic : _____

Post Survey

What have you learned in the conversation group today?

Please give examples of the lessons you learned during the conversation group.

I clearly understood the objectives of the lessons

Everything
 Most
 Some
 A Little
 Very Little

I feel confident on learning English with this conversation group

Most
 Some
 A Little
 Very Little

The Group Coordinator was clear and informative about objectives and lesson plans

Most
 Some
 A Little
 Very Little

Any concerns or questions about the conversation group?

Appendix H

Ten Topics for Curriculum

1. Getting to know each other

2. Present Simple
3. Home
4. Birthday
5. Holidays
6. Food
7. Time
8. Sleep
9. Music
10. The Future
11. Tradition s
12. Visiting the library

Appendix I

Topic 1: Getting to Know Each Other

Introduction	Welcoming everyone to the conversation group. Explain the conversation group	Participants will sign in for attendance and state their nationality	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced to the English conversation group.	Participants will learn to introduce phrases and how to speak.	Participants will carry a basic conversation about her/himself.
Activity	Warm-Up: Ball Toss Before the class: Write “getting to know you” questions on a beach ball using a dry-erase marker (make sure it dries well before the activity). The questions can be something like “what is your name?”, “where are you from?” “how old are	A video What is your name? from https://eslvideo.com/quiz.php?id=32248	Introducing phrases <ul style="list-style-type: none"> ● May I introduce myself? My name is _____. ● Let me introduce myself. I’m _____. ● I’m _____.

	<p>you?”, etc. (the 5-wh questions).</p> <p>During the class: demonstrate the game so the students know what the expectation is. Have a student gently toss the ball to you, then read the question that is under your right thumb and answer it aloud. Toss the ball to a student and ask him/her to do the same. The students thus keep going until everyone has gotten a chance to answer their questions.</p> <p>Ten- Fifteen minutes</p>		<p>Introducing others</p> <ul style="list-style-type: none"> ● _____, please meet_____. ● _____, have you met_____? ● I'd like you to meet_____.
<p>Questions</p>	<ul style="list-style-type: none"> ● What is your name? ● How do you pronounce your name? 	<ul style="list-style-type: none"> ● Where you are from? ● How long have you been there? 	<ul style="list-style-type: none"> ● Where did you last go on holiday ● Who would you most like to meet?
<p>Closing</p>	<p>Reflect on the participants’ new skills</p>	<p>Distribute surveys to participants’ for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming</p>

Cited

- <https://www.simplyieva.com/6-fun-esl-icebreaker-activities-for-a-good-start-of-the-year/>
- ESLGAMES.COM (n.a.) 50 Conversation classes.

- Engelhardt,D.(2012). Perfect Phrases for ESL Conversation Skills. Retrieved from a book.
- https://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php
- <https://eslvideo.com/quiz.php?id=32248>

Appendix J

Topic 2: Simple Present

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and state their nationality.	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced to simple present tense.	Participants will learn the simple present tense of verbs forms of To Be and negative verbs forms	Participants will learn to use the simple present and Contractions
Activity	<p>Warm-Up: A video</p> <p>“ Do you like insects?”</p> <p>https://eslvideo.com/quiz.php?id=33945</p>	<p>Lesson Activity: Simple Present is when you use a verb to tell about things that happen continually in the present, like every day, every week, or every month.</p> <p>Subject Pronouns (Personal Pronouns) I You He/She/it We You They</p>	<p>The principal use of the simple present is to refer to an action or event that takes place habitually, but with the verb "to be" the simple present tense.</p> <p>Examples</p> <ul style="list-style-type: none"> ● I am happy. ● She is helpful. <p>Contractions are used for not are +not = aren't Is +not= isn't</p>

		<p>Interrogative forms of the verb "To be" Am Are Is</p> <p>Negative Forms of the Verb "To be" Am not are not Is not</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Is Brad Pitt French? <ul style="list-style-type: none"> ○ No, he isn't. He's American. ● What about Angelina Joli? Is she American, too? <ul style="list-style-type: none"> ○ Yes, she is. She is American. ● Are brad Pitt and Angelina Joli French? <ul style="list-style-type: none"> ○ No, They aren't. They are American. <p>Page 3 has more information forms for each for</p>	<p>examples</p> <p>I am not → I'm not</p> <p>You are not → you're not</p> <p>He is not → he's not</p> <p>She is not → she 's not</p> <p>It is not → it's not</p> <p>We are not → we aren't</p> <p>They are not → They aren't</p> <p>Also, Contractions are often used do not and Does not</p> <p>I do not → I don't</p> <p>You do not → You don't</p> <p>He does not → He doesn't</p> <p>She does not → She doesn't</p> <p>It does not → It doesn't</p> <p>We do not → We don't</p> <p>They do not → They don't</p>
--	--	--	---

Questions	<ul style="list-style-type: none"> • What do you do at the weekend? • Who do you talk to the most? • How many pairs of shoes do you have? 	<ul style="list-style-type: none"> • What time do you go to bed during the week? 	<ul style="list-style-type: none"> • Why do you think English is important?
Closing	Reflect on the participants' new skills	Distribute surveys to participants' for satisfaction about the conversation group session	Thanking the participants for coming for the conversation session

Forms of the Simple Present

Affirmative Forms of the verb to be

Subject	Full-Form	Contracted Form
I	am	'm
You	are	're
He /She/It	is	's
We	are	're
You	are	're
They	are	're

The interrogative form of the verb to be:

Am	I
Are	you?
Is	he /she / it?
Are	we
Are	You
Are	They?

Negative Form

Subject	Full-Form	Contracted Form
I	Am +not	'm not
You	are + not	aren't
He /She/It	is+not	isn't
We	Are+not	aren't
You	are+not	Aren't
They	Are +not	Aren't

Resources

50 Conversation Classes. (n.a) *Simple Present*. Book.Retrieved from eslgames.com
<https://study.com/academy/lesson/what-is-simple-present-tense-definition-examples.html>

Cited from

https://www.myenglishpages.com/site_php_files/grammar-lesson-simple-present-be.php

<https://www.eslcafe.com/resources/grammar-lessons/simple-present-tense/simple-present-tense-1>

Appendix K

Topic 3: Home

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and which	Participants will have snacks and refreshment to snack during the
---------------------	---	--	---

		nationally they are from	conversation group and settle
Objective:	Participants will be introduced to home vocabulary	Participants will learn English home objects and locations	Participants will learn to describe a room in the house
Activity:	<p>Warm-Up:</p> <p>What's the missing word?</p> <p>Find a group of compound words or collocations which share a common word. For example, <i>bedroom, bathroom, living room, classroom, showroom,</i> etc. Give students one of the word/collocation parts, such as <i>bed</i> and have them guess the missing part, add to the list writing <i>bath, living, class,</i> etc., until they successfully guess the word.</p> <p>Ten to fifteen minutes</p>	<p>Vocabulary</p> <p>Hand out Home vocabulary to the participants to have</p> <ul style="list-style-type: none"> ● Facilitators will go over the vocabulary with participants together (vocabulary on a page 3) ● and A Picture of a house 	<p>Describe:</p> <p>In this activity: we will be practicing describing furniture is of a drawing of a room.</p> <ul style="list-style-type: none"> ● Kitchen ● Bedroom ● Living room ● Bathroom <p>Five to ten minutes</p>

<p>Questions</p>	<ul style="list-style-type: none"> • What’s your favorite spot in your home? • How long have you lived in the current home? • How many rooms are there in your house? 	<ul style="list-style-type: none"> • What changes would you like to make to your home? • How are homes different in your home country and in this country? 	<ul style="list-style-type: none"> • What is your dream house? • Where would your dream home be?’ • Describe your dream house (money is no problem) where, materials, design, interior, landscaping etc.
<p>Closing</p>	<p>Reflect on the participants’ new skills</p>	<p>Distribute surveys to participants’ for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming for the conversation session</p>

Resources

- ESL Conversation Questions (n.a.) Home. Retrieved From <http://iteslj.org/questions/home.html>
- 50 Conversation Classes (n.a.) Home.
- Kehe, D.&Kehe, P.D. (2011). Conversation Strategies: *Eliciting Confirmation*. Pro Lingua Associates. Pg:65
- https://www.google.com/search?q=home+vocabulary&client=firefox-b-1-d&channel=tus3&sxsrf=ALeKk00IV00zaQE-2D0WySanjTPjEpNQ1w:1592255276916&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiVgLCR3YTqAhVFEawKHZilCDAQ_AUoAXoECA4QAw&biw=1366&bih=654#imgrc=V3ghdDpwIbZsyM
- https://www.myenglishpages.com/site_php_files/vocabulary-lesson-home.php

Home Vocabulary

Bathroom- A room with a bath and/or shower and often a toilet.

