

Fall 2012 Week 1 Session Guideline for Conversation Group Part A: Human Family

<p>Introduction/Community Building (10 min): Engage in small talks as students arrive to make it welcoming. Try to learn students' names as quickly as possible. Use nametags or table tents if needed/write on the board. Ask students to talk about:</p> <ol style="list-style-type: none"> 1) their name, 2) country they are from, 3) the year/how long they have been in the U.S. and how long they plan to stay 4) one positive/ memorable moment they have experienced in the U.S. <p>-Volunteer jot down notes about each student.</p>	<p>Time Capture (10 min): May use the Sample Time Capture Sheet on Program Blog or modify it however you want. Some questions may include:</p> <ol style="list-style-type: none"> 1) How was your summer? 2) If you could use three words to describe who you are right now, what would those words be? Explore with students: Are the words a temporary state (feelings etc.) or are they more permanent/stable characteristics/mood? 3) Fears/anxieties/joy/ excitement for this coming semester ... 4) What is on your mind right now? <p>-Take a picture of your group if anyone in the group has a camera/phone.</p>	<p>Setting Goals for this Semester (15 min):</p> <ul style="list-style-type: none"> • Volunteer asks each student to list 3 topics/themes that they would like to learn for this semester (5 min). • As students speak, volunteer write it on the board. • Take note of prominent topics/themes. • Make sure volunteer has a copy of the topics brainstormed. <p>-Volunteer may want to e-mail students in advance to think about their expectations for the conversation session. -Students can also write down their goals and save it till the last session for reflection.</p>
<p>Culture Corner (35 min): Read the poem <i>Human Family</i> by Maya Angelou from the Supplementary Guideline.</p> <ul style="list-style-type: none"> • Do you agree with the poet's perspective that we are more alike than we are unlike? Explain your answer. • Pick a stanza or a couplet that you like and explain how it is true or untrue from your own experience or someone else's experience. • If you could add another stanza, what would you say about the human family? Do you believe that the world is a human family? What other words would you describe the world as a world right now? <p>Sense of belonging As people, we often define who we are by our sense of belonging. What does "sense of belonging" mean to you? Where is your sense of belonging? Is it a place? Is it a culture? Is it your citizenship? Perhaps your home country? Is it a group of people you can identify with? Or, is it talents, a set of skills or things that you can identify with? Read <i>Who Belongs? Changing Concepts</i> (a definition on citizenship) by William Kaplan from the Supplementary Guideline.</p> <ul style="list-style-type: none"> • What does citizenship mean to you? • Is it important to you that you are a citizen belonging to a particular country? <p>Additional Questions regarding sense of belonging and citizenship:</p> <ul style="list-style-type: none"> • How can a person be made to feel welcomed in a society? • Is it similar in different cultures? • Are there conflicts between different groups (race, economic, social status etc.) in your country? • What are the policies and laws that strive to resolve, ease the interracial/intercultural tension? 		<p>The Game of Things (20 min):</p> <ol style="list-style-type: none"> 1. Have a set of scenarios, questions or statements on several cards of slips of paper. 2. Have a student draw a card or a slip of paper and read the prompt. Ex: You were speeding on the highway and the police pulled you over, what would you say? 3. Have members in the group write down their response (short) and put it into a bag or facedown shuffle it. 4. Have the mediator (volunteer or one student) draw from the bag and guess who wrote what based on what each persons knows about each other so far. 5. Be prepared to provide explanation. At the end, each person reveals what s/he wrote. <p>See Supplementary Guide for additional possible scenarios/questions etc.</p>

Fall 2012 Week 2 Session Guideline for Conversation Group Part A: Hometowns and Childhoods

Community Building (10 min):

Act and Guess!
 Ask each student to think of one of their favorite things to do in their childhood. Each student will act it out and the rest of the class will guess what it is.

American Fairy Tales (15 min)

Divide the class into two teams. Two teams take turn to name an American fairytale or a character in a fairytale. The losing team tells a fairytale that they know to the class.

If you were the mayor of your hometown, what would you do? (15 min)

Tell us one thing that you would like to change. Why would you want to change it? What is your plan? Volunteers may ask 3 to 4 students to share their opinions.

