**Activity # 1** (30 min)

**1.1. Listening Comprehension**

**Directions: Listen to Lan, a Vietnamese girl, talk about her experience at learning English in the USA. Then, answer the questions below in turns:**

**a)** *Do students talk in class in Lan’s country?*

**b)** *What happens in the United States? Do they talk in class?*

**c)** *How do students behave in Lan’s class?*

**d)** *What does the teacher do in Lan’s class?*

**1.2. Pronunciation Practice**

**Directions: With the help of your teacher, read the text transcript aloud for pronunciation assessment. Pay closer attention to the pronunciation of /s/ sounds. Then, practice the pronunciation of the underlined words/phrases.**

**(Important! Each student should read the full text to be evaluated by the teacher.)**

*My name is Lan. In my country, students don’t talk in class. They listen to the teacher. In the United States, students talk in groups. In my class, students ask many questions. My teacher listens to the students.*

* student /ˈstu-dent/ or /ˈstu-*r*ent/ (noun)
* talk /tok/ (verb)
* United States /iu-ˈnaɪ-reds-ˈteɪts/ (noun)
* question /ˈkues-shon/ (noun)

**1.3. Monologue**

**Directions:** Answer the following questions in the form of a brief monologue. Feel free to add any information you wish about your English learning experience.

**(Important! Each student should present his/her own monologue, which will be recorded by the teacher for correction purposes.)**

a) How are English classes in your country of origin? Are they similar to here? Are they different?

b) How are your English classes in the USA?

c) How many students are in your class?

d) Do students talk a lot?

e) What do teachers do?

f) Do you have American teachers?

g) Do you have much homework to do during the week?

h) In general, do you like your classes?

**Activity # 2**

**2.1. Listening Comprehension**

**Directions: Listen to two people (husband and wife) tell a friend about their experience in an English class. Then, answer the questions below in turns:**

**a)** *What level are the man and the woman in?*

**b)** Do they like the class?

**c)** Do they like the teacher?

**d)** Do they like the students?

e) What problem does the man have?

**2.2. Pronunciation Practice**

**Directions: With the help of your teacher, read the text transcript aloud for pronunciation assessment. Then, practice the pronunciation of the underlined words/phrases.**

**(Important! Each student should read the full text to be evaluated by the teacher.)**

**Friend:** Hi! So, what class are you in?

**Husband:** We are in level 1.

**Friend:** Oh! How is it?

**Wife:** It’s good. The teacher is great!

**Friend:** What about the students?

**Husband:** They are great, too. There’s just one problem.

**Friend:** Oh! What’s the problem?

**Husband:** English is hard!

* level /ˈle-vol/ (noun) [Spanish: *nivel*]
* just /yyost/ (adverb) [Spanish: *solo*]
* problem /ˈpra-blem/ (noun)

**2.3. Re-telling**

**Directions: Go back to the conversation and tell about the man and the woman experience in their English class.**

**(Important! Only one student will tell about the conversation, which will be recorded by the teacher for correction purposes.)**

**Ice breaker:** *A couple /kô-pol/ is telling a friend their English class…*

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| **Friend:** Hi! So, what class are you in? **Husband:** We are in level 1. **Friend:** Oh! How is it?**Wife:** It’s good. The teacher is great!**Friend:** What about the students?**Husband:** They are great, too. There’s just one problem. **Friend:** Oh! What’s the problem?**Husband:** English is hard! |

**Activity # 3**

**3.1. Listening Comprehension**

**Directions: Listen to a conversation between three students in an adult class. Then, answer the questions below in turns.**

**a)** *What does the girl do for work?*

**b)** *Where does she work?*

**c)** *What does Pierre do?*

**d)** *What’s the woman’s opinion about Pierre’s job?*

**3.2. Directions: With the help of your teacher, read the text transcript aloud for pronunciation assessment. Then, practice the pronunciation of the underlined words/phrases.**

**(Important! Each student should read the full text to be evaluated by the teacher.)**

**Student 1 (Woman):** What do you do?

**Student 2 (Girl):** I’m a *nurse*.

**Student 1 (Woman):** Really? Where do you work?

**Student 2 (Girl):** I work at a school on Main Street. I’m a school nurse.

**Student 1 (Woman):** Oh! That’s interesting. What about you, Pierre?

**Student 3 (Pierre):** I work at a school, too.

**Student 1 (Woman):** Oh! Are you a teacher?

**Student 3 (Pierre):** No, I’m a student.

**Student 1 (Woman):** That’s not a job, Pierre!

**Student 3 (Pierre):** Yes, it is. It’s a hard job!

* nurse /ners/ (noun)
* work /uerk/ (verb, noun)
* interesting /ˈɪn-tres-tɪn/ (adj.)
* job /yyab/ (noun)

**2.3. Re-telling**

**Directions:** Go backto the conversation between the three friends and tell about their occupations.

**(Important! Only one student will tell about the conversation, which will be recorded by the teacher for correction purposes.)**

**Ice breaker:** *A woman is asking two of her classmates about their professions. The first girl…*

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| **Student 1 (Woman):** What do you do?**Student 2 (Girl):** I’m a *nurse*. **Student 1 (Woman):** Really? Where do you work? **Student 2 (Girl):** I work at a school on Main Street. I’m a school nurse. **Student 1 (Woman):** Oh! That’s interesting. What about you, Pierre? **Student 3 (Pierre):** I work at a school, too.**Student 1 (Woman):** Oh! Are you a teacher?**Student 3 (Pierre):** No, I’m a student. **Student 1 (Woman):** That’s not a job, Pierre!**Student 3 (Pierre):** Yes, it is. It’s a hard job! |