- Bath tub
- Sink

- Medicine cabinet
- Toilet
- Bath mat
- Plant

Living Room-The room in a house or apartment that is used for relaxing, and entertaining guests, but not usually for eating.

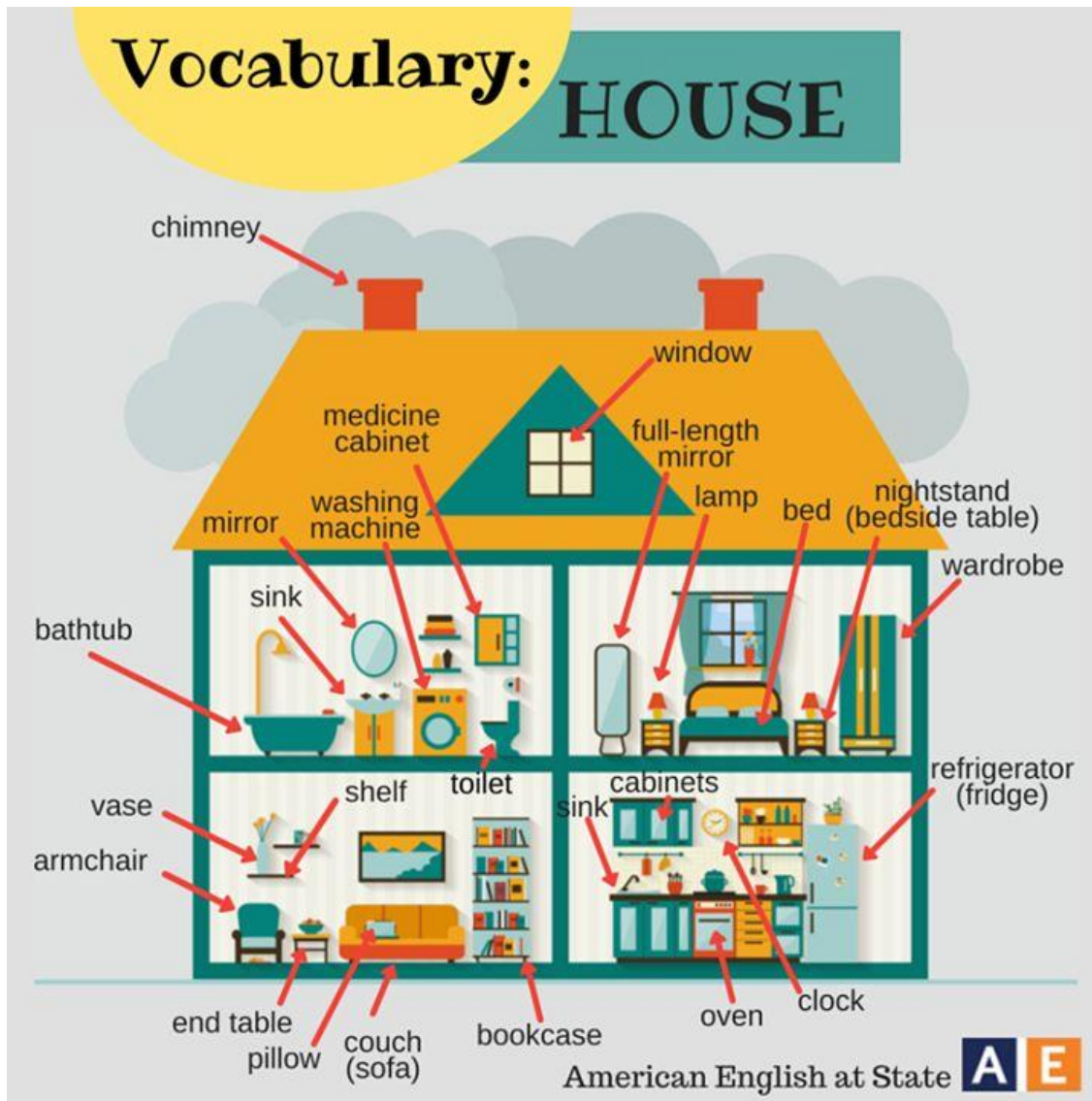
- Door
- Stereo
- Speakers
- lamp
- Sofa
- Television (TV)

Kitchen-a room or area where food is prepared and cooked.

- Cabinets
- Kitchen sink
- Refrigerator
- Stove
- Windows

Bedroom-A room used for sleeping in.

- Rug
- Drawers
- Nightstand
- Bed
- Dresser
- picture
- Lamp



Appendix L

Topic 4 : Birthdays

<p>Introduction</p>	<p>Welcoming everyone to the conversation group.</p>	<p>Participants will sign in for attendance and state their nationality</p>	<p>Participants will have snacks and refreshment to snack during the conversation group and settle</p>
----------------------------	--	---	--

<p>Objective:</p>	<p>Participants will be introduced in describing what is a birthday party.</p>	<p>Participants will learn basic Birthday phrases and vocabulary in English.</p>	<p>Participants will discuss their birthday experiences to the group.</p>
<p>Activity</p>	<p>Warm-Up: Describe two different Birthday pictures? And discuss them in the following:</p> <ul style="list-style-type: none"> ● What do these pictures represent? ● How are they similar? ● How are they different? 	<p>Birthday Phrases</p> <ul style="list-style-type: none"> ● We wish you a happy birthday! ● All the best on your birthday! ● Many happy returns! ● Happy Birthday! ● May all your wishes come true! <p>Vocabulary Sheet Page 3-4</p>	<p>Video</p> <p>Joey turns 30 https://www.youtube.com/watch?v=cB-DVomcEb4#action=share</p> <p>The group will discuss the video and how do the participants feel about growing up.</p>
<p>Questions</p>	<ul style="list-style-type: none"> ● How are birthdays celebrated in your country? ● What are some birthday traditions you know of from other countries? ● How many people's birthdays do you know off by heart? 	<ul style="list-style-type: none"> ● What did you do for your last birthday? ● How do you like to celebrate your birthday? ● What is the best birthday gift you have ever received? 	<ul style="list-style-type: none"> ● Are birthdays really important? ● Have you ever had a surprise birthday party for yourself or someone else? ● If you could celebrate your own birthday the way you wanted, what would you do?

Closing	Reflect on the participants' new skills	Distribute surveys to participants' for satisfaction about the conversation group session	Thanking the participants for coming for the session
----------------	---	---	--

Cited

- Barro, R. (2016). Birthday Celebration Conversations Lesson. Retrieved from <https://ricardobarroselt.com/2016/03/29/birthday-celebrations-a-conversation-lesson/>
- Conversation Questions for the ESL. (n.a) Birthday. Retrieved from <http://iteslj.org/questions/>
- Engelharddt, D. (2013). Perfect Phrase for ESL Conversation Skills. Book. McGraw Hill. New York. pg. 234
- ESLGAMES.COM (n.a.) Birthday. 50 Conversation classes. Book.

Birthdays are celebrated in numerous cultures, often with gifts, cards, a party, or a rite of passage.