Culture Corner (40 min):

Volunteers describe their hometown first, and then pair up the students. Ask the students to choose at least ten questions to ask each other and take notes. Then each student will tell the class about his/her partner's hometown.

1. Where is your hometown?
2. What is the population of your hometown/country?
3. What are some things in your hometown that are part of history?
4. Does anyone famous come from your hometown?
5. What does your hometown produce? What does it grow?
6. What is the best season in your hometown?
7. What is the best thing about your hometown?
8. What is the worst thing about your hometown?
9. What's there to do in your hometown?
10. What is the geography of your hometown? (i.e. beach, mountains, etc.)
11. What are the main economical resources in your hometown?
12. If you could live anywhere, where would you like to live?
13. How do you see your hometown growing in the next 20 years?
14. Is your hometown growing? Is this a good or a bad thing?
15. What interesting city lies to the north, south, east, west of your hometown?
16. Where is the best place to get a reasonably priced, but delicious meal in your hometown?
17. Where did your maternal and paternal great-great-great grandparents live or come from?
18. Do you hope that someday your hometown would be world famous for something? What could it be famous for?

Activity (10 min):

Share your best memories in your childhood!
 Volunteers may ask as many students as possible to tell the class one of their best memories in their childhood.

Fall 2012 Week 3 Session Guideline for Conversation Group Part A: Meaning/Purpose of Life

Community Building (15 min):

IF

Directions: Have your group members sit in a circle. Write 5-10 'IF' questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment or explanation. The card is returned to the bottom of the pile before the next person takes their card.

Write your own additional 'IF' questions to add to the list.

Additional questions are in the Supplementary Guidelines.

- If you could wish one thing to come true this year, what would it be?
- If you could change anything about yourself, what would you change?
- If you could have any question answered, what would it be?
- If money and time was no object, what would you be doing right now?
- If you had one day to live over again, what day would you pick?

Quotes of Purpose (10 min):

1. Select several quotes from the supplementary guideline (adjust the number of quotes to your students' proficiency level). Be sure you include as many perspectives as possible.
2. Hand out the quotes and have two or three students get into a group to discuss the quotes they have and group them.
3. Discuss the categories that the students have come up with and have them **choose** their favorite quote or an interesting quote.

Anticipation Guide (10 min):

Before group members read or discuss about the meaning of life, have the participants write whether they agree/disagree with the following statements/groups:

1. There is no meaning in life.
2. There is a meaning in life that people should seek.
3. You create your meaning in life.
4. Everyone has a different purpose in life.
5. Any additional categories that students come up with.

See the supplementary guide for the actual anticipation guide handout.

Culture Corner (35 min): Discussion

Read/Summarize *What is Your Purpose?* from Supplementary Guideline.

1. What is motivating or guiding your life? What keeps you going?
2. Have you thought about the meaning of life? If so, what do you think it is? What is the meaning of your life?
3. Are they the same as what others (family, friends) see as the motivating force guiding your life?
4. Does your culture/do cultures have an influence on your perspective on the meaning of life?
5. If life is short-lived, then how can you live up to its fullest?
6. Is there a difference between being successful and having a purpose in life?
How do you define success?
7. What would your utopia (perfect world) be like?
8. What is the most important thing in your life right now?
9. What are you thinking about/what is hovering over your mind at the moment?
10. Who is the most important person in your life? What qualities do they have? Why is that person important in your life?
11. At the end of your life, how can you tell if you have lived a purposeful life? Is it important to have a purpose, or a mission in life?
12. What are some things that you would like to do some time in your life?

Do you agree with the following statements?

- **If you don't have something worth dying for, you don't have anything worth living for.**
- **Dying for something important is better than living just for existence.**

Idiom Slang (20 min):

Using the games from the S.G. to learn the following terms:

It's a dog's life: a life of misery (to live a bad life)

Variety is the spice of life: experiencing a varied list of circumstances is more desirable than sticking to the same old things constantly.

Have the time of his or her life: it is a very positive expression; it means to have the best or most wonderful experience. It refers to a special occasion that is so excellent you cannot possibly forget it.