Vocabulary

Birthday: an occasion when a person or institution celebrates the anniversary of their birth. (noun)

Birthday cake: A special type of cake that is eaten at a birthday party with candles on. (noun)

Birthday card: A greeting card that is given to someone on their birthday to help them celebrate. (noun)

Blow: The action of expelling air from the mouth. (verb)

Candles: Wax sticks that contain a wick and when lit they give light. (noun)

Celebrate: To mark an event in a fun way. (verb)

Dance: To move the body to the sound of music. (verb)

Date: An appointment to meet someone or the specific day that something happens. (noun)

Decorate: To make something look nice and pretty. (verb)

Develop: To grow older and get better at something. (verb)

Dinner: A choice of different kinds of food, usually cooked and eaten in the evening. (noun)

Disco: A party where people dance to music. (noun)

Drinks: Liquids to refresh a thirst. (noun)

Energetic: Having lots of bounce and energy. (adjective)

Excitement: The feeling of being very happy and joyful. (noun)

Family: People linked through birth. (noun)

Flowers: The stems and colored petals from plants. (noun)

Frosting: Soft sugar mixed to a paste with liquid and spread on the top of cakes (same as frosting). (noun)

Games: An activity that is done with a group of people for enjoyment. (noun)

Gift-wrap: Brightly colored paper that is used to cover a present (same as wrapping paper). (noun)

Gift: An item that is given to someone else, normally for a special occasion (same as present). (noun)

Icing: Soft sugar mixed to a paste with liquid and spread on the top of cakes (same as frosting). (noun).

Invitation: A way of asking someone to come to a party. (*noun*)

Party: A group of people gathered together to have enjoyment. (noun)

Party hats: Special brightly colored headgear to wear at parties. (noun)

Present: An item that is given to someone else, normally for a special occasion (same as gift). (noun)

Surprise: An unexpected event. (noun)

Treasure: A valuable object that is greatly coveted and admired. (noun)

Visit: To go and see someone or something. (verb)

Wish Something that you want to happen and ask for when blowing out candles on a birthday cake. (noun)

Wrapped: When a present has been covered in paper. (adjective)

Wrapping paper: Brightly colored paper that is used to cover a present (same as gift wrap). (noun)

Cited

<https://www.excellentesl4u.com/esl-birthday-vocabulary.html>

Warm-Up :



Cited from

https://www.google.com/imgres?imgurl=https%3A%2F%2Fs3-eu-west-1.amazonaws.com%2Farvinddevalia.images%2Fbirthdaykids1.jpg&imgrefurl=https%3A%2F%2Fwww.arvinddevalia.com%2Fblog%2F2010%2F03%2F19%2Fwhy-its-a-good-idea-to-celebrate-your-birthday%2F&tbnid=rIXbn7urI3vuyM&vet=12ahUKEwi-6_rflq_qAhUB_6wKHXHQCP8QMyhFegQIARBU..i&docid=E_IQTQNvIzsi6M&w=425&h=282&q=birthday%20pictures%20of%20people&client=firefox-b-1-d&ved=2ahUKEwi-6_rflq_qAhUB_6wKHXHQCP8QMyhFegQIARBU

https://www.google.com/imgres?imgurl=https%3A%2F%2Fs3-eu-west-1.amazonaws.com%2Farvinddevalia.images%2Fbirthdaykids1.jpg&imgrefurl=https%3A%2F%2Fwww.arvinddevalia.com%2Fblog%2F2010%2F03%2F19%2Fwhy-its-a-good-idea-to-celebrate-your-birthday%2F&tbnid=rIXbn7urI3vuyM&vet=12ahUKEwi-6_rflq_qAhUB_6wKHXHQCP8QMyhFegQIARBU..i&docid=E_IQTQNvIzsi6M&w=425&h=282&q=birthday%20pictures%20of%20people&client=firefox-b-1-d&ved=2ahUKEwi-6_rflq_qAhUB_6wKHXHQCP8QMyhFegQIARBU

Appendix M

Topic 5: Holidays (Vacation)

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and state their nationality	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced travel vocabulary	Participants will learn about travel expressions to a person	Participants will learn travel expression in an airport and hotel setting
Activity	<p>Warm-Up: Video London Baby!!</p> <p>https://eslvideo.com/quiz.php?id=17460</p>	<p>Activity</p> <p>A Vacation is</p> <ul style="list-style-type: none"> ● A general leave of absence from a regular occupation for rest or recreation ● A specific trip or journey for the 	<p>Activity:</p> <p>Travel Expressions used an Airport</p> <ul style="list-style-type: none"> ● I have a connecting flight ● I can't find my bag

		<p>purposes of recreation/tourism</p> <p>Vocabulary Words (pages 4-5)</p> <p>Travel Expressions</p> <ul style="list-style-type: none"> ● Have a good/great weekend/holiday/vacation ● Have a good time /fun on your holiday/vacation ● Enjoy your vacation ● Have a great/safe trip/flight/ journey ● Bon Voyage <p>Welcoming Someone back</p> <ul style="list-style-type: none"> ● It's good to see you you're back ● Great/nice/ good to have you back ● We're glad you're back ● We missed you. ● Welcome back 	<ul style="list-style-type: none"> ● Where are customs and immigration? ● Where is the currency exchange? ● Where is the taxi line? ● Where is the bus stop? <p>Travel expressions used at the hotel</p> <ul style="list-style-type: none"> ● What floor am I on? ● Where are the elevators? ● What's the Wifi Password? ● Is there free breakfast? ● What time is check in/check out? ● Could I have a late check out? <p>Common Travels Phrases</p> <ul style="list-style-type: none"> ● Hello ● Excuse Me ● Please ● I need help ● Do you speak (...) ? ● Where is...? ● I am going to... ● I don't understand ● Taxi ● Help ● I'm sorry ● Thank You ● You're Welcome ● Yes ● No ● Goodbye!
--	--	---	---

<p>Questions</p>	<ul style="list-style-type: none"> ● Have you ever stayed at a hotel? ● What would be your dream vacation? ● Where have you been? 	<ul style="list-style-type: none"> ● What was your best trip. ● Have you ever been to a foreign country? ● When was the last time you traveled? 	<ul style="list-style-type: none"> ● What is the most interesting city to visit in your country? ● What place do you want to visit someday? ● What's the most beautiful place you've ever been to?
<p>Closing</p>	<p>Reflect on the participants' new skills</p>	<p>Distribute surveys to participants' for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming</p>

Cited

- ESLGAMES.COM (n.a.) 50 Conversation classes. Book
- <https://prancier.com/blog/travel-expressions-travel-phrases>
- Engelihardt, D. (2013). Perfect Phrases for ESL Conversation Skills. New York. Book. Pages 235-236.

Vacation / Travel Vocabulary

Airline – an ‘airplane company’

Airport - a complex of runways and buildings for the takeoff, landing, and maintenance of civil aircraft, with facilities for passengers

Arrange – to prepare, set up, organize

Book – to arrange a time or buy a ticket for something (flight, hotel, train, bus, etc.)

Deal(s) – special prices; cheap prices; sales

Destination- the place designated as the end, as of a race or journey

Flight – a trip on an airplane (‘fly’ is a verb; ‘flight’ is a noun)

Fly- travel through the air; be airborne

Go sightseeing – when on vacation, to go to the most interesting places and take pictures

Guide- someone employed to conduct others

Hotel - an establishment providing accommodations, meals, and other services for travelers and tourists.

Independent – doesn’t need other people’s help, can take care of you

Journey- the act of traveling from one place to another

Luggage - suitcases or other bags in which to pack personal belongings for traveling.

Map- a diagrammatic representation of the earth's surface

Motel- a roadside hotel designed primarily for motorists, typically having the rooms arranged in a low building with parking directly outside.

Online travel agency – a travel agency that is on the Internet

Package deal – a kind of ‘deal’ that includes many different things purchased together (such as flight, hotel, and meals).

Pack your bags - means to put everything you’ll need for the trip (clothes, personal care items, etc.) into a suitcase or backpack.

Passport - is a travel document, usually issued by a country's government to its citizens, that certifies the identity and nationality of its holder primarily for the purpose of international travel.

Rental car – a car that you pay for to use for a short time

Reserve – to book; to keep something aside so you can use it later

Road trip- a long trip taken by car

to overbook- to take more reservations than there are places for; to sell more tickets than there are seats for

Tour- a route all the way around a particular place or area

Tour group – a group of people that go on vacation together

Tourist sites – places that many tourists like to go (tourists are people who are on vacation in a place)

Travel- a journey in which you go somewhere, usually for a short time, and come back again:.

Travel agency – a company that helps people arrange their travel plans. (travel agents work in travel agencies)

Travel agent – a person who helps other people buy plane tickets and arranges travel plans for people

Vacation- A general leave of absence from a regular occupation for rest or recreation

- A specific trip or journey for the purposes of recreation/tourism

Voyage- a journey to some distant place

Resource :

https://www.myenglishpages.com/site_php_files/vocabulary-lesson-celebrations.php

<https://www.stickyball.net/vocabulary/travel-vocab/buying-tickets.html>

<https://www.espressoenglish.net/english-vocabulary-for-a-road-trip/>

<https://en.wikipedia.org/wiki/Passport>

<https://www.lexico.com/en/definition/luggage>

<https://www.lexico.com/en/definition/airport>

<https://www.lexico.com/en/definition/hotel>

<https://www.lexico.com/en/definition/motel>

<https://dictionary.cambridge.org/us/dictionary/english/trip>

https://esllibrary.s3.amazonaws.com/private/lesson/sample_pdf_file/1649/Living-in-English_Sample_ESLibrary.pdf?X-Amz-Expires=300&X-Amz-Date=20200720T234940Z&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJRRPTS3WYYET4URQ%2F20200720%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-SignedHeaders=host&X-Amz-Signature=26bf8dd7fcbe050b3885c108cacf7b116124d7dc74479dca0a43ecae151dcb8f

Appendix N

Topic 6: Food

<p>Introduction</p>	<p>Welcoming everyone to the conversation group.</p>	<p>Participants will sign in for attendance and state their nationality</p>	<p>Participants will have snacks and refreshment to snack during the conversation group and settle</p>
<p>Objective:</p>	<p>Participants will be introduced to basic food vocabulary.</p>	<p>Participants will learn some phrases to use at the Supermarket and take out.</p>	<p>Participants will learn what are idioms and learn Food idioms</p>
<p>Activity</p>	<p>Warm-Up: This quick warmer or ESL review game is ideal for beginner students who may be learning simple vocabulary like different fruits and vegetables.</p> <p>The way it works is that you write 4 words in a group. For example: Apple, Orange, Carrot, Banana</p> <p>Then, students have to choose the odd one out and say why. This one would be carrot because it's not a fruit.</p>	<p>Phrases to use at the Supermarket</p> <ul style="list-style-type: none"> ● Where can I find a shopping cart? ● Are there any more carts? ● There aren't any more shopping carts (Outside, in the parking lot, in here) ● Can you direct me to the (Dairy, Meat, Produce, bakery, laundry detergents, coffee, deli, frozen food) section? ● Could you trim the fat off of this cut of meat? 	<p>An idiom is a phrase, saying or a group of words that has a metaphorical (not literal) meaning, which has become accepted in common usage.</p> <ul style="list-style-type: none"> ● a bad apple/egg – a bad influence/someone who brings trouble ● a couch potato – an idle person ● a hard nut to crack – a difficult person to understand/a difficult problem to solve ● a piece of cake – easy ● a smart cookie – a clever person ● big cheese – an

		<ul style="list-style-type: none"> ● I'm looking for _____(pasta, cereal,chips, frozen dinners, salsa).Can you help me? ‘ ● Do you have _____ (bread, crackers, desserts) ? <p>Phrases to use</p> <ul style="list-style-type: none"> ● Hello. Is this _____(name of restaurant) ? ● I'd like an order to go. ● Yes, I like it delivered. ● I'll pick it up. ● When will it be ready? ● Please include plastic utensils and straws. 	<p>important person</p> <ul style="list-style-type: none"> ● Have a sweet tooth - Love for sugary and sweet foods. ● In a nutshell - In summary. ● the icing on the cake – something positive that happens in an already very good situation but sometimes something quite bad that happens in an already very bad situation ●
<p>Questions</p>	<ul style="list-style-type: none"> ● What national dishes from your country would you recommend? ● What is the food you like about your country ● If you are living abroad, what is the food that you miss most from home 	<ul style="list-style-type: none"> ● What was the last meal you cooked? ● What special foods do you eat on holidays? (Christmas, New Year's Day, etc. ● Are there any foods that bring back special memories for you? What are they? 	<ul style="list-style-type: none"> ● What are your guilty pleasures? ● What kind of desserts do you like to eat? ● What foods do you love? <ul style="list-style-type: none"> ● Please describe your favorite food.
<p>Closing ESL CONVERSATION QUESTION. (n.a).</p>	<p>Reflect on the participants' new skills</p>	<p>Distribute surveys to participants' for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming to the session</p>

- Food and Eating. Retrieved from <http://iteslj.org/questions/food.html>
- ESLGAMES.COM (n.a.) 50 Conversation classes. BOOK. Pg
- ESL Activities(n.a) ESL Food Games and Activities: The Top 20 to Try Out Today! Retrieved from <https://www.eslactivity.org/esl-food-games/>
- Gast,N.(2013).*Perfect Phrases for ESL: Everyday Situations*. McGraw-Hill. New York, Chicago. Book. (pg. 153, 163).
- <https://examples.yourdictionary.com/examples-of-food-idioms.html>
- Spellzone(n.a) Thirty Idioms about Food. Retrieved from [https://www.spellzone.com/blog/Thirty Idioms about Food.htm](https://www.spellzone.com/blog/Thirty_Idioms_about_Food.htm)
- <https://www.theidioms.com/>

Food Vocabulary

Meat (carne)	Poultry (ave)	Fish (Pescado)	Fruit (Fruita)	Vegetables (verduras)
Beef vaca	chicken	Anchovy anchoa, boquerón	Apple manzana	Artichoke alcachofa
Lamb cordero	duck	Cod bacalao	Apricot albaricoque	Aubergine berenjena
Pork cerdo	partridge	Hake merluza	Avocado aguacate	Beetroot remolacha
Rabbit conejo	quail codorniz	Monkfish rape	Banana plátano	Broccoli brócoli, brécol
Veal ternera	turkey pavo	Salmon salmón	Cherry cereza	Cabbage col
Venison venado		Sardine sardina	Coconut coco	Carrot zanahoria
		Sea bream besugo	Grapes uvas	Cauliflower coliflor
		Sole lenguado	Grapefruit pomelo	Celery apio
		Swordfish pez espada	Kiwifruit kiwi	Chili guindilla
		Tuna atún	Lemon limón	Courgete
		Trout trucha	Lime lima	

		<p>Whiting pescadilla</p>	<p>Mango mango</p> <p>Melon melón</p> <p>Orange naranja</p> <p>Passion fruit maracuyá</p> <p>Peach melocotón</p> <p>Pineapple piña</p> <p>Plum ciruela</p> <p>Pomegranate granada</p> <p>Quince membrillo</p> <p>Strawberry fresa</p> <p>Tangerine mandarina</p> <p>Watermelon sandía</p>	<p>calabacín</p> <p>Cucumber pepino</p> <p>Garlic ajo</p> <p>Ginger jengibre</p> <p>Leek puerro</p> <p>Lettuce lechuga</p> <p>Mushroom champiñón, seta</p> <p>Onion cebolla</p> <p>Pepper pimiento</p> <p>Potato patata</p> <p>Pumpkin calabaza</p> <p>Radish rábano</p> <p>Spinach espinaca</p> <p>Tomato tomate</p> <p>Turnip nabo</p>
<p>SEAFOOD / SHELLFISH (marisco)</p> <ul style="list-style-type: none"> ● Clam almeja ● Cockle berberecho ● Crab cangrejo 				

<ul style="list-style-type: none"> ● Lobster langosta ● Mussel mejillón ● Octopus pulpo ● Oyster ostra ● Prawn langostino ● Shrimp gamba ● Squid calamar 				
--	--	--	--	--

Cited.