Ride or die: based on motorcycle culture, it is a philosophy that has a metaphor.

"Ride or die" (comparable to "live free or die") means a dedication to the culture rather than to personal convenience. Metaphorically, it is used for any dedication or commitment. ("He will ride or die with that plan.") It can also be used to indicate a dedicated individual. ("ride or die type").

Fall 2012 Week 4 Session Guideline for Conversation Group Part A: Love

Community Building (10 min)

“How do I love Thee?”
Using an English only dictionary, have your students look up the word ‘love’ and read each of the definitions listed there. In pairs, have your students take one definition at a time and talk about the exact meaning of love in that definition. Then you can ask each group to list some people or items that a person may love in that specific way.

“Roses are Red” (15 min)

One of the most common love poems starts with “*Roses are red, Violets are blue...*” Tell your students that they can finish the poem any way they like as long as the meter and rhyme are completed correctly. Of the two lines that they will write, the first should contain four syllables and does not need to rhyme with any of the other lines. The second line that they write should also have four syllables, but it should rhyme with the second line. Ask the students to share their poems with the class.

10 Love Idioms (15 min)

1. Puppy Love

Puppy love is an idiom that refers to the strong feeling of affection between two young people. It is also called *young love*.

2. Head over Heels in Love and Hung Up On

The idiomatic expressions *head over heels in love* and *hung up on* both mean to be very much in love with another person. They can even mean obsession or infatuation.

3. Hit it Off

To *hit it off* is to instantly get along well with a person from the first meeting. It is an idiom that refers to instant connections.

4. Whisper Sweet Nothings

The idiom “*whisper sweet nothings*” implies saying intimate words to someone. Usually, people say sweet nothings in someone’s ears.

5. Find Mr. Right

Find Mr. Right is an idiom that connotes finding the right male partner. This idiom specifically says that Mr. Right is a husband material or somebody who can be a future husband.

6. Pop the Question and Ask for Someone’s Hand in Marriage

Pop the question and *ask for someone’s hand in marriage* are idioms that refer to marriage proposals. *Pop the question* is casual while *ask for someone’s hand in marriage* is a little formal.

7. Tie the Knot, Walk Down the Aisle and Get Hitched

The idioms *tie the knot*, *walk down the aisle* and *get hitched* mean to get married. *Get hitched* is a bit informal in tone while *walk down the aisle* signifies getting married in a church where there is an aisle.

8. On the Rocks

On the rocks is an idiom that connotes having problems in a relationship.

9. Kiss and Makeup

Kiss and makeup is an idiom that means becoming friends or lovers again after a nasty fight.

10. A Match Made in Heaven

The idiom *a match made in heaven* refers to two people in a relationship who seem to get along with each other extremely well.

See Supplementary Guidelines for sentence examples for idioms on love.

Culture Corner (40 min):

Five Acts of Love:

- Words of Affirmation
- Quality Time
- Gift-giving
- Service
- Physical Touch

Discussion: What are your acts of love?

“The Four Loves” by C.S. Lewis:

Four Greek words for love in the Bible:

- Agape (Unconditional Love): “God is love.” - 1 John 4:8
Agape is love which is of and from God, whose very nature is love itself. The essence of agape love is self-sacrifice. Everything God does flows from His love. Jesus lived out agape by sacrificing himself for the sins of the world.
- Philia (Friendship): Phileo means to have an affection (sentiment, passion or feeling) for. A fondness based in the heart. What the Greeks meant by Phileo love is what we normally think of the words “brotherly love” meaning today. Most friendships are built on phileo love.
- Storge (Affection): Storge is fondness through familiarity, especially between family members or people who have otherwise found themselves together by chance.
- Eros (Romance): Eros is love in the sense of “being in love” or loving me. This is distinct from sexuality, which Lewis calls Venus.

Activity: Share your personal story! (10 min)

Who do you love the most?

How do you show your love to her/him?