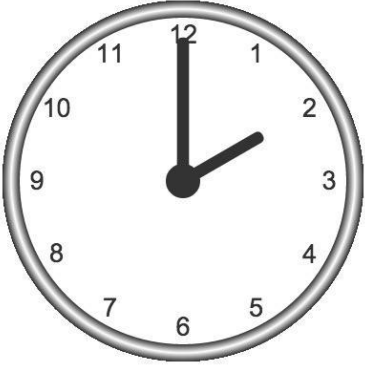
Lopez.A.(n.a). Food. Retrieved from <http://alfonsolopez.es/vocabulary/vocabulary-lists/food-and-drink/>

Appendix O

Topic 7: Time

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and state their nationality	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced to learn to tell time vocabulary.	Participants will learn the basic on telling time.	Participants will learn preposition of “Time”

<p>Activity</p>	<p>Warm-Up: Video - Telling Time</p> <p>https://www.youtube.com/watch?v=vOb5znY7LAQ</p>	<p>Activity: Telling Time and Expression</p> <p>Telling time is important for practical daily conversation.</p> <ul style="list-style-type: none"> ● A.M. is an abbreviation for the Latin <i>ante meridiem</i>(before noon). A.M. is used for times between midnight and noon--or morning. ● P.M. is an abbreviation for the Latin <i>post meridiem</i>(afternoon). A.M. is used for times between noon and midnight--or afternoon, evening, and night. ● Noon is 12:00 during the day. Midnight is 12:00 at night. <p>Asking about the time</p> <ul style="list-style-type: none"> ● What time is it? ● What time do you make it? ● What's the time? ● Have you got the right time? <p>Telling time</p> <p>There are two common ways of telling the time in English. For <u>2:40</u> you can use one of these two ways.</p> <ul style="list-style-type: none"> ● Digital: the easier way - "Two forty " 	<p>Activity: Prepositions of Time</p> <p>Time</p> <p>The preposition at is also common in time phrases. When at is used in this way, it is followed by a noun phrases that show a specific clock time.</p> <p>Ex. I'll see you at 9:30. I'm going to leave at noon. His flight is at 3:20 pm. She arrived at ten minutes before eleven.</p> <p>Use "At" in the fixed expression <u>at night</u>.</p> <ul style="list-style-type: none"> ● He works during the day and he attends classes at night. <p>Use "At" in the fixed expression <u>at once</u>(immediately) <u>and at times</u> (sometimes/ occasionally)</p> <ul style="list-style-type: none"> ● Come here at once! ● At times, I don't want to get up and go to work.
------------------------	--	---	---

		<ul style="list-style-type: none"> ● Classical: you say the minutes first then the hour - "twenty to three" <p>Example:</p> <p>Facilitators will have a time clock to demonstrate participants how to tell time and use the example to show participants to tell time.</p>  <p>2:00- it's two o'clock</p> <p>2:06- "Its six minutes past two" or "It's two oh six"</p> <p>2:15 - "It's a quarter past two" or " It's two fifteen"</p>	
<p>Questions</p>	<ul style="list-style-type: none"> ● Do you wear a watch? ● When does the time go quickly or slowly for you? ● Are you usually on time for events or appointments? 	<ul style="list-style-type: none"> ● If you had more free time, how would you spend it? ● If you could freeze time, what would you do? ● What time- saving gadget do you wish someone would invent? 	<ul style="list-style-type: none"> ● What's the most significant time of your life? ● If you had a time machine, which period would you visit? ● Which famous person or a relative from the past would you most like to meet? Why? <ul style="list-style-type: none"> ○ What would you

			<p>ask this person?</p> <ul style="list-style-type: none"> • How would you spend the time with this person
Closing	Reflect on the participants' new skills	Distribute surveys to participants' for satisfaction about the conversation group session	Thanking the participants for coming

Cited

- ESLGAMES. COM. (n.a).50 Conversation classes. Book.
- Conversation Questions for the ESL. Time. Retrieved from <http://iteslj.org/questions/time.html>
- Dave's ESLCafe. (n.a) Prepositions: Using "At" for Time. Retrieved from <https://www.eslcafe.com/resources/grammar-lessons/prepositions/prepositions-using-at-for-tim>

Example of telling time

Telling the time:

Digital	It's	It's
2: 00	Two o'clock	Two
2:06	six minutes past two	Two oh six

2:09	nine minutes past two	two oh nine
2:12	twelve past two	two twelve
2:15	a quarter past two	two fifteen
2:20	twenty past two	two twenty
2:25	twenty-five past two	two twenty-five
2:30	Half- past two	Two Thirty
2:35	Twenty -five past two	two twenty-five
2:40	twenty to three	Two forty
2:45	A quarter to three	Two forty-five
2:50	Ten to three	two fifty
2:55	five to three	two fifty-five
2:57	three minutes to three	two fifty-seven
2:58	nearly three o'clock	two fifty-eight
3:00	three o'clock	three

Resource

My English Pages.com(2020). Telling Time. Retrieved

https://www.myenglishpages.com/site_php_files/communication-lesson-telling-time.php

Appendix P**Topic 8: Sleep**

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and State their nationality	Participants will have snacks and refreshment to snack during the conversation group and settle
---------------------	---	--	---

<p>Objective:</p>	<p>Participants will be introduced to Sleep vocabulary.</p>	<p>Participants will learn about sleep idioms.</p>	<p>Participants will learn some sleep phrases.</p>
<p>Activity</p>	<p>Warm-Up: Find Someone Who Instruction: The goal is to ask everyone in class until students find someone who does that activity, has that characteristic, or can answer the question. Then, the participants will put their name only. After the 15 minutes are over, The group will speak to the group will introduce themselves and tell the whole group who they found on each category.</p> <p>(Warm up is on page 4)Please handout the Find Someone Who to the participants.</p> <p>10 - 15 minutes</p>	<p>Sleep Vocabulary: (Sleep vocabulary is on a page 5-6)</p> <p>Sleep Idioms:</p> <p>An idiom is a phrase, saying, or a group of words that has a metaphorical (not literal) meaning, which has become accepted in common usage.</p> <ul style="list-style-type: none"> ● a catnap – a short sleep in the day ● a night owl – someone who stays up late, someone who functions better at night ● a sleeping giant – someone with unrealised or emerging power ● a sleeping partner – a partner in a firm who doesn't take a share in the workload ● beauty sleep – a 	<p>Sleep Phases</p> <ul style="list-style-type: none"> ● Good night _____! ● I'm exhausted ● go to bed ● _____got a good night's sleep ● _____is passed out ● _____sleeps like a log. ● _____(some medicine) makes me drowsy. ● Sleep tight <p>Wake Up</p> <ul style="list-style-type: none"> ● Rise and shine! ● _____(someone) gets to sleep in tomorrow. ● Damn! I overslept! ● Good morning _____!

		<p>stretch of sleep will keep one young and beautiful</p> <ul style="list-style-type: none"> ● to get up on the wrong side of the bed – to start the day in a bad mood that lasts all day ● to hit the hay – to go to bed ● sleep like a log - to sleep very well, without waking up during the night 	
Questions	<ul style="list-style-type: none"> ● How many hours sleep do you need? How many do you normally? ● What time do you usually go to bed? ● What time do you usually wake up? 	<ul style="list-style-type: none"> ● Do you need an alarm clock to wake up? ● Do you fall asleep while watching the TV or reading? ● What do you do it you can't sleep? 	<ul style="list-style-type: none"> ● Do you remember your dreams? ● Tell us about a memorable, enjoyable, or strange dream you've had? ● Are you an early bird or a night owl?
Closing	Reflect on the participants' new skills	Distribute surveys to participants' for satisfaction about the conversation group session	Thanking the participants for coming

Cited

- ESLGAMES. COM. (n.a).50 Conversation classes. Book.

- Conversation Questions for the ESL. Sleep. Retrieved from <http://iteslj.org/questions/sleep.html>
- <https://.theidioms.com/>
- Phrasemix .(n.a) Phrases for talking about sleep. Retrieved from <https://www.phrasemix.com/collections/phrases-for-talking-about-sleep-in-english>
- Sleepszone. (n.a)Twenty-five idioms about Sleep. Retrieved from https://www.spellzone.com/blog/Twenty_Five_Idioms_about_Sleep.htm

Warm Up

Find Someone Who

	Classmates Name	Addational Notes
...is very tired right not.		
... went to bed very last night.		
... takes a nap almost every afternoon.		
... often snores loudly.		
... remembers an interesting dream.		
... was awake at midnight last night.		
... like to read books or magazines in bed.		
... like to watch tv		

before bed.		
--------------------	--	--

Resource: <https://www.allthingstopics.com/sleep-and-dreams.html>

Sleep Vocabulary

Alarm Clock - A person who can't get to sleep has insomnia. This can be a mental or physical condition. Sometimes insomnia has external causes beyond a person's control.

Bad dream is a nightmare.

Bed is the place where a person sleeps. A bed usually consists of the following: a mattress, sheets, a blanket or comforter, and a pillow.

Bunk Beds are When beds are stacked on top of each other, they're referred to as bunk beds.

Bunk beds save on space in a room.

Crib is a baby who sleeps in a crib.

Daydreaming is A person who dreams during the has a daydream. This happens while a person is awake.

Dream is Pleasant thought and images in the mind happened during a dream while a person sleeps.

Hammock is used for sleeping or resting outside. It usually hangs between two trees.

- He's daydreaming of rock stardom.
- He's having a nightmare.

In bed is when a person gets into bed to go to sleep, he or she is *in bed*.

Insomnia is A person who can't get to sleep has insomnia. This can be a mental or physical condition. Sometimes insomnia has external causes beyond a person's control.

- Most people get seven to eight hours of sleep every night

Nightgown is Some women wear a nightgown to bed.

Nightmare is If the dream is unpleasant.

Night owl- A person who doesn't go to sleep at night or who works at night when he or she should be sleeping is called a night owl.

Nighttime is a time for sleep.

Pajamas is may be worn to bed by children or adults, women, or men.

Pillows are your headrest on a pillow

Sleep is a time when the mind and the body get a necessary rest period.

Sleepwalk is A person who walks or gets up while sleeping is said to be sleepwalking.

Sleepy/tired- People may feel sleepy or tired in the morning if they don't get enough sleep.

Slippers are shoes that some people wear around the house while wearing pajamas or a nightgown.

The Middle of the Night - Sometimes sleep is disturbed and a person must wake up. The middle of the night occurs when a person would normally be sleeping, roughly between 1 a.m. to 4 a.m.

Yawn and Stretch- When a person wakes up in the morning, it's natural to yawn (open the mouth wide) and stretch (extend the arms and legs)

Resource: Learn American English Online. (n.a). Sleep. Retrieved from <https://learnamericanenglishonline.com/images/Vocabulary%20Images/Sleep/sleep.html>

Appendix Q

Topic 9: Music

Introduction	Welcoming everyone to the conversation group.	Participants will sign in attendance and state their nationality	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced music vocabulary	Participants will learn Music idioms	Participants will be learning listening Comprehension in some songs.

<p>Activity</p>	<p>Warm-Up: Without prelude, put on a nice piece of instrumental music and give each student a blank piece of paper and tell them to draw whatever comes to their mind. Let them go for a couple of minutes, until they have created a good base for their drawings, then grab each paper and give it to another student. Tell them to continue drawing on their new picture. Do this two or three times. With the music still playing, take all of the pictures and lay them out on the floor. Have all of the students come to the front and choose the drawing they like best. (With a large class, you can have them do this as a group.) Then tell the students to tell the story of their picture.</p>	<p>Activity: Vocabulary (Page 4-5)</p> <p>Idioms An idiom is a short phrase or group of words where those individual words may not actually be the meaning of the whole phrase.</p> <ul style="list-style-type: none"> ● Ring a bell: when something does (or doesn't) sound familiar ● Like a broken record: used to describe someone who tells the same story or information again and again. ● Blow the whistle/ whistle blower: this is the name of a person who quietly tells the authorities of illegal or criminal activities that are happening. To give information about those who are responsible. ● Carry a tune: to be able to accurately sing a melody or song. ● Music to (someone's) ears: something that is pleasant and sounds nice. 	<p>Activity:</p> <p>Sum Up: Give students no information about the song, simply play it and ask them to sum up the main idea in one sentence.</p> <ul style="list-style-type: none"> ● "I'm Yours by Jason Mraz <p>https://www.youtube.com/watch?v=hxTopOuj01k</p>
<p>Questions</p>	<ul style="list-style-type: none"> ● Is live music popular in your country? ● What kinds of music do people listen to in your country? ● Where do you usually listen to music 	<ul style="list-style-type: none"> ● What kind of music do you like? ● Who is a singer that you like? ● What is one of your favorite songs? 	<ul style="list-style-type: none"> ● What kinds of music do you dislike? ● Can you play a musical instrument? ● What radio station do you usually listen to?

Closing	Reflect on the participants’ new skills	Distribute surveys to participants’ for satisfaction about the conversation group session	Thanking the participants for coming

Cited

- ESLGAMES.COM (n.a.) 50 Conversation classes. Book.
- ESL CONVERSATION QUESTION. (n.a).Music. Retrieved from <http://iteslj.org/questions/music.html>
- <https://englishclassviaskype.com/blog/how-to-le-arn-english/15-music-idioms-in-english/>
- English Club (n.a) Music Vocabulary. Retrieved from <https://www.englishclub.com/vocabulary/music.htm>
- Dave’s ESL Club. (n.a) Music: Drawing to Music. Retrieved from <https://www.eslcafe.com/resources/lesson-plans/music/drawing-to-music>
- <https://www.theidioms.com/>

Appendix R

Topic 10: The Future (Future Present, Simple)

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and state their nationality.	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced to Future Simple tense	Participants will learn about the future Present tense and its negative tense.	Participants will learn Perfect Continuous.

<p>Activity</p>	<p>Warm-Up: Video “ I will remember you” by Sarah McLachlan</p> <p>https://eslvideo.com/quiz.php?id=8859</p>	<p>Activity: Future Simple tense-</p> <p>The simple future is a verb tense that’s used to talk about things that haven’t happened yet.</p> <p>Form : Subject + will + verb Ex: I will open the door. Someone is ringing the bell. Or Subject+ ‘ll + verb Ex. I think I’ll buy a new computer.</p> <p>[am/is/are] + going to + [root form verb]. Ex. I am going to learn a new language.</p> <p>How to make Negative Simple Future Tense</p> <p>will not = won't</p> <p>Form: will + not + [root form] ex.</p> <ul style="list-style-type: none"> ● I will not stay at home if I finish the homework. ● I won't visit Big Ben if I go to London. <p>Form in a Question</p> <p>will + [subject] + [root form] Ex. Will Jen finish <i>War and Peace</i> over the summer?</p> <p>[am/is/are] + [subject] +going to + [root form]. Ex. Is Jen going to finish <i>War and Peace</i> over the summer?</p>	<p>Activity: Future Present Tense</p> <p>Future perfect tense can be understood as a combination of future time and the present perfect tense: it shows an action or event that started in the past, is starting or will start in the future and that will also be completed at some future time.</p> <p>Form</p> <p>will + have + the past participles(third form of the verb) Ex. Will have finished something Will have lived here Will have left will have been Ex. I hope that I will have finished by 9:30 PM.</p> <p>Future Perfect tense: Negative</p> <p>Form:</p> <p>will + not + have + the past participle</p> <p>The combination will + not is often contracted to won't.</p> <p>Ex. will not (won't) have finished something will not (won't) have seen someone</p>
------------------------	---	--	--

		<p>-----</p> <p>Future perfect continuous- refers to a progressive event that will be completed at some point in the future. Here are the forms and uses of this tense.</p> <p>Forms Will, Have, been, verb+ing</p> <ul style="list-style-type: none"> ● I will have been teaching for more than 35 years when I retire. ● Will you have been teaching for more than 35 years when you retire? <p>(more Future tense pages</p>	<p>will not (won't) have had something</p> <p>Ex</p> <p>We will not (won't) have finished the work by the deadline</p> <p>If you call Judy at 6:00 AM, she won't be in a good mood because she will not (won't) have had her coffee yet.</p>
--	--	--	---