Fall 2012 Week 5 Session Guideline for Conversation Group Part A: Making Decisions/Turning Point

<p>Community Building (10 min): Volunteer chooses a number from 1 to 100 (e.g. 24). Players guess a number (e.g. 50), then the volunteer says, “1 to 50,” and the next person guesses. First person who hits the “target number” answers first.</p> <p>-What has been the most important decision that you have ever made in your life? -Did anyone help you make that decision?</p>	<p>Life Experiences Story Time (15 min): Choose 1-2 quote(s) from the following and share how you think it’s true or false based on your personal experiences.</p> <ul style="list-style-type: none"> • When you have to make a choice and don't make it, that is in itself a choice. ~William James • Decisions become easier when your will to please God outweighs your will to please the world. ~Anso Coetzer • Life is the sum of all your choices. ~Albert Camus • In a minute there is time for decisions and revisions which a minute will reverse. ~T.S. Eliot • Good decisions come from experience, and experience comes from bad decisions. ~Author Unknown • Once you make a decision, the universe conspires to make it happen. ~Ralph Waldo Emerson <p>Additional quotes are in the supplementary guide. Use the above quote(s) or additional quotes from the S.G. and have students decide whether they agree with the quote(s) or not. Options: Agree, partially agree/disagree, disagree. Why or why not?</p>	<p>Ever wish for an undo button in your life? (15 min):</p> <ul style="list-style-type: none"> • How do people deal with mistakes in your culture? • How do people deal with failures? • Are there differences/similarities? What are we/they teaching in schools/society that deal with the aftermath of decisions? <p>In our societies today, we prize the good, the successful, and create the “othering” phenomenon that lump everything else together. However, we don’t nearly talk enough about how we can deal with struggles, failure, redeeming a mistake or experiencing forgiveness.</p> <ul style="list-style-type: none"> • What are the consequences of the lack of tolerance for failure or meaning in life? • Read/review <i>Suspect in Colorado Theater Shooting Appears in Court</i> in the supplementary guideline • Where did you learn about dealing with mistakes/failure? How do you personally deal with it?
<p>Culture Corner (30 min): Read <i>The Starfish Story</i> from the Supplementary Guidelines. Give students a couple of minutes of wait time to reflect on the story.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • Why do you think the boy throws the starfish into the sea everyday? • Have you or anyone else done acts of kindness similar to these before? Describe how it feels to do or to see someone give without asking anything in return. • What impact you in making your decisions everyday? (Allow students to come up with answers: Possible answers are money, time, energy, interest, mood, values, moral, laws, propriety, etc.) <ul style="list-style-type: none"> • If today all the “resources” were unlimited (money, time, energy etc.), then what decisions would you have made differently? • What are the steps that you take to make decisions? Can you generalize them? • Does your culture (ethnic, home or school culture, beliefs) have an impact on how you make your decisions? • In your opinion, what are the 3 most important decisions in a person’s life? Can these choices be changed? <p>Making decisions oftentimes are influenced by our priorities in life.</p> <ul style="list-style-type: none"> • What are the areas of priorities that may impact your decision making process in addition to the ones we have mentioned so far? • Have you made a decision and regretted it later on? What have you done to redeem it/fix the problem? Do you often regret the decisions you make? What are ways/principles that people can go by to help yourself make better decisions? 	<p>Turning Points Idioms (15 min): See S.G. for more examples.</p> <p>it’s up to you: for you to decide arrive at a decision/reach a decision: to make a decision; decide. eleventh-hour decision: <i>Fig.</i> a decision made very late in a process, or at the last possible moment. on the fence: when you can’t decide between 2 or more options, you can say “I’m on the fence”. It means, <i>I can’t decide.</i> I’m Torn Between: when you have more than one option and you can’t decide which to chose, you can use this English idiom. It means that you have two good choices but you can’t decide which is the best. A bird in the hand is worth two in the bush: when you know you have something, but you still consider trying to get something which is better or more, even though you may lose what you had in the first place. Sometimes difficulties in life become our springboard to our life’s direction/goal and provide for us a refreshing prospect on life.</p> <ul style="list-style-type: none"> • What is one or two turning points in your life that has/have changed you? • Was it (turning point) a decision/a series of decisions that you made? • Was is merely something that happened to you and you simply responded to it? 	

Fall 2012 Week 6 Session Guideline for Conversation Group Part B: Job Interviews and Career

Community Building (10 min):
 If possible, tell group members ahead of time to dress up for that session (just for fun)!