<p>Questions</p>	<ul style="list-style-type: none"> ● How will you spend your time when you retire? ● Where will you be this time tomorrow? ● What do you hope to do in your life? 	<ul style="list-style-type: none"> ● How do you think your country will change in the future ● What is your lifetime dream? ● How will cellphones change in the future? 	<ul style="list-style-type: none"> ● How will the United States and the world order change in the future? ● How do you think you will change in the future?
<p>Closing</p>	<p>Reflect on the participants' new skills</p>	<p>Distribute surveys to participants' for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming to the session</p>

Cited

Grammarly blog. (2016). Simple Future. Retrieved from <https://www.grammarly.com/blog/simple-future/>

Dave's ESL cafe.(n.a) Future Perfect Tense. Retrieved from <https://www.eslcafe.com/resources/grammar-lessons/future-perfect-tense/the-future-perfect-tense-1>

My English pages. (n.a) **Future Perfect Continuous (Progressive)** Retrieved from https://www.myenglishpages.com/site_php_files/grammar-lesson-future-perfect-progressive.php

My English pages. (n.a) Simple Future. Retrieved from https://www.myenglishpages.com/site_php_files/grammar-lesson-simple-future.php

50 Conversation Classes. Future with Will. Book.

ESL Conversation Questions.(n.a) Future. Retrieved from <http://iteslj.org/questions/future.html>

Simple,Present and Perfect Continuous Future Tense

Future Simple tense- The simple future is a verb tense that's used to talk about things that haven't happened yet.

Form :

Subject + will + verb

Ex:

I **will** open the door. Someone is ringing the bell.

Or

Subject+ 'll + verb

Ex.

I think I'll **buy** a new computer.**[am/is/are] + going to + [root form verb].**

Ex.

I **am going to learn** a new language.**How to make Negative Simple Future Tense****will not = won't****Form:**

- **will + not + [root form]**

ex.

- I **will not** stay at home if I finish the homework.
- I **won't** visit Big Ben if I go to London.

Form in a Question

- **will + [subject] + [root form]**

Ex.

- **Will** Jen finish *War and Peace* over the summer?

[am/is/are] + [subject] +going to + [root form].

Ex.

- **Is Jen going to finish** *War and Peace* over the summer?

The use of the simple future:

- We use the simple future for instant decisions.
Example: "I've left the door open; I'll **close** it."
- We use the simple future , when we predict a future situation:
Example: "She'll **pass** the exam. She's hardworking"
- We use the simple future with: "I (don't) think...", "I expect...", "I'm sure...", "I wonder...",

"probably".

Example: "It **will probably rain** tonight" , "I *wonder* what **will happen**?"

- We use the simple future in conditional sentences type one. ([More on conditional sentences here](#)):
Example: "If I have enough time, I'll **watch** the film."

Future perfect continuous

How to use



It is used to show that an event will continue up until a particular event or time in the future. It is mostly used with an expression such as:

- for five minutes
- for two weeks

These expressions indicate durations.

Examples:

- She will have been working for over 8 hours by the time her children arrive. .
- He will have been studying English for three years next month.

Future Present Tense

Future perfect tense can be understood as a combination of future time and the present perfect tense: it shows an action or event that started in the past, is starting or will start in the future and that will also be completed at some future time.

Form

will + have + the past participles(third form of the verb)

Ex.

Will have finished something

Will have lived here

Will have left

will have been

Ex.

I hope that I **will have finished** by 9:30 PM.

Future Perfect tense: Negative

Form:

will + not + have + the past participle

The combination **will + not** is often contracted to **won't**.

Ex.

will not (won't) have finished something

will not (won't) have seen someone

will not (won't) have had something

Ex

We **will not (won't)** have finished the work by the deadline

If you call Judy at 6:00 AM, she **won't be** in a good mood because she will not (won't) have had her coffee yet.

Resources:

- Grammarly blog. (2016). Simple Future. Retrieved from <https://www.grammarly.com/blog/simple-future/>
- Dave’s ESLCafe.(n.a) Future Perfect Tense. Retrieved from <https://www.eslcafe.com/resources/grammar-lessons/future-perfect-tense/the-future-perfect-tense-1>
- My English pages. (n.a) **Future Perfect Continuous (Progressive)** Retrieved from https://www.myenglishpages.com/site_php_files/grammar-lesson-future-perfect-progressive.php
- My English pages. (n.a) Simple Future. Retrieved from https://www.myenglishpages.com/site_php_files/grammar-lesson-simple-future.php

Appendix S

Topic 11: Traditions

<p>Introduction</p>	<p>Welcoming everyone to the conversation group.</p>	<p>Participants will sign in for attendance and state their nationality.</p>	<p>Participants will have snacks and refreshment to snack during the conversation group and settle</p>
----------------------------	--	--	--

<p>Objective:</p>	<p>Participants will be introduced traditions vocabulary</p>	<p>Participants will learn about Holidays Traditions phrases</p>	<p>Participants will learn about different celebration around the world</p>
<p>Activity</p>	<p>Warm-Up: Video https://www.youtube.com/watch?v=0a15UOja3JM</p>	<p>Activity: Vocabulary (page 3) Different Celebration around the world (page 4-5)</p>	<p>Activity: Holidays Phrases</p> <p>Christmas</p> <ul style="list-style-type: none"> ○ Merry Christmas ○ Happy Christmas ○ Season’s Greetings <p>New years</p> <ul style="list-style-type: none"> ● Happy New Year! <p>Easter</p> <ul style="list-style-type: none"> ● Happy Easter! <p>Thanksgiving</p> <ul style="list-style-type: none"> ● Happy Thanksgiving! <p>General</p> <ul style="list-style-type: none"> ● Happy Holidays!

<p>Questions</p>	<ul style="list-style-type: none"> • What is your favorite holiday festival in your country • What is your favorite holiday food? 	<ul style="list-style-type: none"> • Do you have any special family traditions? • How many holidays do you have in your country? 	<ul style="list-style-type: none"> • What are the three holidays that you like to spend with your family? • What kinds of things do you like to do in the holidays?
<p>Closing</p>	<p>Reflect on the participants' new skills</p>	<p>Distribute surveys to participants' for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming</p>

Cited

- ESLGAMES.COM (n.a.) 50 Conversation classes. Book
- <http://iteslj.org/questions/holiday.html>
- https://www.myenglishpages.com/site_php_files/vocabulary-lesson-celebrations.php
- <https://www.macmillandictionary.com/us/thesaurus-category/american/customs-and-traditions> (for vocabulary).
- <https://www.youtube.com/watch?v=0a15UOja3JM>
- Engelhardt,D. (2013). Perfect Phrases for ESL Conversation Skills. New York. Book. Pages 236.

Vocabulary

Celebration (noun) It is a joyful occasion for special festivities to mark some happy event.

Custom -(noun) something that people do that is traditional or usual

Festival- (noun) is an event, usually staged by a local community, which centers on some unique aspect of that community.

Holiday- (noun) is a contraction of holy and day, holidays originally represented special religious days. This word has evolved in general usage to mean any extra special day of rest (as opposed to regular days of rest such as the weekend).

Institution- (noun) an important tradition on which society is based

In the tradition of - (phrase) following the method and principles that a well-known person or group used in the past

Legacy - (noun) something such as a tradition or problem that exists as a result of something that happened in the past

Manners- (noun)the customs or accepted social behavior of a particular group of people

Mores - (noun) formal the traditional practices and moral values of a particular society or group of people

Practice -(noun) a way of doing something, especially as a result of habit, custom, or tradition

Tradition- (noun)very old customs, beliefs, or stories, considered together

Trick or treat -(noun) a custom in which children visit your home at Halloween and say “Trick or treat?” as a way of asking for candy

Celebrations around the world:

April Fools' Day - although not a holiday, is a day celebrated in many countries on April 1. The day is marked by the commission of hoaxes and other practical jokes of varying sophistication on friends, family members, enemies, and neighbors, or sending them on a fool's errand, the aim of which is to embarrass the gullible.