Take a group picture together in suits, ties/ dresses!

Have each group member think of 3-4 possible generic questions that people may ask on an interview.

Then, tell the students, “You are on an interview panel (the rest of the group)” and you need to “sell” yourself as a good potential candidate.

Possible questions include:

- What are your two strengths?
- What is one weakness about you as a worker?
- What do you do to keep your life balanced? What do you do on your spare time?

Some Helpful Tips (25 min):
 Roles and qualities that Interviewers look for:
 (See Supplementary Guidelines for specific characteristics to avoid).

Visionary	Organizer	Provider	Server
Wisdom	Orderliness	Resourcefulness	Alertness
Discernment	Initiative	Thriftiness	Hospitality
Faith	Responsibility	Contentment	Generosity
Discretion	Humility	Punctuality	Joyfulness
Benevolence	Decisiveness	Tolerance	Flexibility
Creativity	Determination	Cautiousness	Availability
Enthusiasm	Loyalty	Gratefulness	Endurance

Teacher	Mediator	Idealist
Self-control	Attentiveness	Truthfulness
Reverence	Sensitivity	Obedience
Diligence	Justice	Sincerity
Thoroughness	Compassion	Virtue
Dependability	Gentleness	Boldness
Security	Deference	Forgiveness
Patience	Meekness	Persuasiveness

- Which kinds of jobs need which kinds of these qualities?
- What are the roles and qualities needed in your dream job?
- How do you develop those qualities?
- How do you show that you have these qualities, especially in an interview?

Interview Tips (10 min):
 Background information in S.G.
 Passages on

- **Informational interview**
- **Effective job hunting**
- **Business etiquette**

See S.G. for **Tips on Steps Leading up to an Interview.**

1. Preparing a resume, CV (curriculum vitae), cover letter
2. Choosing references
3. The job application
4. Planning for the interview
5. Practice interview
6. Make checklist for things to bring to an interview
7. Appearance
8. Making good impression
9. The actual interview
10. After the interview

What are some additional tips that you have for the steps in an interview?

Culture Corner (30 min):
Read/review *A Third of Your Life* from the supplementary guide.
 In the United States, the education system is set up so that students can choose the classes that most interest them and that build toward their potential career paths.

- What are some of the pros and cons to such education system?
- What is the education system in your country like in reference to career development?
- What are the influences/factors that impact your choice(s) of career?
- If you could go back in time and change your major/aspects of education, would you still choose the same? What would you have done differently or the same?
- In your opinion, is it important for you to enjoy your work?
- Do you have a job now that uses your skills and talents? Is your job your career job? What is your end goal?

Sharing Experiences (5-15 min):
 Share about an interesting/awkward interview experience.

Idiom Review (if time permits: 10 min)
 Review idioms from previous sessions (or even reintroduce idioms from previous semesters) using the different games to play idioms (See supplementary guidelines, pg. 1).

Fall 2012 Week 7 Session Guideline for Conversation Group Part B: Community/Campus Life/ Living