Brazilian Carnival- Brazil's most popular and festive holiday is Carnival. In fact, many people consider Carnival one of the world's biggest celebrations. Each spring, on the Saturday before Ash Wednesday, the streets of Brazil's largest city, Rio de Janeiro, come alive with wild parties, festivals and glamorous balls.

Chinese New Year -is a very old celebration, a time for repaying debts, enjoying feasts, giving "red envelopes" of lucky money to friends and relatives, and remembering ancestors.This holiday is celebrated approximately 15 days after the start of the Chinese New Year.

Christmas - also referred to as Christmas Day, is an annual holiday celebrated on December 25 that commemorates the birth of Jesus of Nazareth.Modern customs of the holiday include gift-giving, Church celebrations, and the display of various decorations—including the Christmas tree, lights, mistletoe, nativity scenes, and holly. Santa Claus (also referred to as Father

Christmas, although the two figures have different origins) is a popular mythological figure often associated with bringing gifts at Christmas for children.

Easter Day- Easter is the time for holidays, festivals and a time for giving chocolate Easter eggs. But Easter means much more.... Easter is the oldest and the most important Christian Festival, the celebration of the death and coming to life again of Jesus Christ. For Christians, the dawn of Easter Sunday with its message of new life is the high point of the Christian year.

July Fourth - In the United States, Independence Day, commonly known as the Fourth of July, is a federal holiday commemorating the adoption of the Declaration of Independence on July 4, 1776, declaring independence from the Kingdom of Great Britain.

Mother's Day/ Fathers Day - Celebrations that honor mothers and fathers. They are celebrated on various days in many places around the world.

New Year's Day - is the first day of the new year. It is celebrated on January 1, often celebrated with fireworks at the stroke of midnight as the new year starts.

Thanksgiving Day - is a harvest festival. Traditionally, it is a time to give thanks for the harvest and express gratitude in general. It is a holiday celebrated primarily in Canada and the United States

Valentine's Day or **Saint Valentine's Day** -is a holiday celebrated on **February 14**. In the Americas and Europe, it is the traditional day on which lovers express their love for each other by sending Valentine's cards, presenting flowers, or offering confectionery.

Appendix T

Topic 12: Visiting the library

Introduction	Welcoming everyone to the conversation group.	Participants will sign in for attendance and state their nationality	Participants will have snacks and refreshment to snack during the conversation group and settle
Objective:	Participants will be introduced to library vocabulary	Participants will learn about phrases you will hear in a library setting.	Participants will learn about phrases to say in a library setting.

<p>Activity</p>	<p>Warm-Up: Look at the Monterey County Free Libraries Website : https://www.co.monterey.ca.us/government/departments-i-z/library</p>	<p>Activity: Vocabulary (page 3-4)</p> <p>Phrases You will hear in the library</p> <ul style="list-style-type: none"> ● May I help you? ● Would you like a library card? ● You can search for titles using this online catalog? ● This book is overdue? ● The fine is _____(50cents,\$1.25,amount) ● We don't have that book right now. ● Would you like to be on the waiting list for that book? ● This is a reference book. You may read it here but cannot check it out. ● Do you need help with (the computer, the copy machine)? ● I can help you find _____(large print book section, the CD collection, our DVD shelves) <p>Phrases You will hear in the library: Disciplinary</p> <ul style="list-style-type: none"> ● Please _____(be Quiet, Keep your voice down ● Please turn off your cell phone ● Please, no food or drink is allowed in this library. ● I'm sorry, This is a no smoking building. 	<p>Activity</p> <p>Phrases You say to Say in the Library</p> <p>General Services</p> <ul style="list-style-type: none"> ● I'd like to get a library card. ● What are your hours? ● Do you have a website? ● When are these books due? ● May I just return these books in the book drop? They are not overdue. ● This book was due last week. What is fine? ● Do you have _____(the title of a book)? ● Do you have a waiting list for that book? ● Where are the (cookbooks, travel books, large- print books, nonfiction books, foreign language books, novels, children books)? ● Do you have audiobooks? ● How do I check out an e-book? ● Do you have a photocopier? <p>(more phrases on page 6)</p>
------------------------	--	--	--

<p>Questions</p>	<ul style="list-style-type: none"> ● What comes to mind when you hear the word 'library'? ● How often do you go to the library? 	<ul style="list-style-type: none"> ● Do you think libraries have changed over the years? ● Do you like the atmosphere of libraries? 	<ul style="list-style-type: none"> ● Are there enough libraries where you live? ● What would happen if libraries suddenly disappeared? ● Would society be better if there were ten times more libraries?
<p>Closing</p>	<p>Reflect on the participants' new skills</p>	<p>Distribute surveys to participants' for satisfaction about the conversation group session</p>	<p>Thanking the participants for coming</p>

Resources

ESL Discussion.com. (2017) ESL Discussion on libraries. Retrieved from <https://esldiscussions.com/l/libraries.html>

Gast, N. (2013) Perfect Phrases for ESL Everyday Situations: Hundreds of ready - to Use Phrases that help navigate any English- language situation in your daily life. Mc Graw- Hill. New York. Book Pg (128-131).

Vocabulary

Audiobooks- books that you can listen to from recordings on cassette tapes or CDs

Book club - a group where people read the same book or author and meet to discuss what they have read.

Book drop- a place to return books that are on time, not overdue.

Books signings - events at which authors autograph or sign books for sale that they have written.

Branch- location, some libraries have several branches

Broad array - a wide range, many choices

Check it out- (also take out)- remove from the library, with permission, to read and then return

to the library.

Citizenship classes- classes to help people prepare to take the citizenship

Due- the date when the book must be returned to the library.

E-books- book in a digital format (nonpaper).

ESL/ESOL- English as a Second Language, English for Speakers of Other Languages

Fine- A small amount of money, usually figured out by each day late, that you pay to the library when you don't return a book on time.

Foreign- Language books- books printed in your language or another language other than English (in addition to reading in English, which you are learning, you need or wanted to read something in your language)

Large -print book- book printed in larger than usual type (These books are easier to read for older people and people with vision problems)

Librarians- people who have studied and have degrees in library science.

Loan- (also lend)- give someone a book or other library media that must be returned

Overdue- late, after the time it should be returned

Partner with - join with, do together with

Reference book - book with specific information needed for many people to use at the library(examples are a book of maps[atlas] a dictionary and an encyclopedia)

Self-help - materials to help or learn by yourself, on your own, without a teacher or a class.

Story hours- programs for young children in which a library employee reads stories to groups of children.

Unlimited - without a set beginning or end

Waiting list- a list of names of people who wanted a book that is unavailable because someone has checked it out of the library (If you are on a waiting list, the library will call you or send you an email when the book becomes available.)

Resource

Gast, N. (2013) Perfect Phrases for ESL Everyday Situations: Hundreds of ready - to Use Phrases that help navigate any English- language situation in your daily life. Mc Graw- Hill.

New York. Book Pg (132-133).

Phrases to say at the Library

General Services

- I'd like to get a library card.
- What are your hours?
- Do you have a website?
- When are these books due?
- May I just return these books in the book drop? They are not overdue.
- This book was due last week. What is fine?
- Do you have _____(the title of a book)?
- Do you have a waiting list for that book?
- Where are the (cookbooks, travel books, large- print books, nonfiction books, foreign language books, novels, children's books)?
- Do you have audiobooks?
- How do I check out an e-book?
- Do you have a photocopier?

Digital Services

- I would like to use a computer. Is there a charge for this?
- How long may I stay on the computer?
- Can I print from this computer? Is there a charge for printing?
- Do you have Wifi so I can use my laptop?

Special Programs

- When are the children's story hours?
- Do you have a summer reading program for children?
- Do you offer _____(English classes, English conversation classes,ESL,ESOL,citizenship classes? What do they cost?
- Can you tell me where I can (register to vote, get an absentee ballot, the children's, pay my taxes)?

Cited

Gast, N. (2013) Perfect Phrases for ESL Everyday Situations: Hundreds of ready - to Use Phrases that help navigate any English- language situation in your daily life. Mc Graw- Hill. New York. Book Pg (129-131).