<p>Community Building (10 min). Story Time Game</p> <p>The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that's already been added.</p> <p>Great way to learn about the personalities and creativity in your group!</p>	<p>Fitting In on Campus (20 min): Depending on students' proficiency level, volunteer may ask students to skim the reading, read snippets of the reading, or the volunteer can summarize the reading for the participants (to provide background information). Discuss the difference between acculturation and assimilation. Studies and past experiences of foreigners have shown that people who acculturate is better off than those who simply assimilate. Why do you think that? Conflicting message: "Be Yourself" vs. Fitting in Can you be yourself and fit in at the same time? Background information (see S.G.):</p> <ul style="list-style-type: none"> • <i>Those Strange Americans</i> • <i>Fitting In</i> • <i>Start First and Go Slowly</i> <p>What are ways that you can mingle with other students on campus?</p>	<p>Getting the Message Across (20 min): A tip on how to get the message across without offending the other party: A popular way of communications Americans use is called <i>I-Messages</i>. In interpersonal communication, an I-message or I-statement is an assertion about the feelings, beliefs, values etc. of the person speaking, generally expressed as a sentence beginning with the word "I". I-messages are often used with the intent to be assertive without putting the listener on the defensive. See S.G. for: (1) more information and construction on I-message, (2) reading on Getting Your Point Across</p>
<p>Culture Corner (35 min): Fostering a community often starts off with reaching out to individual people one at a time. There are times when you are the beneficiary who reaches out to others; and there are times when you are the recipient of kind words, an encouragement, or a hug that says, "I understand."</p> <ul style="list-style-type: none"> • What are some of the ways people in your culture do to encourage or to comfort another person? • What are some of the things people do to mask their true feelings in your culture? From your observations so far, how do people mask their feelings here? • Do you think it's universal or do cultures have an impact on the display of feelings? 	<p>Read the following poem aloud and discuss briefly:</p> <p>Changing By Maya Angelou It occurs to me now, I never see you smiling Anymore. Friends Praise your humor rich, your phrases turning on a thin dime. For me your wit is honed to killing sharpness. But I never catch you simply smiling, anymore.</p> <ul style="list-style-type: none"> • What is the tone of the poem? • How can you tell if someone is truly happy or if someone is trying, but not truly, happy? • What can you do as a friend or colleague to help them become happy/happier? • Where do you think your happiness/joy come from? 	<p>Common Informal Phrases People Use (5 min):</p> <p>I feel you: I understand your feelings lighten up: to be less serious about something <i>-She has lightened up lately after her recovery.</i> <i>-“Lighten up, will you? Thinking about it won't make it any better.”</i> lighten up (on someone or something): to be less rough and demanding or rude with someone or something. <i>-Please lighten up on her. You are being very cruel. You are too harsh.</i> Cheer up: be happy Chill out: telling someone to relax and take it easy (a casual way of saying it; only really close friends say it). <i>Chill out, man. It's not as bad as you think.</i> Cheer (someone) on: encouraging/support someone indirectly <i>The audience cheered the marathon runners on as they finished the last mile of the race.</i></p>

Fall 2012 Week 8 Session Guideline for Conversation Group Part B: Freedom

Penny For Your Thoughts (15 min):

When everyone arrives give them name tags and ask them to choose a penny from a bag. When everyone is seated ask them to look at the year on their penny. Ask them to think about something that happened to them that year. Start with the earlier year by asking "Does anyone have a penny with a date before 1980? 1990? and work forward until the most recent penny is shared. The answers can be funny, short or serious and allows each person to share as much or as little as they want.

(For younger generations, make sure your pennies are not from too long ago that they were not born yet. If participants are not born yet, ask them to recall something from history that might have happened during that period).

Brain Dump (10 min):

Give students 3 to 5 minutes to think about the following questions before sharing:

- What comes to mind when you hear the word 'freedom'?
- What is freedom?

History Lesson 101:

See S.G. for articles on Freedom Riders and *Freedom Writers* (the true story and the movie).

What cause are the two groups of people fighting for? Do you think they were successful? Do you think the U.S. has reached equality?

Culture Corner (45 min):

Read the excerpts from: (1) *I have a Dream* in S.G.

(2) *Righteous Resistance and Martin Luther King, Jr.* by John C. Raines in S.G.

- Do you have as much freedom as you want in your life?
- Do you have as much freedom as you want in your country?
- In what ways does your country take away your freedom?
- Was there a time in your life when you had a lack of freedom?
- What would it be like to live where there is little freedom of choice?
- Do men or women have more freedom in your country?
- Can freedom damage a country?
- Where in the world do you think has the greatest freedom?
- Is working 40 hours a week closer to freedom or slavery?
- What does freedom feel like?
- What kind of stories do you hear in the news related to freedom?
- Do you think many people misunderstand the concept of freedom?
- The philosopher Rousseau said "Man is born free, and everywhere he is in chain." Do you agree or disagree?
- What are the pros and cons related to freedom of speech?
- Have you ever heard of freedom from yourself?
- What do you think freedom from yourself might mean?
- (Freedom from your desires, needs, etc.)

Do you, too, have a Freedom Dream? (20 min)

Is there a cause right now that you would like to support around the world?

- Freedom from hunger/starvation
- Freedom from human trafficking
- Freedom from dictatorship
- Freedom from religious/racial persecution
- What other causes are out there that you support?

- Would you fight for your freedom?
- Would you fight for others' freedom?

- How about fighting for freedom from ignorance and the lack of education? How about the lack of medical care, medication etc.?

- How important is freedom for you?

Fall 2012 Week 9 Session Guideline for Conversation Group Part B: Traveling

Community Building (10 min):

Discussion:

Where do you want to travel? Why do you want to go there?

Tell us one of your favorite places that you have visited.

Game: How much do you know about the United States? (10 min)

Divide your students into two groups.

Volunteers ask questions about the U.S.

(<http://www.eslpartyland.com/quiz/us.htm>).

Two groups will compete with each other to see which group has more correct answers.

Build your own Country! (15 min)

In pairs, ask your students to name an imaginary country, and to think of several special features of their country, like the population, ethnic groups, official language, politics and economy. The students will imagine themselves as ambassadors of their country, and tell the visitors about their country. The visitors can ask questions about their country.

Culture Corner (40 min):

“The road not taken” by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Jigsaw Reading:

The students will be divided into 4 groups, and each group will be assigned one stanza of the poem. Each group will help each other to understand the vocabulary, summarize the main idea of their stanza, and discuss the implication of it. Thus, each student will become the expert of the stanza they just discussed. The students in each group will count the numbers from 1 to 4. Those who have the same number will get into a new group. Each student will explain and summarize their assigned stanza to their group members. Each group will discuss the theme of the poem and what they can learn from the poem and report to the class.

Reflect on Your Own Experience!

The author comes across two different roads in the poem. Have you ever been in a situation where you have to choose between two roads? Did you take “the one less travelled by”? Why or why not?

Role Play: (15 min)

Each pair will create a special celebration of a festival or holiday, and act it out in front of the class.

Fall 2012 Week 10 Session Guideline for Conversation Group Part B: Dreams

Community Building (10 min):

- What are your childhood dreams?
- Did you realize one of your childhood dreams?

American dream (15 min):

The **American Dream** is a national ethos of the United States; a set of ideals in which freedom includes the opportunity for prosperity and success, and an upward social mobility achieved through hard work. In the definition of the American Dream by James Truslow Adams in 1931, "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement" regardless of social class or circumstances of birth.

The idea of the American Dream is rooted in the United States Declaration of Independence which proclaims that "all men are created equal" and that they are "endowed by their Creator with certain inalienable Rights" including "Life, Liberty and the pursuit of Happiness".

Discussion: What is your American dream?

Dream and Sleep Idioms (20 min):

To **sleep on it**: to think about something overnight, rather than make a decision straight away.

To **sleep like a log**: to sleep heavily, without waking.

To have a **lie in**: to sleep until later than usual.

To **catch up on some sleep**: to get some extra sleeping time to make up for missed sleep

I couldn't sleep a wink: I felt like I didn't sleep at all the whole night.

Getting up on the wrong side of the bed: waking up and staying in a grumpy mood or having everything seem to go wrong is often said to be a result of "getting up on the wrong side of the bed" earlier that morning.

A **pipe dream**: a wish that is very unlikely to come true.

To be in a **dream world**: to constantly be thinking about what you would like to happen rather than what is happening.

A dream comes true: a wish or hope that was realized.

To **not dream of doing something**: to state that you would never do a certain thing.

Dreamboat: a really good-looking, physically attractive, person.

Dreamy: something that is desirable and idealized. It could be another person, or something, like a dreamy wedding gown, exquisitely beautiful.

Culture Corner (40 min):

Read the article "What Dream Will Fulfill Your Purpose?" (See Supplementary guide)

- How to select your dream?
- How to sort your values?
- What does the author mean by "living a typical day"?
- What question should you ask yourself every day to recommit to your dream?
- According to the author, should we tell our friends about our dreams? Why or why not?

After answering the questions, each student takes out a piece of paper and write three values:

1. I always value _____;
 2. I sometimes value _____;
- I never value _____.

Activity (5 min):

Pair up the students and ask them to tell their partners a dream that they think is special or interesting to them.

